

- Kulp AM, Pascale AB, & Grandstaff M. (2019). Types of Extracurricular Campus Activities and First-Year Students' Academic Success. *Journal of College Student Retention: Research, Theory & Practice*. 152102511987624.
- Kumatongo, B. & Muzata, K. K. (2021). Research paradigms and designs with their application in education. *Journal of Lexicography and Terminology (Online ISSN 2664-0899. Print ISSN 2517-9306)*, 5(1), 16-32.
- Lang, C. (2021). Extracurricular activities can play a central role in K-12 education. *Phi Delta Kappan*, 102(8), 14-19.
- Lewis, J. & McNaughton Nicholls, C. (2013). Qualitative Research Practice: A Guide for Social Science Students and Researchers. In C. M. J. Ritchie, *Design Issues*. In: (pp. pp 47-76). Thousand Oaks: Sage.
- Liamputtong, P. (2020). *Qualitative research methods* (5th ed). Melbourne: Oxford University Press.
- Lincoln, Y. S. (2015). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1 (2), 275–289.
- Lincoln, Y.S. & Guba, E.G. (2013). *The Constructivist Credo*. Walnut Creek, CA: Left Coast Press.
- López Castedo, A., Lomba Portela, L., Pino Juste, M. & Pumares Lavandeira, L. (2016). Bibliometric Analysis: The Influence of Extracurricular Activities on the Academic Performance. *International Journal of Early Childhood Learning*, 23(1), 15–28.
- Mackenzie, N. & Knipe, S. (2016). Research dilemmas: paradigms, methods and methodology. *Issues In Educational Research*, 16 (2), 1-15.
- Maguire, M. & Delahunt, B. (2017). Doing Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. *All Ireland Journal of Education*, 9(3), 67-70.
- Marchetti, R., Wilson, R. H., & Dunham, M. (2016). Academic achievement and extracurricular school activities of at-risk high school students. *Educational Research Quarterly*, 39(4), 3–20.

- Maree, K. (2020). *First Steps in Research*. Van Schaik.
- Marginson, S. (2016). The worldwide trend to high participation higher education: Dynamics of social stratification in inclusive systems. *Higher Education* 72(4), 413–434.
- Markus, K. A. & Borsboom, D. (2024). *Frontiers of test validity theory: Measurement, causation, and meaning*. Routledge.
- Marsh, H., & Kleitman, S. (2021). Extracurricular school activities: The good, the bad, and the nonlinear. *Harvard educational review*, 72(4), 464-515. <https://doi.org/10.17763/haer.72.4.051388703v7v7736>
- Martens, D. (2015). *Research and evaluations in educational psychology (4th ed.)*. Los Angeles: Sage.
- Martinez, A., Coker, C., McMahon, S. D., Cohen, J. & Thapa, A. (2016). Involvement in extracurricular activities: Identifying differences in perceptions of school climate. *The Educational and Developmental Psychologist*, 33(1), 70–84.
- McMillan, J.H. (2015). *Fundamentals of Educational Research* (7th ed). Virginia Commonwealth University: Pearson.
- Merriam, S. B. & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation (4th ed.)*. San Francisco: Jossey- Bass.
- Metsapelto, R. L., & Pulkkinen, L. (2021). Socioemotional behavior and school achievement in relation to extracurricular activity participation in middle childhood. *Scandinavian Journal of Educational Research*, 56(2), 167-182. doi:10.1080/00313831.2011.581681
- Metzl, J. & Shookhoff, C. (2020). *The benefits of youth sports*. Retrieved from www.mb.com.ph/articles/236961/the-benefits-youth-sports
- Mikaelsson, K., Rutberg, S., Lindqvist, A.K. & Michaelson, P. (2020). Physically inactive adolescents' experiences of engaging in physical activity. *European Journal of Physiotherapy*.20 (4), 191-196. DOI: 10.1080/21679169.2019.1567808

- Mireanu, C. (2021). *The Social Construction of Reality*. Bulletin of" Carol I" National Defence University (EN), (04), 112-118.
- Mishra S.B. & Alok, S. (2017). *Handbook of Research Methodology: A Compendium for Scholars and Researchers*. India: Educreation Publishing.
- Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University Economic Series*, 17 (3), 58-82. <https://mpra.ub.uni-muenchen.de/83458/>
- Morris D. S. (2016). Extracurricular Activity Participation in High School. *American Educational Research Journal*. 53(5), 1376–1410.
- Morse, J.M. (2015a). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25 (9), 1212-1222.
- Morse, J.M. (2015b). Data were saturated. *Qualitative Health Research*, 25 (5), 587-588.
- Mosha, M. (2017). The influence of peer group on academic performance of adolescent students in secondary Tanzania. *Research Journal of Educational Studies and Review*3 (1), 18-26.
- Moustakas, C. (2014). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage.
- Nassar, F. S., Abbas, A. O., Al-Saify, H. & Ali, O. M. (2024). The Impact of Extracurricular Activities on Developing Academic Standing, Student Satisfaction, Performance, and Bolstering the Academic Reputation of Higher Education Institutions from the Perspective of SDGs. *Journal of Lifestyle and SDGs Review*, 5(1), 27-58. <https://doi.org/10.47172/2965-730X.SDGsReview.v5.n01.pe02758>
- Nayak, J. K. & Singh, P. (2015). *Fundamentals of Research Methodology: Problems and Prospects*. India: SSDN Publishers and Distributors.
- Neely, S. R. & Vaquera, E. (2017). Making it count: Breadth and intensity of extracurricular engagement and high school dropout. *Sociological Perspectives*, 60(6), 1039–1062.

- Obadire, O. T. & Sinthumule, D. A. (2021). Learner discipline in the post-corporal punishment era: What an experience! *South African Journal of Education*, 41(2), 234-267.
- Oberle, E., Ji, X.R., Guhn, S.K.M., Schonert-Reichl, K.A. & Gadermann, A.M. (2019). Screen time and extracurricular activities as risk and protective factors for mental health in adolescence: A population-level study. *Prev Med*, 141(2), 106-291.
- O'Flaherty, M., Baxter, J. & Campbell, A. (2022). Do extracurricular activities contribute to better adolescent outcomes? A fixed-effects panel data approach. *J Adolesc*, 94(6), 855-866.
- Okeke, C. & Van Wyk, M. (2015). *Educational research*. Cape Town: Oxford
- Ormrod, J. (2023). *Practical research: Design and process*. Pearson Education.
- Pandey, P. & Pandey, M.M. (2015). *Research Methodology: Tools and Techniques*. Romania: Bridge Centre.
- Pandey, S.C. & Patnaik, S. (2014). Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination. *Jharkhand Journal of Development and Management Studies*, 12 (1), 5743-5753.
- Panke, D. (2018). *Research design and method selection: Making good choices in the social sciences*. Sage.
- Pascale, J., Lineback, J. F., Bates, N. & Beatty, P. (2022). Protecting the identity of participants in qualitative research. *Journal of Survey Statistics and Methodology*, 10(3), 549-567.
- Patel, M. & Patel, N. (2019). Exploring Research Methodology: Review article. *International Journal of Research & Review*, 6 (3), 2349-9788.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods (4th ed.)*. Thousand. Oaks: Sage.
- Polit, D.F. & Beck, C.T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice (8th ed.)*. Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

- Punch, K. (2015). *Introduction to Social Research: Quantitative and qualitative approaches*. London: Sage Publications.
- Raffo, C. & Forbes, C. (2021). A critical examination of the educational policy discourse on/for school extra-curricular activities—a Deweyan perspective. *Oxford Review of Education*, 47(3), 301-315.
- Ramey, H., Lawford, H., & Rose-Krasnor, L. (2019). Psychological engagement and behavioral activity participation as predictors of positive youth development. *Journal of Youth Development*, 14(3), 88-109. doi: 10.5195/jyd.2019.76
- Reeves, D. B. (2008). The Extracurricular Advantage. *Education Leadership*, 66(3), 86-87.
- Rehman, A.A. & Alharti, K. (2016). An Introduction to Research Paradigms. *International Journal of Education Investigations*, 3(8), 51-59. Available online @ www.ijeionline.com. ISSN:2410-3446
- Reynolds, R. (2019). *A literary review and a plan for principals: extracurricular activities, academic achievement, and secondary students' success*. (ERIC Document Reproduction Service No. ED397475)
- Risi, D., Vigneau, L., Bohn, S. & Wickert, C. (2023). Institutional theory-based research on corporate social responsibility: Bringing values back in. *International Journal of Management Reviews*, 25(1), 3-23.
- Roshaidai, S. & Mohd, A. (2018). Ethical Considerations in Qualitative Study. *International Journal of Care Scholars*, 5(2), 709-843.
- Rossmann, G. B. & Rallis, S. F. (2017). *Learning in the field: An introduction to qualitative research (4th ed.)*. Thousand Oaks: Sage.
- Ryan Dunn, C., Dorsch, T. E., King, M. Q. & Rothlisberger, K. J. (2016). The impact of family financial investment on perceived parent pressure and child enjoyment and commitment in organized youth sport. *Family Relations*, 65(2), 287–299.
- Salkind, N. J. (2018). *Exploring research*. Pearson Education. Research, Art. 23, <http://dx.doi.org/10.17169/fqs-20.3.3376>.

- Schwartz, K., Cappella, E., & Seidman, E. (2015). Extracurricular participation and course performance in the middle grades: A study of low-income, urban youth. *American Journal of Community Psychology*, 56(3-4), 307-320. <https://doi.org/10.1007/s10464-015-9752-9>
- Selznick, P. (1957). *Leadership in Administration: A Sociological Interpretation*. Harper & Row, New York, 62(1), 67-68.
- Shaffer M. L. (2019). Impacting Student Motivation: Reasons for Not Eliminating Extracurricular Activities. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 90(7), 8–14.
- Silverman, D. (2013). *Doing qualitative research: a practical handbook*, London: Sage.
- Singh, A. (2017). Effect of Co-Curricular Activities on Academic Achievement of Students. *IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455-2526)*, 6 (3), 241-254. doi: <http://dx.doi.org/10.21013/jems.v6.n3.p4>
- Sitkowski, L. (2018). *The effects of participation in athletics on academic performance among high school sophomores and juniors*. Ed. D. dissertation, Liberty University, Lynchburg, VA. Retrieved from Dissertations & Theses: Full Text.
- Slater, A. & Tiggemann, M. (2014). NetTweens the Internet and Body Image Concerns in Preteenager Girls. *Journal of Early Adolescence*, 2 (1), 34-56.
- Snellman, K., Silva, J. M. & Putnam, R. D. (2015). *Inequity outside the Classroom: Growing Class Differences in Participation in Extracurricular Activities*. Annenberg Institute for School Reform, 7–14.
- Snyder, P.A., Hemmeter, M.L. & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in early childhood special education*, 35(3), 133-143.
- Sreejesh, S., Mohapatra, S. & Anusree, M. R. (2014). *Business Research Methods - An Applied Orientation*. Cham: Springer International.
- Sutton, J. & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. *Can J Hosp Pharm*, 68(3), 226-31. doi: 10.4212/cjhp.v68i3.1456

- Taylor, J. & Bogdan, R. (2014). *Introduction to qualitative research methods: the search for meanings*. Michigan, Wiley.
- Terrell, S. R. (2021). *Statistics translated: A step-by-step guide to analyzing and interpreting data*. Guilford Publications.
- Tuffour, I. (2017). A Critical Overview of Interpretative Phenomenological Analysis: A Contemporary Qualitative Research Approach. *Journal of Healthcare Communications*. 2(4), 52-63. Available online @ <http://www.imedpub.com>. DOI: 10.4172/24-1654.100093. ISSN 2472-1654
- Urlings-Strop, L. C., Themmen, A. P. N., & Stegers-Jager, K. M. (2017). The relationship between extracurricular activities assessed during selection and during medical school and performance. *Advances in Health Sciences Education*, 22(2), 287-298. <https://doi.org/10.1007/s10459-016-9729-y>
- Vaismoradi, M. & Snelgrove, S. (2019). *Theme in Qualitative Content Analysis and Thematic Analysis [25 paragraphs]*. Forum Qualitative Sozialforschung / Forum: Qualitative Social.
- Viau, A., & Poulin, F. (2015). Youths' organized activities and adjustment in emerging adulthood: A multidimensional conception of participation. *Journal of Research on Adolescence*, 25(4), 652–667. <https://doi.org/10.1111/jora.12159>
- Vukic, V. V. & Zrilic, S. (2016). The Connection between Pupils' School Success and Their Inclusiveness in Extracurricular and Out-of-School Activities in Croatia. *World Journal of Education*, 6(3), 321-342.
- Weininger, E., Lareau, A. & Conley, D. (2015). What Money Doesn't Buy: Class Resources and Children's Participation in Organized Extracurricular Activities. *Social Forces*, 94(2), 479-503.
- Wiggins B.E. (2016). An overview and study on the use of games, simulations, and gamification in higher education. *International Journal of Game-based Learning*, 6(1), 18–29.

- Wolniak, G. C., Wells, R. S., Engberg, M. E., & Manly, C. A. (2016). College enhancement strategies and socioeconomic inequality. *Research in Higher Education*, 57(3), 310-334. <https://doi.org/10.1007/s11162-015-9389-4>
- Yarkwah, C., & Agyei, E. (2020). Effects of sports participation on the academic performance of senior high school students in mathematics. *Global Journal of Arts, Humanities and Social Sciences*, 8(2), 62-74.
- Yeban, J. (2023). *What Happens When a School Fails to Make Adequate Yearly Progress Goals?* <https://www.findlaw.com/education/curriculum-standardsschool-funding/what-happens-when-a-school-fails-to-make-adequate-yearlyprogress.html>.
- Yeung, R. (2015). Athletics, athletic leadership, and academic achievement. *Education and Urban Society*, 47(3), 361-387. <https://doi.org/10.1177/0013124513495277>
- Yongshun, W.U. & Fernando, Y. (2024). Student Innovation Performance: Underpinning Theories. *International Journal of Innovation Research in Education, Technology and Management*, 1(1), 23-32.

APPENDIX A: PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

ENQUIRIES: D.V. Mashabe

CELL: 0717705382

Email: dvmashabe@gmail.com

1854 K4

Kutloanong

Odendaalsrus

9483

Dear School Principal

Research on the impact of extracurricular participation on learners' academic achievement in township secondary schools

I hereby request to conduct research at your school. The purpose of this research is to obtain first-hand information from teachers and learners about their experiences in extracurricular participation. The interviews will also gather data which determine how extracurricular participation influences academic performance of learners. The research findings will provide insight into the expected support that should be made available to regarding extracurricular participation on learners' academic achievement.

Data obtained from the participants will be analysed and the findings will be reported in my study. The researcher will be grateful for their response and wishes to ensure that their response and your school will remain completely confidential and anonymous. Participants' participation is voluntarily, and they may withdraw at any time. Kindly refer to the attached consent form and general information form. If you have questions and problems related to the study, please feel free to contact me by cell phone at 071 770 5382.

Yours sincerely

D.V. MASHABE

PRINCIPAL'S CONSENT:

By signing below, you are giving consent to the teachers to participate in the study.

Name of the Principal: _____

Signature of the Principal: _____

Date: _____

APPENDIX B: LETTER TO PARTICIPANTS REQUESTING THEM TO PARTICIPATE IN THE RESEARCH

Dear Participant

Research on the impact of secondary school learners' involvement in extracurricular activities on their academic performance.

I hereby request to conduct research at your school. The purpose of this research is to obtain first-hand information from teachers and learners about their experiences in extracurricular participation. The interviews will also gather data which determine how extracurricular participation influences academic performance of learners. The research findings will provide insight into the expected support that should be made available to regarding extracurricular participation on learners' academic achievement.

Data obtained from the participants will be analysed and the findings will be reported in my study. The researcher will be grateful for their response and wishes to ensure that their response and your school will remain completely confidential and anonymous. Participants' participation is voluntarily, and they may withdraw at any time. Kindly refer to the attached consent form and general information form. If you have questions and problems related to the study, please feel free to contact me by cell phone at 071 770 5382.

Yours sincerely

D.V. MASHABE

Yours sincerely

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to the teachers to participate in the study.

Signature of the Participant: _____

Date: _____

**APPENDIX C: LETTER TO PARENTS REQUESTING THEIR CHILDREN TO
PARTICIPATE IN THE RESEARCH**

ENQUIRIES: D.V. Mashabe

1854 K4

CELL: 0717705382

Kutloanong

Email: dvmashabe@gmail.com

Odendaalsrus

9483

Dear Parents/Guardians

**Research on the impact of secondary school learners' involvement in
extracurricular activities on their academic performance.**

I hereby request to conduct research at your school. The purpose of this research is to obtain first-hand information from teachers and learners about their experiences in extracurricular participation. The interviews will also gather data which determine how extracurricular participation influences academic performance of learners. The research findings will provide insight into the expected support that should be made available to regarding extracurricular participation on learners' academic achievement.

The interview session will be within 15-20 minutes with each participant. The researcher will be grateful for their response and wishes to ensure that their response and your school will remain completely confidential and anonymous. Participants' participation is voluntarily, and they may withdraw at any time. Kindly refer to the attached consent form and general information form. If you have questions and problems related to the study, please feel free to contact me by cell phone at 071 770 5382.

Yours sincerely

D.V. MASHABE

Yours sincerely

PARENT'S CONSENT:

By signing below, you are giving consent to the teachers to participate in the study.

Signature of the Parent: _____

Date: _____

APPENDIX D: INTERVIEWS SCHEDULE

Individual semi- structured interviews are to be conducted at times that best suit each participant.

Intended for the Teachers and Learners

Date of interview:

School:

Designation: Teacher **Learner**

OPENING.

Purpose of the interview:

As already stated in the invitation, the purpose of this interview is to determine the impact of secondary school learners' involvement in extracurricular activities on their academic performance.

Ethical considerations:

This interview is voluntary and is to last for half an hour. Information provided will be treated confidentially. There are no personal benefits or anticipated risks associated with participation in this study. The interview will be tape-recorded to ensure that all information is captured.

Teacher's questions

1. What can you say extracurricular activities mean in teaching?
2. Do you consider extracurricular activities important? Briefly explain.
3. What effects does lack of participation in extracurricular activities have on learners' academic performance?
4. What are the challenges that prevent learners from participating in extracurricular activities?

5. How does active engagement in extracurricular activities enhance learners' academic achievement in township secondary schools?

Thank you for your participation.

Learner's questions

1. As a learner, are you involved in any extracurricular activities?
2. Do you think extracurricular activities are important in schools? Briefly explain.
3. What effects does lack of participation in extracurricular activities have on your academic performance?
4. What are the challenges that prevent you from participating in extracurricular activities?
5. How does active engagement in extracurricular activities enhance learners' academic achievement in township secondary schools?

Thank you for your participation.

APPENDIX E: CUT ETHICAL CLEARANCE



RESEARCH ETHICS APPROVAL

Date: 26 September 2023

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee **[01/06/16]** in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number:

[HREIC 01/23/11] ST.M.Ed

Applicant's Name and student number	DV Mashabe 211099503
Supervisor's Name for Student Project	Dr C Mphojane
Level of Qualification for Student's Project	M.Ed
Title of research project	The impact of secondary school learners' involvement in extracurricular activities on their academic performance
FRIC approval number	FRIC 01/23/11

All conditions as set out below have to be met as set out in your LS 262 a form.
As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that the data collected will be conducted with the consent of the relevant authorities at the participant schools;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards



Prof JW Badenhorst
(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

APPENDIX F: OFS DBE PERMISSION TO CONDUCT RESEARCH

Enquiries: M.Z. Thango
Ref: Research Permission: D. V. Mashabe
Tel. 051 404 8808
Email: MZ.Thango@fseducation.gov.za



1854 K4 Kutloanong
Odendaalsrus
9483

Dear Mrs. D. V. Mashabe

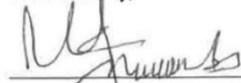
PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: LEJWELEPUTSWA DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Lejweleputswa Education District. The details in relation to your research project with the Central University of Technology are as follows:

Topic: The impact of secondary school learners' involvement in extracurricular activities on their academic performance.

1. **List of schools involved:** Seqhobong Secondary, Kutloanong High, Phehello Secondary, C Motumi Secondary and Rearabetswe Secondary.
2. **Target Population:** Fifteen educators and fifteen learners at the selected schools.
3. **Period of research:** From the signature of this letter until 30 September 2024. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,



Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 04/03/2024

Enquiries: M.Z. Thango
Ref: Notification of research: D. V. Mashabe
Tel. 051 404 8808
Email: MZ.Thango@fseducation.gov.za



District Director
Lejweleputswa District

Dear Ms. Zonke


NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN LEJWELEPUTSWA DISTRICT

This letter serves to inform you that Mrs. D. V. Mashabe has been granted permission to conduct research in the Lejweleputswa District under the auspices of the Central University of Technology. The details in relation to the research project are as follows:

Topic: The impact of secondary school learners' involvement in extracurricular activities on their academic performance.

- 1. List of schools involved:** Seqhobong Secondary, Kutloanong High, Phehello Secondary, C Motumi Secondary and Rearabetswe Secondary.
- 2. Target Population:** Fifteen educators and fifteen learners at the selected schools.
- 3. Period of research:** From the signature of this letter until 30 September 2024. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. Research benefits:** This study will add to the body of existing knowledge in relation to the effects of extracurricular activities on academic achievements. It will influence greatly the drawing up of new policies and the amendment of existing policies to enhance participation in extracurricular activities. It will provide both teachers and learners with the benefits of participating in extracurricular activities to enhance academic performance.
- 5.** The Sub-directorate of Research and policy will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,



Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 04/03/2024

APPENDIX G: LANGUAGE EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

22 Osche Street

The Reeds

Centurion

0157

29 August 2025

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have edited DV Mashabe's dissertation titled, "**THE IMPACT OF SECONDARY SCHOOL LEARNERS' INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES ON THEIR ACADEMIC PERFORMANCE.**"

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



Jack Chokwe (PhD – University of Leicester (United Kingdom))

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional
EDITORS
Guild



