



Determinants of Public Secondary Schools Participation in Co-Curricular Activities in Bumula Sub-County, Kenya

Mung'au Nangila Salome

Master of Education in Educational Management and Policy Studies of Kibabii University

ABSTRACT

This study seeks to assess determinants that influence schools' participation in co-curricular activities in public secondary schools. The study objectives were to investigate relationship between funding and school participation; to establish influence of teachers' role on school participation in cocurricular activities and to assess relationship between infrastructure facilities and school participation in school cocurricular activities. The target population of the study was 4,212 in 34 secondary schools in Bumula sub county, Bungoma County. The study adopted stratified sampling procedure to identify sb-groups in the target population where sub-groups. 17 School principals were then purposively sampled to provide information on management aspect while 17 teachers in-charge of games were included in the study because of their role as coordinators of co-curricular activities in schools. 2,106 students were included in the study based on team sports and games they take part in such as soccer, volleyball, netball and athletics. A pilot study was conducted to ascertain the validity and reliability of the instruments. In piloting, five convenient secondary schools were selected outside the sampled schools for the study. The study used open-ended questionnaires and interview schedules as instrument of data collection. The instruments were validated before they were taken to the field. To determine the content validity of the instruments, the research supervisors from Kibabii University were consulted to check on the validity of the items indicated in the research questionnaire and interview schedules. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 22. Descriptive statistics such as frequencies and percentile, mean, mode and standard deviation was computed. A regression analysis was used to show the statistical significance relationship between variables. Data was presented using pie charts, bar graphs, frequency distribution tables and percentage. The findings of the research study were that: there was a significant positive relationship between funding and students' participation in co-curricular activities ($r=.734, p<.05$). Therefore, an increase in funding leads to an increase in school participation in co-curricular activities. There was a significant positive relationship between sports infrastructure and school participation in co-curricular activities ($r=.628, p<.05$). Therefore, an increase in sports infrastructural facilities leads to an increase in school participation in co-curricular activities. Results of the study showed that there was a significant positive relationship between teachers' role and students' participation in co-curricular activities ($r=.611, p<.05$). This implies that teacher's role is related to higher levels of school participation in co-curricular activities. The analyzed data was used to draw conclusion and recommendations to the relevant offices of the Ministry of Education and a further follow-up on activities such as seminars and workshops for all stakeholders in the co-curricular fraternity.

1. INTRODUCTION

Around the world growth of students is greatly influenced by co-curricular activities. Activities offered outside of the classroom help kids learn more effectively and have become an essential element of school life. All students must participate in these activities; they are required to. Every student has the chance to learn beyond their studies through co-curricular activities that are organized and matched with the academic/scholastic curriculum. Students' character development, personality development, moral and cultural values, and intellectual and social abilities are all meant to be enhanced via co-curricular activities. Sports, games, social gatherings, activities in the library, science lab, study hall, Meditation, the creative arts, and more are all included.

The most important role in ensuring school effectiveness and success in extracurricular and curricular activities is played by the head of the institution. Many principals discover that its challenging to do the assignment without the necessary managerial abilities. According to National College for School Leadership (2011), "there is widespread recognition of the intimate connection between successful leadership and effective school management. Majority of industrialized nations, including the US, the UK, and other European nations, have been successful in making sure that head teachers have the necessary managerial abilities to enable them to carry out their responsibilities effectively. In many developing countries, particularly in Sub-Saharan Africa (SSA), where most head teachers are recruited primarily on the basis of their mean performance score on their teaching topics, this has not been accomplished. Over time, it has become more evident that "leaders are made not born" and that management development is necessary for educational institutions to have the superior governance that effectively manages institutions (Bush & Anania, 2023).

Given their appointments are typically based more on their teaching record than their ability for leadership, heads of institutions in the majority of developing nations rarely have any formal managerial or leadership training in extracurricular activities. Since proper management entails staffing, organizing, leading, and managing an institution to achieve its objectives, it is essential. Additionally, management organizes personnel to use resources

effectively and efficiently in order to achieve goals and objectives. Resources include financial, technological, human, and natural resources as well as their deployment and manipulation. Heads of institutions should be able to administer the schools such that extracurricular and core activities are balanced, provided they have received the necessary training. Henry (2009) states that "to manage is to command, coordinate, control, organize, plan, and focus."

Promoting co-curricular activities among students has been a top priority for Kenya's Ministry of Education. The Ministry then instituted a daily cap on extracurricular tuition, the majority of which was provided during co-curricular activities, and established designated learning hours. Nevertheless, due to the principals' increased emphasis on receiving high marks on national exams, hasn't happened effectively implemented (GoK, 2012). However, no methodology for accounting for co-curricular activity performance in national exams has been developed by the Ministry of Education.

2. LITRATURE REVIEW

2.1 Funding and school participation in co-curricular activities

In the initial months of the 20th century, British colonialists, settlers, and missionaries brought the majority of contemporary games to Kenya. Certain Activities involving Africans were disapproved of or overlooked because they were seen as immoral. As a result, the importance of extracurricular activities in educational institutions continued to fluctuate based on the current government in Kenya both before and after independence. However, the various development plans that have continued to emphasize the significance of sports in Kenya's development have reflected the government's seriousness about sporting events.

Mahlman, Asembo, and Korir (2009) state that physical fitness, good health, nation-building, cooperation, excellence potential, and a positive image were among the values of sports participation highlighted in Kenya's National Development Plan II (1970–1974). Certain principles have managed to survive Kenya's various development initiatives. According to Coakley (2017), school-to-school variations exist in the type and amount of funding allocated to extracurricular activities. The government gets involved for a variety of reasons, including maintaining public order, preserving students' physical health and abilities, advancing prestige and power in secondary education, fostering a sense of identity, belonging, and unity among citizens, perpetuating values aligned with the government's ideology within a group or civilization, and advancing economic development. Consequently, being perceived as physically fit or as someone who hangs with athletes has come to be a crucial part of politicians' attempts to project a positive public image.

2.2 Infrastructural facilities and school participation in co-curricular activities

A crucial element influencing the smooth progression of academic activities among students is the availability of sufficient facilities, tools, and resources. Facilities, equipment, and supplies are typically used interchangeably with one another. However, the meanings of these three terms vary in the domains of practical subjects, games and sports, and physical education. Accordingly, a facility is any area, space, or teaching station that can be found inside or outside of a structure, such as a gymnasium, auditorium, classroom, play area, or laboratory (Winston et al 2018). In a similar vein, non-expendable items that might join the ongoing construction project are interpreted as "equipment." In contrast, supplies are those temporary materials or components that require substitution on a regular basis, such as paint, brushes, books, balls, bats, nets, and goal posts in football or hockey fields. The purpose of this study is to look into how physical facilities affect how co-curricular activities grow among Lamu County students. Sowa and Gressard (2019) noted that most schools (apart from athletics) have the necessary facilities. He also saw that although schools rent the necessary instruments, they do not own enough musical instruments. The majority of district-level workshops and seminars are held in well-furnished auditoriums at certain schools. Nonetheless, the lack of adequate facilities has kept co-curricular programs unappealing in the majority of schools. As a matter of fact, the type and scope of the course, how many students will be served, and naturally financial concerns all influence the quantity and variety of facilities, equipment, and supplies required. While effective leadership is acknowledged as the most crucial component of teaching and school administration, a skilled teacher can perform better by utilizing and mobilizing local resources and materials As per Pascarella and Terenzini (2015)

Numerous research studies examining the impact of the educational setting on extracurricular activities confirm that an unfavorable school environment can result in subpar performance (Chimombe, 2018). Enough resources, both human and equipment-wise, are provided at all levels to improve the caliber and applicability of the skills that students are taught (Lumuli, 2009). Engaging in extracurricular activities necessitates students to engage with their surroundings.

2.3 Teachers' role and school participation inco-curricular activities

The study also sought to ascertain how teachers' roles affected students' development of extracurricular activities in schools Kenya's Bumula subcounty. The Ministry has placed prioritizing extracurricular activities because it recognizes that students who excel in both academics and extracurricular activities become more well-rounded individuals. Certain secondary schools evaluate applications based on co-curricular activity evaluations, but they also take great care to make sure that the chosen students participate in curriculum-related activities. Here, the question is whether or not co-curricular activity participation benefits students or if it is just a waste of time and energy for everyone involved. Education is important in all areas that are needed to educate students, not just academic ones. These areas include co-curricular activities and skills. Teachers need to play a bigger part in creating a personalized environment where students feel engaged in extracurricular activities at school.

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

To address the questions posed in this study, descriptive survey method was used to conduct the study. The study adopted a descriptive survey approach to investigate how various factors influenced schools' participation in co-curricular activities among students in secondary schools in Bumula sub-county, Bungoma County, Kenya. According to Orodho (2005), descriptive survey was useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not been controlled or manipulated the situation. Using this type of survey, the researcher looked at the nature of the existing conditions in the selected schools. The study obtained views from the games teachers, students and principals. The researcher, therefore was concerned with factors influencing schools' participation in co-curricular activities in Bumula sub-county, Bungoma county, Kenya with which was a process of getting insight into the overall picture without employing the whole population. The design, therefore, suits the study under investigation.

3.2 Target Population

The target population of this study was 4, 212 from 34 public secondary schools. These include 34 Principals of the schools, 34 games teachers and 4,148 students in Bumula sub-county Bungoma County. Principals were targeted because they are the school managers hence able to provide information on management practices in secondary schools while the games teachers were targeted because they are involved in the overall coordination of co-curricular activities in the schools. Students are the primary participants in co-curricular activities hence the need to include them in the study.

Table 1: Target population

Respondents	Population size
School Principal	34
Games teacher	34
Students	4,148
Total population	4, 212

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Sampling techniques refer to the strategies which the researcher used to select representative respondents or subjects from the target population. Random stratified sampling technique was used to select 17 schools; purposive sampling was used to select 17 principals and 17 games teachers. According to Kothari (2004), Purposive sampling technique enables the researcher to select respondent with specific roles and information needed in the study hence the selection of the principals and the games teachers. Simple random sampling was used to select 2, 074 students. This was done by identifying 34 public secondary schools within Bumula Sub- County in Bungoma County.

After sampling respondents from the population and their proportions, the researcher then divided students based the various co-curricular activities as strata (soccer, volleyball, netball and athletics) in seventeen schools. The purpose of using this technique is to group the population into homogenous subjects that share similar characteristics and ensure equitable representation of the population in the sample. This ensured each member of the target population has an equal and independent chance of being in the sample.

3.3 Sample Size

Table 2: Sample study population

Sub-groups of the population	TARGET POPULATION	SAMPLE SIZE	PERCENTAGE (%)
Principals	34	17	50
Games teacher	34	17	50
Students	4,148	2,074	50
Totals	4,212	2,106	50

3.4 Research instruments

Data was collected by means of four sets of instruments.

3.4.1 Questionnaires

The researcher used questionnaires to collect data from the principals, games teachers and students. The use of questionnaires is advantageous because it captured information from a large number of respondents and the respondent remained anonymous, can be more truthful and permits use of standardized questions. Questionnaires are also easier to fill and have uniform procedures (Orodho, 2009). The questionnaires were structured to have open-ended questions that generated descriptive data where respondents were given room to explain themselves further.

3.4.2 Interview Schedules

The researcher administered interview schedules to principals and games teachers regarding the determinants of school participation in co-curricular activities. The interview, being a face-to-face interaction enabled the researcher to probe for details and seek clarity. Furthermore, interviews are flexible and adaptable to special situations and avoid the high non-return rate common with survey questionnaires. This assisted in reinforcing the data obtained from the respondents through the questionnaires.

3.4.3 Observation

Observation schedule was used in the study. This method was used to observe the facilities available to enable the co-curricular activities during games time and PE lessons. This method is useful because the researcher was able to collect actual data for the infrastructure present in the sampled schools. This helped in validity and reliability of the collected data.

3.4.4 Focus Groups Discussions

The researcher used focus groups discussions to obtain data from students. The researcher posed a series of questions intended to gain insight about the way the group views the principals' /games teacher leadership style and how physical resources affected their participation in co-curricular activities. As a representative sample of students, a focus group can offer insights consistent with those shared by the broader target population. Focus-group moderators should pose questions in a way that does not lead group members to provide desired responses, but rather honest and insightful responses.

A focus group is generally more useful when outcomes of research are very unpredictable and the researcher is looking for more open. A focus group also allows respondents to express clear ideas and share feelings that do not typically come out in a quantified survey or paper test. Because of the open conversation among group members, topics and discussions are freer flowing and members can use comments from others to stimulate recall. Another benefit is that the researcher can observe the dynamics among members of the focus group as they discuss their opinions with each other.

IV. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Response Rate

Table 4. 1: Response Rate for students

Instrument	Response	Frequency	Percentage
Questionnaire	Response	1,605	77.39%
	Non response	469	22.61%
Total		2,074	100

Source: primary data 2022

Table 4. 2: Description analysis for funding to school in co- curricular

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
government allocates adequate funds towards co-curricular activity	17	1	5	4.00	.998

Government financing for co-curricular activities enhances efficient school participation	17	1	5	4.09	.965
The school allocates a particular amount of money for co-curricular activities	17	1	5	4.10	.954
Proper funds management leads to effectiveness in utilization	17	1	5	4.06	.968
If the government cannot provide adequate materials the burden of provision of the same is shifted to the parents.	17	1	5	4.04	.698
parents pay fees on time thus fund for co-curricular activities is always available	17	1	5	3.75	.870
Overall Mean				4.01	

The analysis of the finding shows that responses to the 6 statements used to measure the influence of funding on school participation in co-curricular activities ranged between the mean of 3.75 to 4.10 with overall mean being 4.01. This shows that majority of the respondents were in agreement with the statement that were used to measure the influence of funding on students' participation in co-curricular activities.

Table 4. 3: Teachers' role in relation to school participation in co-curricular

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' participation in co-curricular activities builds students self confidence	17	1	5	3.81	.953
teachers are adequately trained to facilitate students' absorption of proper skills	17	1	5	4.01	.910
Many coaches are teachers thus motivating students to participate in co-curricular activity	17	1	5	3.87	1.138
Teachers help create networks of support that foster students' sense of belonging and support students to succeed in the school.	17	1	5	4.08	.995
Teachers cultivate students' ability to meet school standards; and support students' efforts to find a place in society by forging appropriate links between personal goals and interests.	17	1	5	3.88	1.010
teacher plays important role in co-curricular activities	17	2	5	3.84	.954
Overall Mean				3.92	

The analysis of the finding shows that responses to the 6 statements used to measure the influence of teacher's role on students' participation in co-curricular activities ranged between the mean of 3.81 to 4.08 with overall mean being 3.92. This shows that majority of the respondents were in agreement with the statement that were used to measure the influence of teacher's role on students' participation in co-curricular activities.

Table 4. 4: Descriptive Statistics of infrastructure

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Adequate knowledge by students on some facilities available leads to proper utilization	17	1	5	3.86	1.085
Facilities for co-curricular activities are properly maintained	17	1	5	3.73	1.018
trainers are available to train the students on how to use the available facilities	17	2	5	4.19	.785
There is intensified education on facilities that students can use to develop their activities	17	2	5	4.08	.520
Due to insufficiency, the school hire the needed instruments for students to use	17	1	5	3.98	.903
Good leadership has enhanced proper utilization of facilities in our school	17	2	5	3.78	.640
Overall Mean					3.93

The analysis of the finding shows that responses to the 6 statements used to measure the influence of infrastructural facility on students' participation in co-curricular activities ranged between the mean of 3.73 to 4.19 with overall mean being 3.93. This shows that majority of the respondents were in agreement with the statement that were used to measure the influence of infrastructural facility on students' participation in co-curricular activities.

Table 4. 5: descriptive analysis for school participation in co-curricular activities

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Adequate funding has enabled students to actively participate in co-curricular activities	17	2	5	3.99	.843
Adequate funding has enabled the students to full utilize their potential thus growth in their talents	17	2	5	4.06	.636
Teachers' role in co-curricular activities have enabled students to full utilize their potential thus growth in their talents	17	2	5	3.94	.701
teacher's role in co-curricular activities have led to active participation of students	17	1	5	3.90	.837
Availability of infrastructural facility have led to active participation of students in co-curricular activities	17	1	5	3.78	.847
Availability of infrastructure have enabled students to full utilize their potential thus growth in their talents	17	1	5	3.83	.752
Overall Mean				3.91	

The analysis of the finding shows that responses to the 6 statements used to measure the level of school participation in co-curricular activities ranged between the mean of 3.78 to 4.06 with overall mean being 3.91. This shows that majority of the respondents were in agreement with the statement that were used to measure the level of school participation in co-curricular activities.

SUMMARY

HO₁ There is no significant effect of funding on school participation in co-curricular activities in Bumula Sub County.

The study hypothesized that there is no significant effect of funding on school participation in co-curricular activities. From the findings there is a positive significant relationship between funding and school participation in co-curricular activities in Bumula Sub County. ($\beta = .0536$, $p < .05$). A unit increase in funding will result to 0.536 change in student's participation in co-curricular activities in Bumula Sub County. Therefore, null hypothesis (**HO₁**) was rejected and the study concludes that there is a significant relationship between funding and school participation in co-curricular activities in Bumula Sub County.

HO₂ There is no significant effect of teacher role on student's participation in co-curricular activities in Bumula Sub County.

The study hypothesized that there is no significant effect of teacher's role on student's participation in co-curricular activities in Bumula Sub County. From the findings there is a positive significant relationship between teacher's role and school participation in co-curricular activities in Bumula Sub County. ($\beta = .0642$, $p < .05$). A unit increase in teacher's role will result to 0.642 change in student's participation in co-curricular activities in Bumula Sub County. Therefore, null hypothesis (**HO₂**) was rejected and the study concludes that there is a significant relationship between teachers' role and school participation in co-curricular activities in Bumula Sub County.

HO₃ There is no significant effect of infrastructural facility on student's participation in co-curricular activities in Bumula Sub County.

The study hypothesized that there is no significant effect of infrastructural facilities on student's participation in co-curricular activities in Bumula Sub County. From the findings there is a positive significant relationship between facilities and school participation in co-curricular activities in Bumula Sub County. ($\beta = .0518$, $p < .05$). A unit increase in infrastructural facility will result to 0.518 change in student's participation in co-curricular activities in Bumula Sub County. Therefore, null hypothesis (**HO₃**) was rejected and the study concludes that there is a significant relationship between infrastructural facilities and school participation in co-curricular activities in Bumula Sub County.

CONCLUSION

In this research project, different variables of determinants of secondary schools participation in co-curricular activities were investigated. The study included variables such as funding, teacher's role, and school funding and physical facilities where key factors in schools participation in co-curricular activities. It was found out that the variables had a direct impact on the development of the school participation in co-curricular activities.

Data was collected from primary sources and then analyzed in chapter four of this project with the aim of achieving the stated objectives. From the findings of the study the following was inferred: School funding contributed positively towards the development of students' activities in co-curricular activities in secondary schools in Bumula Sub-County, Kenya. Infrastructural facilities were very crucial in the development of students' activities in co-curricular activities in secondary school in the district. Teachers' role in the development of co-curricular activities among students in secondary schools in Bumula sub county, Kenya was very crucial as from the analyzed data in chapter four above.

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