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Types and Framework of Co-curricular Activities Exploited by Students in Public Secondary Schools in West Pokot County, Kenya

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Abstract:

The study sought to establish the different types of co-curricular activities and framework available for co-curricular activities exploitation in public secondary schools in west pokot county, Kenya. The target population of the study was 11,380 that included students and teachers of public secondary schools in West Pokot County. Sample of 270 was arrived at using purposive sampling on the public secondary schools upon which stratified sampling was done to have students, teachers and principals, furthermore random sampling was done to arrive at representative of each strata from randomly selected public secondary schools. Data was arrived at through use of questionnaires and interview schedules. Validity of research tools were conducted and established through face, content and criterion validity, whereas reliability was established through Cronbach's alpha coefficients(0.76)calculation on pilot data. Data was analyzed using descriptive statistical tools, which included frequencies, standard deviation and mean. Different types of co-curricular activities are exploited by public secondary schools with aim of enhancing academic performance the most common ones include athletics, soccer and music. From the findings, schools need to create and encourage students to take part in more fields of co curricular activities to fully exploit the talents of the learners and enhance the development of the students.

Keywords: Co- Curricula, Types of activities, Learning

1. Background of the Study

History of co-curricular activities in schools show that educators were skeptical of participation stakeholders believed that schools should focus solely on academic outcomes (Shiundu and Omulando, 2010). Non-academic activities were viewed by learners as recreational and negatively affect academic achievement (Marsh & Kleitman, 2002). On the other hand there are those who viewed co-curricular activities as a supplement to the academic schedules and complimented one another towards the performance of the learners both in academic circles and in life skills (Millard, 1930; Marsh & Kleitman, 2002). Co-curricular activities have positive influence on academic performance and education in general(Broh, 2002; Guest & Schneider, 2003; Stead and Neville, 2010).

Co-curricular activities take a position of informal or formal activities scheduled in school. Formal activities are relatively structured and include soccer, athletics or music which calls for procedural learning of use of instruments, on the other hand informal activities also known as leisure activities entails the less structured activities, such as watching television both of which has an influence on academic performance (Guest & Schneider, 2003; Marsh & Klaitman, 2002; Shin, 2004; Trudea and Shepherd, 2008). The objective of the study was to establish the common types and framework of co-curricular activities available to students in public secondary schools in West Pokot County, Kenya.

2. Methodology

The study was conducted in public secondary schools in West Pokot County, Kenya. The study targeted a total of 20 public secondary schools, with a student population of 11,300 and a total of 60 co-curricular teachers as shown in table below (Ministry of Education, 2016). The sample size for the proposed study was derived based on formula suggested by Degu and Yigzaw, Which led to a sample of 270 respondents. Simple random sampling technique was then used proportionately to select the required 250 students from the 11,300; 15 co-curricular teachers from the 60 co-curricular teachers; and the 5 principals from the 20 Principals. The tools of data collection included self administered questionnaire and in-depth interview schedule. Validity was conducted on the instruments of the proposed study through Face validity while reliability was established using

Cronbach's alpha coefficients on pilot data whose results was 0.76, showing that questionnaire was reliable for use as indented.

3. Result Findings

Response rate was 94.4%, an indication of reception of the research process by the respondents. Majority of students (63.3%) were male with age range of between 15 years to 17 years (68.8%). A total percent of 85.7% of the respondents indicated that they participated in co-curricular activities in their respective schools. This is a clear manifestation that students in the study area appreciate co-curricular activities integrated within the regular curricular.

The findings established that main extra curricula activities include Music, athletics, Soccer and assorted indoor and outdoor activities. The results indicate the main activities available in the division are athletics, music and soccer, each with its unique factor structure and highly loading items. Considering that the county is located in a region that produces most athletes in Kenya, it is no surprise to find athletics being regarded as one of the key co-curricular activities. Soccer is an activity that every boy child naturally finds himself participating in and hence the identified interest in the activity within the division.

Factors	Loading	Eigen values	Variance explained
Music Activities		3.208	21.384%
My school has ever been asked to entertain the president at the national gala fete	.857		
My school has enough facilities and equipments for music	.578		
My school participates in music festival up to national level	.822		
Athletics Activities		1.907	34.095%
My school has produced renowned athletics.	.696		
Every student is required to take part in cross-country competition held in my school.	.568		
Assorted Indoor and Outdoor Activities		1.444	43.724%
Students are usually asked to bring hockey sticks on reporting to school in form one.	.761		
My school produces the best students in debate in the county	.635		
Hockey is popular in my school			
Some students participate in rugby in the school	.813		
Soccer Activities	.811	1.033	58.192
My school has won several accolades in football competition at zonal level	.725		
My school values participation in football competition in the county	.660		
My school hosts other schools for open competition in football	.636		
Kaiser-Meyer-Olkin MSA	.699		
Bartlett's test of sphericity	.000		

Table 1: Underlying Factor Structure of Co-Curricular Activities Available to Students in Public Secondary Schools in west pokot

3.1. Students Participation in Athletics Activities

Athletics was identified as one of the key co-curricular activities students in the study area. Means and standard deviations were used to explore students' participation in athletics in the county. Responses were elicited on a 5-point scale with discrete measurement values. This scale was however converted to a continuous scale to measure average response scores such that $0.5 < R < 1.5$ was the threshold for strong agreement; $1.5 < R < 2.5$ for agreement; $2.5 < R < 3.5$ for moderate agreement; $3.5 < R < 4.5$ for disagreement, and $4.5 < R < 5.5$ for strong agreement. In this case, 'R' was used to denote response.

Results presented in Table 2 show the mean response scores and corresponding standard deviations across key athletics items. The mean response scores tended to indicate appreciation for athletics among the student respondents. In addition, the small values in standard deviations show consistencies in response scores among the students.

Specific results reveal that respondents tended to agree to the following: that they are active members of the school cross-country team ($M=1.81$, $SD=0.501$); that they spent most of their free time practicing running in the field ($M=2.02$, $SD=0.649$); that they create time away from their athletics sessions to complete their home work ($M=2.08$, $SD=0.599$); that they are inspired by previous students of the schools who have made it in athletics ($M=2.12$, $SD=0.595$); that classmates often marvel at their individual skills ($M=2.16$, $SD=0.616$); and that athletics is the order of their daily schedules ($M=2.20$, $SD=0.784$).

They however, tended to moderately agree to the following: that they represent their schools upto county and national levels (M=2.87, SD=0.925), that they keenly participate in field events upto the national level (M=2.90, SD = 0.829); that they compete in track events upto the national level (M=2.94, SD=0.774); and that they are hardly in school due to their athletic participation (M=3.18, SD=0.916).

Items	M	SD
I am an active member of the school cross-country team	1.81	.501
I spent most of my free time practicing running in the field	2.02	.649
I create time away from my athletics sessions to complete my homework	2.08	.599
The numbers of past students of this school who have made it in athletics inspire me.	2.12	.595
My classmates marvel at my skills.	2.16	.616
Athletics is the order of my day schedules.	2.20	.784
I represent my school up to county and at national level competitions.	2.87	.925
I keenly participate in field events up to national level.	2.90	.829
I compete in track events up to the national.	2.94	.774
I am hardly in school due to my athletics participation.	3.18	.916

Table 2: Participation in Athletics Activities

The implication of these results is that for those students who participate in athletics activities, they are surely not coerced and fully enjoy the activities. This is particularly so since in the Rift Valley where the county is located, athletics is a way of livelihood to most of the families. Renowned athletes who were former students of the schools in the study area provide the impetus that drives students in their athletics pursuit. It is also worth to note that despite their devotion to the athletics activities, these students find time to complete their homework. The bottom line is that even though they participate in athletics, they recognize their cardinal responsibility as students.

3.2. Students Participation in Music Activities

Assessment of students' participation in music activities was conducted using twelve items. Respondents were asked to indicate their agreements with the twelve items selected to reflect key activities related to music in public secondary schools. Once again, responses were elicited on a 5-point scale with discrete measurement values. This scale was however converted to a continuous scale to measure average response scores such that $0.5 < R < 1.5$ was the threshold for strong agreement; $1.5 < R < 2.5$ for agreement; $2.5 < R < 3.5$ for moderate agreement; $3.5 < R < 4.5$ for disagreement, and $4.5 < R < 5.5$ for strong agreement. In this case, 'R' was used to denote response.

Results shown in Table 3 reveal that the mean response scores in most of the items approximated to 2 indicating that respondents tended to agree to participation in music activities. Specific results show agreement to representing the school in music festival upto national level (M=1.59, SD=0.692); representing the school at regional competition (M=1.66, SD=0.678); enjoying participation in singing (M=1.73, SD=0.591); learning of music instruments (M=2.03, SD=0.73). Moderate agreements were made on the items reflecting among others; spending most time practicing singing with choir mates (M=2.69, SD=0.887); taking free time to compose some songs for the school choir (M=2.85, SD=0.722); traveling out of school due to music commitments (M=3.33, SD=0.918). Students however appeared to disagree that they were hardly in class due to choir commitments (M=3.84, SD=0.893).

Items	M	SD
I have represented the school in music festival up to national level	1.59	.692
I represent my school at regional music competition.	1.66	.678
I enjoy participating in singing	1.73	.591
I am an active member of the school choir	1.90	.702
Learning of music instruments and singing makes me feel refreshed.	2.03	.731
I spent most of my time practicing singing with my choir mates	2.69	.887
I take my free time composing some songs for my school choir	2.85	.722
I travel a lot out of school due to my music commitments	3.33	.918
I am hardly in class due to choir requirements	3.84	.893

Table 3: Participation in Music Activities

The implication of these results is that students who participate in music activities such as music festivals do so voluntarily and in no way do they find it inhibiting to the class attendance. Most of the items reflect the urge to excel in their participation in music by learning how to use music instruments and deriving pleasure and enjoyment from participation in singing.

3.3. Students' Participation in Soccer Activities

Student participation in soccer activities was measured using nine questionnaire items. Respondents were asked to indicate their levels of agreement with the items forming the factor structure of soccer activities. Responses were elicited on a 5-point scale with discrete measurement values. This scale was however converted to a continuous scale to measure average response scores such that $0.5 < R < 1.5$ was the threshold for strong agreement; $1.5 < R < 2.5$ for agreement; $2.5 < R < 3.5$ for moderate agreement; $3.5 < R < 4.5$ for disagreement, and $4.5 < R < 5.5$ for strong agreement. In this case, 'R' was used to denote response.

Results shown in Table 4 indicate active participation in soccer among students. In particular, respondents tended to strongly agree that they participate in several football tournaments ($M=1.17$, $SD=0.290$); that they are active participants in football ($M=1.25$, $SD=0.563$); and that they are well known for their football skills ($M=1.46$, $SD=0.621$). They however, tended to agree that they represent the school at various levels and that the main inspiration for their soccer participation are former students of the school that have excelled in the countries football clubs ($M=2.21$, $SD=0.828$).

	M	SD
I participate in several football tournaments	1.17	.290
I am an active participant in football	1.25	.424
My school football team ranks very highly in football competition	1.45	.563
I am well known for my football skills.	1.46	.621
I represent my school up to the county level in football competition.	1.56	.647
I represent my school up to the regional level competition in football.	1.90	.724
I am inspired with the many national footballers my school has produced	2.21	.828
I represent my school up to the national level in football competition	2.57	.864
I represent my school up to the international level in football competition.	3.18	1.074

Table 4: Participation in Soccer Activities

These results are indicative of the fact that soccer activities are largely participated in within the county. The finding relating to students being inspired by past students excelling in local football leagues bring into mind a school like Chewoyet which is famed for grooming a number of football stars who have gone on to darn national colours such as Patrick Shim.

3.4. Conclusion and Recommendation

The overall finding of the study indicate active participation of students in co-curricular activities especially athletics, soccer and music, however there are other minor activities available in the schools bit not highly considered. The ministry of education and schools need to expand the scope of activities and encourage the students to participate while demystifying the thinking that it leads to negative academic achievement.

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