

**DETERMINANTS OF THE DEVELOPMENT OF STUDENTS
TALENTS IN CO-CURRICULAR ACTIVITIES IN SECONDARY
SCHOOLS IN MWATATE DISTRICT, KENYA**

BY

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DECLARATION

This research report is my original work and has not been submitted for award of degree in any institution of higher learning.

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This research project report has been submitted for examination with my approval as the University supervisor.

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DEDICATION

This work is dedicated to my family for their prayers, support, sacrifice and encouragement towards my education and all the students of Mwatate District whose talents have remained undeveloped due to inadequacies in education policies, programs and practices. In particular, I dedicate this work to my two sons: Cyril Mathenge and Gabriel Weru for keeping me occupied throughout my study period.

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LIST OF ABBREVIATIONS / ACRONYMS

CSEQ:	College Student Experiences Questionnaire
ERS	Economic Recovery Strategy
GPA:	Grade Points Aggregate
KESSP:	Kenya Education Sector Support Program
KCSE:	Kenya Certificate of Secondary Examination
MOEST:	Ministry of Education Science and Technology
UNICEF:	United Nation’s International Children’s Fund
SWAP:	Sector Wide Approach to Planning
DEO:	District Education Officer
XLSTAT	Excel Statistics

ABSTRACT

Schools offer after school activities for the benefit of the children. The researcher intended to find out whether the current environment in secondary schools provided learners with opportunities to discover their talents, develop, nurture and make careers out of them in their future life. The main objective of the study was to examine the determinants of the development of student's talents in co-curricular activities in secondary schools. The study sought to establish the influence of funding; infrastructural facilities; teachers' roles and parental involvement on development of student's talents in co-curricular activities in secondary schools in Mwatate District, Kenya. The study used descriptive survey design to investigate how various factors influenced the development of co curricular talents among students in secondary schools in Mwatate District. Students' responses were compared against teachers and principals responses in order to test the hypotheses in this research. A total of 170 students from 17 schools in the district and 17 co-curricular teachers were sampled as the respondents. In addition, three randomly selected secondary school principals acted as key informants in the study. Data was collected using questionnaires from the three different types of respondents. The data analysis included both qualitative and quantitative methodologies. Content analysis was used to analyse the qualitative responses, while descriptive statistics was used to analyse quantitative data. Use of computer aided tools of XLSTAT helped in hypotheses testing. The researcher believed that the present study will encourage students to introspect and find out their innate co-curricular talents. The findings indicated that 60% of students stated that funding for co curricular activities was inadequate which affected their participation in games and sports. 71% of students felt that there were no adequate co curricular infrastructural facilities in their schools. 76% of students thought that there was no positive parental involvement in co curricular activities. The research had the following recommendations: Each of the co curricular activity should be costed and adequately funded to ensure that all students have an opportunity to participate; The curriculum for teacher training should include professionalism in co curricular activities; Parents should be sensitized in identifying, nurturing and developing their children's co curricular talents; career guidance on co curricular activities to talented and gifted children be offered regularly in the school. The researcher recommended for further research in the following areas: development of children' talents from early childhood centers, primary schools and institutions of higher learning; The transition of talented learners from formal schools to professional co curricular clubs; The operationalization of the Ministry of Education talent centers in Secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Modern education aims at the wholesome development of children. In fact all-round development is the key theme of education. Today, when a child comes to school, he comes in his totality and, so; education should help him to develop his total personality. To fulfill these purposes, varieties of educative experiences are to be provided in the school programs which may contribute to a long, happy and normal life of the child. In this regard, educational experiences should not only include formal knowledge to help him to develop intellectually and mentally but also impart lots of other experiences for his social, physical and spiritual development (Winston *et al* 2008).

Moreover, development of creativeness should not be left out from his experiences because this is one aspect which distinguishes him as a person and as an individual in the society. This has been stressed clearly by N. C. Facione, (1995), who says “we conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in the school or outside, that are covered on under its supervision”. These manifold activities include not only curriculum centered activities but also other curricular activities (co-curricular activities and extra-curricular) that help children to develop mentally, spiritually and socially.

Arbuckle (1998) states about such activities, “Even with the most satisfactory school-room conditions, students need a more direct outlet for their tendencies”. The co-curricular and extracurricular activities provide them freedom and opportunities for expressing themselves outside the tight formalities of the school program and, at times, are more important for their emotional and social health. These activities provide opportunities of self-expression and provide outlets for the flow of the surplus energies of the students. Thus, extracurricular activities are valuable for developing proper attitude, habits, interest, ideas and even careers among learners.

According to George D. Kuh (2006) we should give due emphasis to co-curricular and extra-curricular activities alongside the curricular activities for all-round development of children. So, we need to understand the distinction between co-curricular and extra-curricular activities.

Extra-curricular activities has been defined as, “Those small activities sponsored by students' clubs or groups and approved by the administration”. Extra-curricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, Extra-curricular activities have the following characteristics; They are not offered for school credit or required for graduation; they are generally conducted out-side school hours, or partly during school hours, and at times, agreed by the participants and approved by school administration; the content of the activities is determined primarily by the student participation under the guidance of a stage-member or other adult.

Luthans, K. W. (2005) has also given almost the similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extra-curricular activities are not part and parcel of curriculum and they are not carried out during school hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extra-curricular activities are noncredit activities. However, both of them need approval by school authorities.

Globally some countries have realized the importance of co- curriculum, and this has enhanced review of their education system to ensure early identification of their students' talents. This has facilitated a good environment for tapping, nurturing and developing the talents from a tender age. This Endeavour has borne fruits through production of a mass pool of sports personalities. This has in turn developed careers for thousands of their citizens. A classic example is in Brazil which has produced many renowned professional footballers, playing their trade across elite European clubs. This in turn earns their country foreign exchange in form of monies repatriated back to their county.

The provisions of co-curricular and extra-curricular programs in US, Jamaica, Germany, England and China have been recognized as the most essential mechanism for psychological and intellectual development of students. These activities have been evolved as an integral part of their learning process. Education as has been said elsewhere is a creation of a sound mind in sound body. So children need ways and means to express their emotions and learn to adjust themselves in the broad society.

In Nepal co-curricular and extra-curricular activities include activities such as physical, literary, aesthetic, cultural, hobbies, craft activities, excursions, social welfare etc. National education system plan in Nepal has made extra-curricular compulsory and had given directives to carry-on such activities. Some of these activities are given as follows - gardening competition, quiz, folk-song and dance, debate, arts, games, etc. Most of these activities are suitable for high school children.

Within Kenya, several schools running alternative curriculum seem to do better on the co-curriculum scope and achievement. A good example is St. Andrews Turi that has for over 80 years, had a stand-alone departments such as Drama and Theatre Studies with specific attention to instrumental Music, Drums, Tennis and so on (http://www.standrewsturi.com/Senior_School/Music_Art_Drama/index.asp)

1.2 Development of Education in Kenya

Recent policy initiatives geared towards the improvement and access of education has been introduced under the Economic Recovery Strategy for Wealth and Employment (ERS) 2003-2007). Key policy reforms include the development of Sessional Paper No 1 of 2005 which has resulted in the adoption of a Sector Wide Approach to Planning (SWAP) to the provision of education. This approach involves different stakeholders to support education both at the Primary and Secondary level of education. Through the SWAP process, the government and development partners have developed the Kenya Education Sector Support Program (KESSP), this is a program aimed to improve access, equity, quality, retention and completion rates both at the primary and secondary school level of education (MOEST: 2005).

Several criticisms have been leveled against the Kenyan education system; these include; inefficiency to utilize resources to meet educational needs and waste. The 8-4-4 system required that students take nine examinable subjects at the Primary level and thirteen examinable subjects at the secondary level (Okumbe J.A. 2001). This syllabus has however undergone several reviews which have resulted in the reduction of examinable subjects. Students are overburdened with heavy academic work loads and course overlap is common. For example, even if students are examined for a minimum of seven subjects in the final KCSE exams, they are to undertake thirteen subjects during the entire four year course. Subjects are clustered into five groups; compulsory subjects which comprise of English, Kiswahili and Mathematics; Sciences which comprise group two; humanities (group three); technical subjects such as art and craft and foreign languages and business studies which constitutes the fifth group of subjects. These create a ‘knowledge overload’ in students (Mutuma, 2005).

Key to this criticism is the number of subjects that overloads students and teachers alike. The system by nature is competitive; it picks the best in competitions and is highly elitist. The system has failed to ingrain key values of morality and democracy because it focuses on academic achievement as an end in itself. Co-curricular program offers activities of interest to all students in the school. Students are encouraged to participate fully in the athletic, artistic, social and cultural life of the school. Involvement in the school’s co-curricular program enables students to make new friends and develop talents and interests outside of the regular school curriculum (Mwisukha, Njororai & Onywera, 2003)

The rote learning technique in Kenya produces individuals who cannot ‘think outside the box’; this is because teaching and instructional material is provided in line with curriculum requirement. Reinforcing the rote learning technique is the failure by the education system to provide adequate co-curriculum activities that are vital for mental, physical and the development of talents in pupils and students. Today, most pupils and students in both primary and secondary school levels spend few hours engaging in ‘play’. Additionally, most schools substitute time that is meant for extra-curricular activities with extra and holiday tuition (Ikagami, 2000). This is carried out in an effort to complete the school curriculum before the examinations and in many cases these classes are

compulsory. The emphasis in rote learning has been attributed as a factor in the ‘wanting’ output of many 8-4-4 graduates (Ikagami, 2000; Mutuma, 2005)

Inadequate involvement in co-curricular activities has resulted to student’s unrest in schools in Kenya. Failure on the part of government officials, teachers and parents to work together has been blamed for school unrests across the country. Kenya education system emphasizes on obedience to authority, a factor that stifles students’ participation in the running of institutions, students are merely seen as passive learners with a limited time span within these institutions (Mwisukha, Njororai & Onywera, 2003). Students in turn feel ignored and hence their grievances are not acknowledged and complaints are usually met with high handed authoritarianism resulting in frustration and resentment on the part of the students. The recent spate of school strikes that have affected over 100 public and private schools have partly been attributed to the lack of communication between the school administration and student community (Okwach & Odipo, 1997)

While it is clear that some students could develop more fulfilling and rewarding careers in co-curriculum as opposed to careers developed by the main curriculum, development of careers in students has not been focused on exploiting their talents and competencies outside the mainstream curriculum. Sports personalities including Paul Tergat, Kenelisa Bekele, Macdonald Mariga, Denis Oliech to name but a few; accomplished actors like Charles Bukeku of the Papa Shirandula; renown comedians like Daniel Ndambuki aka Churchill; musicians like Achieng Abura, David Mathenge aka nameless, Eric Wainaina and Rosemary Wahu Kagwi have held well paying careers within the co-curriculum line compared to majority of those who choose to develop their careers along the mainstream curriculum(Gold D.2011).

Emphasis should be placed on equality in relation to life opportunities. In Kenya, education continues to play a crucial role in determining one’s vocation. Avenues outside the education system should be emphasized at the school level; lifelong learning approach should be adopted as a panacea to identifying talent and development of skills (Okwach & Odipo, 1997)

1.3 Statement of the problem

The school experience can help students grow and develop knowledge, skills and abilities for success in the workforce and for aspiring career choices. Co curricular activities provide students with a network of peers and adults who have interests and talents similar to their own. Students who participate have the chance to excel individually, be part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Jacobs S.S. 1995). Students who participate in co curricular activities not only do better academically than students who do not but also develop other facets of their personalities in the process. Self-esteem, self-confidence, social cooperation, and leadership skills are just but a few of the cognitive factors that are affected. Co curricular activities allow students to blend aspects of their academic learning into personal actions (Allison 1979).

Although the increased emphasis on assessment activities still focus on academic outcomes, it can be argued that student academic performance is related not just to classroom learning, but to such factors as the quality of student life and student satisfaction with the institution (Tinto, 1987). These issues, in turn, are closely aligned with the co-curricular component of the school as demonstrated by researchers such as Astin (1975, 1977) and Pascarella and Terenzini (1991).

Despite the attention paid to the co-curriculum, relatively little research and assessment has been done on the determinants of the development of students talents in co-curricular activities in secondary schools. Thus this study aims at filling this gap by examining the determinants of the development of students talents in secondary schools taking a case of schools in Mwatate District, Kenya

1.4 Purpose of the study

The purpose of this study was to examine the determinants of the development of student's talents in co-curricular activities in secondary schools in Mwatate District, Kenya

1.5 Objectives of the study

The study was guided by the following objectives:

1. To assess the influence of funding on development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya.
2. To establish the effect of infrastructural facilities on development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya.
3. To establish the role of teachers on development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya.
4. To examine the role of parents in the development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya.

1.6 Research questions

The researcher formulated the following research questions:-

1. To what extent does school funding influence development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya?
2. What is the role of infrastructural facilities on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya?
3. What is the role of teachers on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya?
4. What is the role of parents on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya?

1.7 Research Hypotheses

The research was based on the following null hypotheses:-

- a. There was no significant influence between school funding and the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

- b. There was no significant relationship between Infrastructural facilities and the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya
- c. There was no significant influence of Teachers in the development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya
- d. There was no significant influence of Parents in the development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya

1.8 Significance of the study

In summary, the researcher intended to contribute to closing the gap which currently exists in the literature by studying the relationship between involvements in different types of formalized co-curricular programs (or non formal involvement) with development factors relating to student development of co curriculum talents in secondary schools. This type of information is critical if student affairs in developmental programs are to establish their worth and document their effectiveness in contributing to what Astin (1987) terms "value-added excellence" in the current period of declining enrollments and economic retrenchment.

Students

The study focused on students, and therefore the researcher felt that students will be the forerunners who will benefit immensely from the study. In today's times, student face a number of adversities in school with respect to their relationship with peers and teachers, their academic progress, organizational processes in school, etc. The researcher believed that the study will encourage students to introspect to find out whether they have innate talents in co curriculum. Awareness among students will motivate them to develop these talents and develop careers in their areas of competence.

Teachers

These are grass root level workers in the field of education. Any study conducted on students will be beneficial to them as they are the "sowers" in this field. The researcher feels that the study will motivate teachers and principals to provide better a learning

environment for their students. This is because the study will give them an insight into determinants of co-curricular talent growth among the students.

The **School Management** is responsible for the overall functioning of the school. They are directly or indirectly responsible for the said climate of the school since they are responsible for managing the school. The performance of their students affects their reputation. The researcher believed that this study would be beneficial to the School Management; as they would understand the need to help students develop talent under conducive environment. This will enable them to align their objectives with the changing trends and meet the needs of the students in changing times with respect to the challenges and hardships the future holds.

The Government

The government through the Ministry of Education is responsible for drafting a curriculum that is suitable to the overall development of the child. The researcher opines that the research would help the Ministry to prepare or modify the curriculum such that it would help students to identify and develop their talents in co curriculum. Further the research will help the ministry work towards designing better learning experiences through curricular and co-curricular efforts.

The educator, learner and society are all interlinked and influence each other in the process of education. Thus, studies conducted in the field of education will include society in its scope, as they are important stakeholders.

Parents

They need to know about their children's performance, progress and innate talents. They need to understand the various challenges that their children face every day. They also need to be made aware of the efforts put in by the school, its management, and the governing bodies. The researchers felt that the study will help parents realize the need to encourage students to gather more experiences and help them appreciate and develop their talents.

1.9 Delimitations of the study

The scope of this study revolved around the determinants of the development of co-curricular talents among students in secondary schools. The geographical scope was all the secondary schools in Mwatate District, Kenya. The study targeted co-curricular teachers and students involved in co-curricular activities in secondary schools in the District.

1.10 Limitations of the study

Time to do the study was limited due to working hours in the workplace. Financing and getting co-curricular teachers who served as research assistants was a challenge.

This study may not be generalizable to other institutions and other types of co-curricular programs. Differing institutional environments, different program requirements and qualifications, and differing developmental missions restricted the results of this study to secondary schools in Mwatate District. Nevertheless, the underlying theoretical assumptions and methodology of this study, as well as the findings of this study should be of assistance to other institutions who want to assess the effects of different types of co-curricular programs on their students.

1.11 Basic Assumptions

The following assumptions were made in this study:

1. That schools participate in co-curricular activities and the participants will be available during data collection.
2. That schools have designated teachers in charge of co-curricular activities.
3. That the principals of the schools will be available and will cooperate during data collection.
4. All co-curricular activities in the school have equal social acceptance

1.12 Definition of significant terms used in the study

Student Involvement:-students' participation in co-curricular school activities

Co-curricular involvement:- refers to non-academic experiences sponsored, sanctioned, or supported by the school. These experiences include, but are not limited to, participation in student organizations, intramurals, interschool athletics, drama/cultural clubs, and community service programs (Evans, Forney & Guido-DiBrito, 1998)

Parental involvement:- is a combination of commitment and active participation on the part of the parent to the school and to the student in all aspects of their development .

1.13 Organization of the study

This report is organized into five chapters. Chapter 1 is the introduction which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, significance of the study, delimitations of the study, limitations of the study, basic assumptions and the definition of significant terms.

Chapter 2 presents the literature review which looks at the importance of co curricular activities, co curricular activities in secondary schools, review of literature in co curricular activities in the following themes; funding, physical facilities, teachers' roles and parental involvement. It also presented two theories; student involvement theory and Tinto's Interactionalist theory. Finally, the conceptual framework was presented.

Chapter 3 outlines the research design, the target population, methods of data collection, validity and reliability, data collection procedures, ethical consideration, the operation definition of variables and the data presentation techniques.

Chapter 4 contains the response rate of the study, demographic presentation of the population and data presentation around the themes of funding, physical facilities, teachers' roles and parental involvement.

Chapter 5 presents a summary of the findings and discussions, the findings are around the themes of funding, physical facilities, teachers' roles and parental involvement. It also has a conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review starting with a review of co-curricular activities in secondary schools and their impact on students. Literature on the influence of funding, infrastructural facilities, teachers, parents and student's attitude on the development of co-curricular talents among students in secondary schools has been provided. Theoretical framework, focusing on Student Involvement Theory and Tinto's Interactionalist Theory has been considered. Lastly a conceptual framework drawn from these variables has been presented to indicate the relationship between dependent and independent variables.

2.2 Importance of co-curricular activities

Educationists say that co-curricular and extra-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1961:34) "to act civically, to live as friendly neighbors and to develop a sense of responsibility through accepting responsibility." Better achievement in extra-curricular activities not only gives satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit should help every activity or pastime undertaken by the students of the school.

Co-curricular and extra-curricular activities play an important role in the lives of students. Thus, several studies have been conducted in various countries on the status and effects that co-curricular and extra-curricular activities can have on students. In those studies some have focused on specific population such as athletes whereas others have focused on outcome variables such as personal and social development, academic achievement, and participation in activities related to delinquency.

In one study, Silliker and Quirk (1997) examined the effects of extra-curricular activity participation on the academic achievement of high school students. Participants consisted of 123 high school students who participated in interscholastic soccer during the first

quarter of the school year but were not involved in any extracurricular activity during the second quarter. The results of the studies indicated that participants had higher grade point average in the first quarter (i.e., during soccer season) than in the second quarter (outside soccer season) and the student attendance was also found higher during the soccer season.

Marsh (1992) examined the effect of total extra-curricular activities participation during the students' last two years in high school. Data on 10613 students from the second follow-up of the sophomore cohort of the high school and beyond study were examined for this study. This study found total extra-curricular activity participation to be significantly related to 13 of the 22 outcome variables studies. Total extracurricular activity participation was positively correlated with global self-concept, academic self-concept, taking advanced aspirations, parental involvement, absenteeism, senior-year education aspirations, academic track, college attendance, parental aspirations and senior occupational aspirations. In general, the studies conducted on high school athletes showed generally positive effects on extracurricular involvement on academic achievement.

In one of the studies, Jha (1990) expressed that before the execution of New Education System Plan co-curricular and extra-curricular activities in school was not well organized as a regular school program due to the lack of implementation of systematic school curriculum. J. Bhullar et al. (2002) in their study concluded that parents in most of the areas encouraged their daughters to participate in co-curricular activities and sports competition. The study of Bawa and Debnath (1993) has shown that students suffering from high anxiety got relieved of it through a regular participation in co-curricular and extracurricular participation. Participation in this activity improves self-esteem, self-satisfaction, personal worth and emotional adjustment.

Booth (2008), Ikagami (2000), Johnson and Coffey (2004), reported that participation in co-curricular and extra-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants.

2.3 Co-curricular activities in secondary schools

Schools are more than just places where academic learning occurs. Depending on many factors, they are also complex social environments that can be inviting or alienating. Successful programs for at-risk students attempt to create an environment that helps students develop a sense of commitment to the school community Terenzini et al (1995).

Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and intramural sports teams have traditionally enhanced students' sense of school membership by providing them with a special "niche" in the school community. Students involved in these kinds of co-curricular activities find opportunities to shine and are less likely to become disengaged from school. Many studies have indicated an association between extracurricular activities in general and positive academic outcomes. For example, one survey showed that high school social participation is positively correlated with high school and post-high school educational achievement, as well as occupational status five years after graduation (Thieke 1994). Another study of reading skills development showed that the higher students' level of involvement in organized extracurricular activities, the higher their reading achievement. This study also noted that the effect of these "achievement-related experiences" was stronger among those from lower socioeconomic backgrounds, although all social class and gender subgroups benefitted (as cited in Funkhouser, Humphrey, Panton, & Rosenthal, 1992).

Students in successful alternative secondary school programs place a high value on their sense of belonging, or membership, in the school. According to observers, students characterized these alternative schools as friendlier and warmer than the schools they had left; peers were more accepting, teachers were more concerned. In their view, adults' willingness to help them overcome academic and personal problems and accept them as individuals was among the most valued features of their new schools (Wehlage et al., 1989). Likewise, other studies have found that alienated students at risk of dropping out can re-engage in smaller settings where teachers are committed to helping them and circumstances support teachers' expanded role. These findings reflect the influence of students' sense of school membership, an attachment to adults and peers that enable

students to make a commitment to the norms of the school, become involved in school activities, and accept the legitimacy of the institution.

Fostering a sense of school co-curricular engagement in a personalized environment requires an expanded role for teachers. In this expanded role, teachers seek to influence students' social and personal development, as well as their intellectual growth. To sustain a pervasive "ethic of caring," adults maintain continuous and sustained contact with students, responding to the students as whole persons rather than just as clients in need of a particular service. Expanding their traditional role as transmitters of knowledge, teachers help create networks of support that foster students' sense of belonging and support students to succeed in the school. For their part, adults in the school need to (1) promote positive and respectful relations between adults and students; (2) help students with personal problems; (3) cultivate students' ability to meet school standards; and (4) support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans. In exchange for this active commitment from the school, students behave positively and respectfully toward adults and peers and commit their mental and physical efforts in school tasks to a level making their own achievement likely.

There have been various different initiatives meant to tap and nurture co-curriculum talents of the young people in Kenya and in East Africa. Some of these initiatives include Manchester United camp in Tanzania, UNICEF/MOE talent academies in Kenya, Tusker Project Fame meant to promote talents development in Eastern Africa and high altitude training camps in Eldoret, Kenya, for the upcoming and established athletes. These youth talent development initiatives are geared towards addressing high rates of youth unemployment in Kenya and beyond and consequently attracting in foreign exchange to the country.

2.4 Funding in Development of Students Talents in Co-curricular Activities

Most of the modern games were introduced into Kenya by the British colonialists, settlers and missionaries in the first half of the 20th century. Some of the African (native) activities were termed as evil and salvage and therefore discouraged/neglected.

Consequently, during pre-independence and post independence Kenya, the value attached to co-curricular activities in schools kept on wobbling depending on the government of the day. However, the seriousness of the government as far as sporting activities were concerned was reflected in the different development plans which have continued to underscore the importance of sports in Kenya's development. According to Mahlman, Asembo & Korir (1993), Kenya's second national development plan (1970-1974) emphasized the values of participation in sports as: physical fitness, good health, nation building, co-operation, capacity for excellence and positive image. Some of these values have been able to transcend different development plans in Kenya.

Coakley (2001) observed that the nature and extent of funding for co-curricular activities varies from one school to the next and government involvement occurs for one or more of the following reasons: safe guard the public order, to maintain fitness and physical abilities among students, to promote prestige and power in secondary schools , to promote sense of identity, belong and unity among citizens, to reproduce values consistent with the government ideology in a community or society, and to promote economic development in community or society consequently, being viewed as physically fit or as one, who associates with athletes, has become an essential aspect of the image making of politicians.

In the government service, it is the responsibility of the government to provide funds for co curricular related materials. Inadequate sporting materials hinder many students from being involved in co-curricular activities; in the end, they give up if the government cannot provide adequate materials the burden of provision of the same is shifted to the parents. Therefore, there is need to evaluate whether the government funding of sporting materials is viable (Okwach & Odipo, 1997)

2.5 Infrastructural Facilities in Development of Students' Talents in Co-curricular Activities

One of the major factors, affecting the operation of a successful development of co-curricular talents among the students is the provision of adequate facilities, equipment, and supplies. In general, the term facilities, equipment and supplies are used as an alternative word for each other. But in the field of physical education, games & sports

and in practical subject these three words have different meanings. In this regard, 'facilities' may be defined as an area, space or teaching station, it may be located either out-of-doors or inside a building, such as classroom, play field, laboratory, gymnasium, auditorium etc (Winston *et al* 2008). Similarly the term 'equipment' is interpreted as non-expendable items which may be a part of the permanent construction. Such as backboard of basketball, goal post in football or hockey ground etc., whereas supplies are those expendable materials or items that need to be replaced at frequent intervals, such as balls, bats, net, book, paper, paint, brushes etc. This study aims at investigating the influence of physical facilities on the development of co curricular talents among students in Mwatate District.

It was observed by Sowa and Gressard (1999), that most schools have the needed facilities (except for athletics). He also observed that schools do not have sufficient items of musical instrument but, they hire the needed instruments. Some school have well-furnished auditorium, where most of the district level workshops, seminars are conducted. However, co-curricular program in most schools have remained unattractive chiefly because of inadequacy of facilities. In fact, amount and variety of facilities, equipment and supplies needed depend upon several factors including the type and extent of program, the number of students to be served, and of course, budgetary considerations. Although it is recognized that good leadership is the most important ingredient in teaching and conduct of schools, the proficient teacher can do better job by the use and mobilization of local resources and material (Pascarella, & Terenzini, 1991).

2.6 Teachers' Role in Development of Students talents in Co-curricular Activities

The study also aimed at determining the influence of teachers' role in the development of co curricular talents among students in secondary schools in Mwatate District, Kenya. Emphasis on co-curricular activities has been made because the Ministry knows of the positive effect of students being all-rounder when they excel in academic and co-curricular activities. In some secondary schools, applications for the entrance are judged on the examination of co-curricular talents but great care is taken to ensure that the selected students' are active in curriculum activities too. The concern here is whether

students who participate in co-curricular activities are gaining any benefits or is it a mere waste of time and effort by all parties. The importance in education does not only lie in academic but also in all other fields which are required in educating students, which include skills and co curriculum.

Competency building begins at school level. There is extensive literature on competency building and co-curricular activities. Green (1998) emphasized that the contents of competency building will finally ensure that the workforce produced will possess the proficiency and literacy that is required for a good performance. A study carried out by Russel, Peter, Donald and Robert (2000) found that extra curriculum involvement in high school produces honesty and fair play needed to prevent delinquency and crime. Previous studies reveal that students' involvement in co-curricular activities makes them stay in school and improve retention rates. Many coaches are teachers in the school, and they interact with students not only in the classroom but in after school programs as well. Some teachers may become biased toward students who participate outside the classroom, forming bonds that may affect the grades of the individual students.

Expanding their traditional role as transmitters of knowledge, teachers help create networks of support that foster students' sense of belonging and support students to succeed in the school. For their part, adults in the school need to; promote positive and respectful relations between adults and students; help students with personal problems; 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, school opportunities, and future plans. In exchange for this active commitment from the school, students behave positively and respectfully toward adults and peers and commit their mental and physical efforts in school tasks to a level making their own achievement likely.

2.7 Parental involvement in Development of Students' Talents in Co-curricular Activities

This study as well investigated the role of parents on the development of co curricular talents among students in secondary schools in Mwatate District, Kenya. When families are involved in their children's co-curricular talent development in positive ways,

research shows that students achieve higher grades and test scores have better attitudes and behavior, graduate at higher rates and enroll in higher education in greater numbers. Parents and other family members influence their children's social development by supervising how they spend their time outside of school; fostering the development of their children's confidence and motivation to become successful learners; and influencing the work of schools through their participation in governance, advisory, and advocacy groups.

At the secondary level, however, most parents face challenges when they try to forge partnerships with schools. For example, there are more logistical barriers to parent involvement in most middle and high schools than in elementary schools. High schools are larger, harder to negotiate, and usually located far away from home. Students have multiple teachers, so that often there is no clear point of contact if parents want to discuss either their children's co-curricular talent progress or how they can help. High schools are usually organized around subject-matter departments, where students (and their parents) usually have less contact with an individual teacher or administrator.

Developing a partnership with the adults who interact with these students outside school is more complicated for the schools as well. As high school students go through adolescence, they grow increasingly independent of their parents. Rather than parents, secondary schools must work with a whole network of adults including community members and potential employers who influence these students' co-curricular talent lives. Community organizations, including employers, promote the value of education and are especially important for schools attempting to address school-to-work transition issues. Also, community organizations are key supporters to both parents and school staff dealing with high-stakes issues, such as drug use and gang activity, which are more prevalent among secondary students and which can hinder co-curricular talent development.

Although research indicates that students of all ages develop their co-curricular talent in schools where parents and other family members are involved, few empirical data show which strategies for fostering partnerships with families work best at the secondary school level -thus the need to investigate these strategies. The same principles that govern

successful elementary school parent involvement programs appear to hold true for high schools as well. Schools must view parent involvement as a process rather than as a series of isolated events; communication between the school and families should be ongoing and participatory; and a committed leadership must support ongoing parent-involvement efforts and assessment activities to inform future planning.

One of the most powerful contributions that families can make toward their children's co-curricular talent development in school is to foster after-school learning. Families may foster home training for students of all ages by interacting with their children at home to support their talents; and assisting children with decisions that affect their future. Family members can also exert a powerful influence not only on their children's co-curricular selection but also on their career options once they graduate from high school.

Recognizing that all parents have hopes and goals for their children and those families are central contributors to their children's education, schools may take a number of approaches to enlisting families' support. Parent involvement is not a "one-size-fits-all" program; because students have different needs, as do parents, schools must attempt to adapt their efforts to address those needs.

Power-Ross, (2000) recommends a range of concrete steps that schools may consider: assessing parents' needs and interests where schools can bridge the distance between families and schools by surveying parents to find out their concerns and opinions about school. Schools should begin planning parental involvement activities by asking parents of students what they need (e.g., information, training, decision-making opportunities) to support their children's development of their co curricular talents.

Secondly, through creating a mechanism for personalized communication with parents especially those unable to come in the school. For example, a school might appoint a home-school coordinator; provide more flexible time for teachers to visit homes, or expand opportunities for contact by providing parents with more flexible schedules with which to meet school staff. For example, schools can set up resource centers for parents, institute home visits or talent mentoring programs, hold evening or weekend meetings out in the community, and establish homework hotlines. Personal contact is important in encouraging families to participate.

Also through giving parents a voice in school decisions. In this case, schools can include parents and other family members in site-based decision-making teams, school-improvement teams, or steering committees that direct school restructuring efforts. Once family members are informed and involved, the school must listen and respond to their contributions.

2.8 Theoretical framework

This study was based on the following theories;

2.8.1 Student Involvement Theory

With the calls for accountability, changes in economic conditions and declining public trust, schools need ongoing research to inform their practice. Research on school impact focuses on finding the source of this change (Astin, 1993; Pascarella & Terenzini, 2005). Identifying the source allows staff to see what interventions or activities are hindering or contributing to the desired outcomes. Past research identified student involvement as an important tool that impacts student learning and development (Astin, 1993; Pascarella & Terenzini, 1991, 2005). The initial work on student involvement and the impact of college environment on learning was conducted by Pace in the 1970s (Pace, 1984). Through his research using the College Student Experiences Questionnaire (CSEQ), he found learning was a function of the amount of time and quality of effort that students invested in educational experiences. He limited his research on involvement to only observable behaviors, excluding student attitudes or the psychological aspects of student involvement (Pace, 1984).

Expanding on Pace's research, Alexander Astin (1984) developed the theory of involvement. Astin's theory referred to the "quantity and quality of the physical and psychological energy that students invest in the school experience" (Astin, 1984). He believed involvement was the link between student inputs and school outcomes (the more a student puts into school, the more he or she will get out). For example, students who interact frequently with peers report greater cognitive gains than those who do not (Astin, 1996). To help others understand this notion, Astin (1984) articulates the five basic postulates of student involvement theory: "Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly

generalized (the student experience) or highly specific (preparing for a chemistry examination)” (p. 298). “Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times” (p. 298). Involvement is student and experience specific.

A student will have different levels of involvement for different experiences. The same student running a service activity for their organization could be completely uninvolved in the same organization’s election process. “Involvement has both quantitative and qualitative features. The extent of a student’s involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams)” (p. 298). It is not simply the time on task that is important; it is what the student does during that time that is important.

2.8.2 Tinto’s Interactionalist Theory.

Tinto (1987) posits that students’ development can be associated with greater connections in their commitment to school opportunities (such as inside- and outside-the-classroom activities) and their desire to graduate. Tinto’s Interactionalist Theory (2004) supports the idea that the student’s initial level of commitments also influences his or her level of subsequent commitments. Tinto’s theory, intended for application in secondary education, suggests that institutions must identify ways for students to increase interactions, such as participating in outside-the-classroom learning experiences. These experiences can help students gain knowledge and increase their persistence to continue learning through and beyond school life. Tinto (1997) stresses that in community schools, greater classroom support is necessary to encourage students’ involvement with school commitments. Secondary school, specifically, need to engage students in the classroom more because outside-the-classroom experiences are not necessarily mandatory experiences for secondary school learners.

2.9 Conceptual framework

Below is a conceptual framework for the study on the determinants of the development of students talents in co curricular activities in secondary schools in Mwatate District.

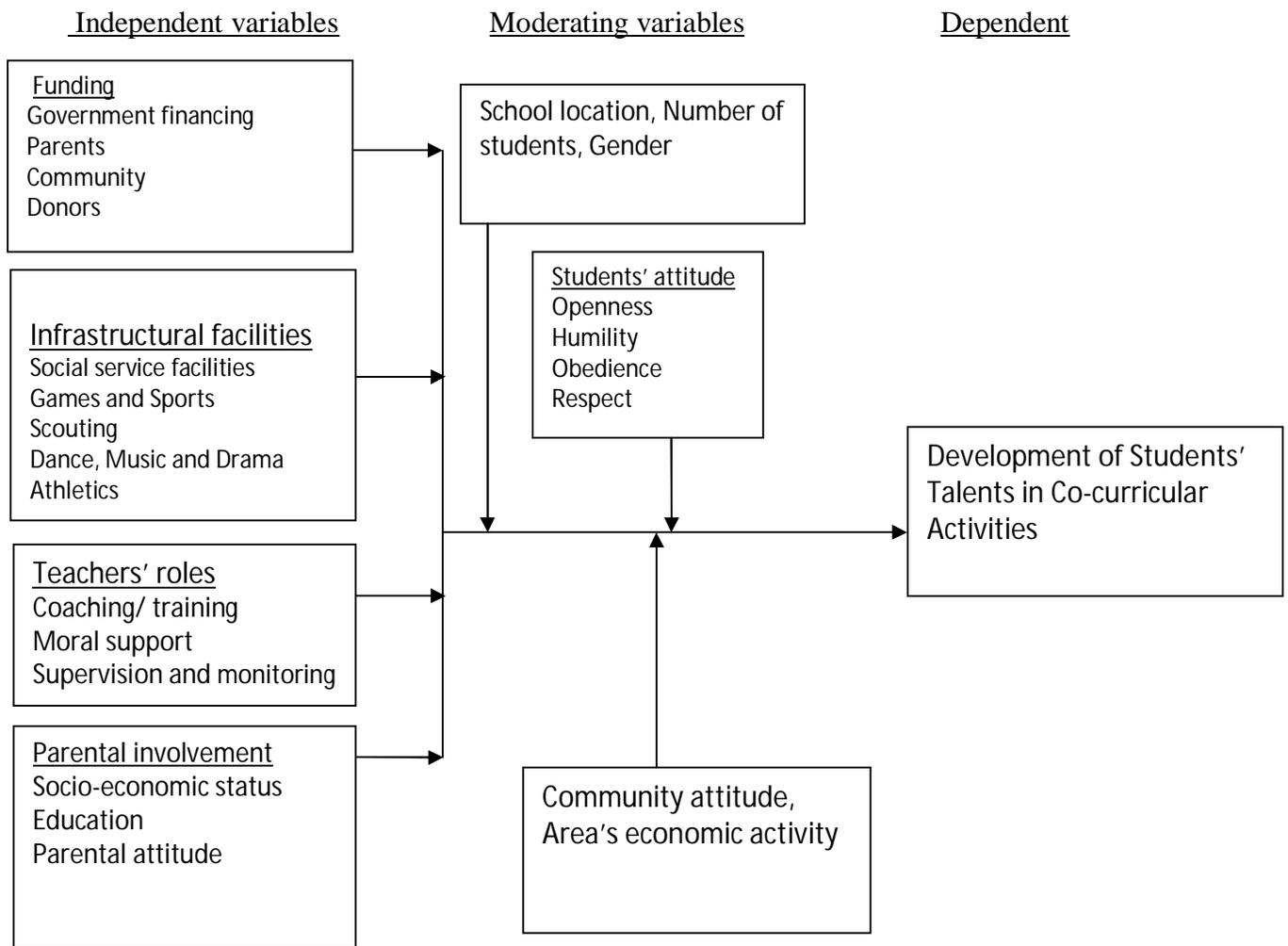


Figure1: Conceptual framework

The conceptual framework has four independent variables; funding, infrastructural facilities, teachers roles and parental involvement that impact on the dependent variable; the development of students talents in co curricular activities. The framework also contained the moderating variables; the students' attitude, community attitude and school location.

2.10 Summary of literature

The chapter has discussed in details the various study variables which included school funding, physical Facilities, teachers' role and parental involvement. In addition the study reviewed literature on the concept of co-curricular activities in schools and its value to the development of students talents. It explored co-curricular activities such as student government, academic or special interest clubs, games and sports, theatre and music groups which enhance students' sense of school membership by providing them with a special "niche" in the school community.

The literature reviewed augmented that students involved in these kinds of co-curricular activities find opportunities to shine and are less likely to become disengaged from school. The study also reviewed the theories that were deemed relevant to the study; student involvement theory and Tinto's interactionalist theory. Finally the study has also looked into the conceptual framework of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the procedures used in carrying out the study including: research designs, population, the sample size, sampling method, research instruments, validity, reliability, data collection and data analysis procedures.

3.2 Research Design

To address the questions and the hypotheses posed in this study, descriptive survey method was used to conduct the study. The study adopted a cross sectional survey approach designed to investigate how the various factors influenced the development of co curricular talents among students in secondary schools in Mwatate District. According to Orodho J.A. (2005), descriptive survey is 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. This type of survey looked at the nature of the existing conditions in the selected schools. The survey obtained views from the co-curricular teachers, students and the principals.

3.3 Target population

There were 17 secondary schools with 420 teachers and 5,539 students in the District (DEO's office 2012). Some of these schools were either boarding, day, boys, girls or mixed. The target group comprised students who participated in co-curricular activities (drama clubs, athletics, ball games etc). The group was chosen because it was assumed to have a rich knowledge in determinants for the development of their talents in their respective schools. The second target population was co-curricular teachers because they were in a position to indicate the different types of activities in their schools as well as providing information on their role, parental role and availability of funds for developing co curricular talents among the students. They were also in a position to candidly evaluate the schools in terms of availability of facilities to enhance students' involvement in co-curricular activities.

3.4 Sampling techniques

The researcher used three sampling techniques namely; stratified sampling technique, simple random sampling technique and purposive sampling method. Stratified technique involves dividing the population into significant strata based on levels of profession. Dividing the population into a series of relevant strata means that the sample is more likely to be representative (Saunders et al., 2007). Thus the population was divided into three strata namely; students, teachers and the principals. One co-curricular teacher from each of the sampled schools was considered. A list of students who were involved in co-curricular activities was obtained from co-curricular teachers in the respective schools from where 10 students from each school were sampled using simple random technique. Bryman, (2008), stated that when using similar sample in similar sampling units or a large population, a sample size of at least 10 in every unit randomly sampled was appropriate in research. In addition Simple random sampling was chosen among the objects since it allocated the objects equal opportunity of being sampled (Orodho 2005).

3.4.1 Sample size

There were 17 public secondary schools in the District. Based on the sampling techniques applied, a sample size of 17 co-curricular teachers and 170 students and three principals were utilized in this study. The principals served as the key informants in the study. Table 3.1 presents the summaries of sampling procedures and the total sample size.

Table 3.1: Sampling frame

<i>Category</i>	<i>Sample</i>
Co-curricular Teachers (1 per school)	17
Students (10 per school)	170
Principal	3
Total	190

3.5 Data Collection Procedures and Research Instruments

The research instruments (questionnaires) were structured and self administered to the respondents. The researcher held arranged sessions with all the students involved in the research and had them fill the questionnaires within the sessions.

3.5.1 Co-curricular Teachers' Questionnaire

This had both closed and open-ended questions. The questionnaire was geared towards finding teachers' outlooks on the influence of parental involvement, physical facilities, adequate funding and teachers' roles in the development of co curricular talents among students. In this case it was hoped that it would be relatively quick to collect information using a questionnaire.

3.5.2 Students' questionnaire

As is the case with teachers' questionnaire, this had both closed and open-ended questions. The questions were in simplified form using a simple grammar and aimed at asking the students to provide information based on their experience as the main subjects as well as the influence of parental involvement, facilities, adequate or inadequate funding and teachers' roles in the development of their co curricular talents. The preference for a questionnaire for them was based on the fact that they were able to complete it without help, anonymously, and it was cheaper and quicker than other methods while reaching out to larger sample (Bryman, 2008; Cohen et al., 2007). A request to answer all questions was made and completed questionnaires collected immediately.

3.6 Data Collection

The researcher personally visited the respondents and explained the purpose of the questionnaire. This was meant to assure the respondents of the confidentiality of their responses. With the help of research assistants, the researcher and the assistants distributed the questionnaires to the respondents. This was done during class time while the students were in their classes. The respondents were required to respond to them for a period not exceeding one hour. Assistance was sought to facilitate the exercise from the concerned co-curricular teachers in every school. By such an administration of the instrument, the researcher hoped to explain or clarify any ambiguities. This ensured that

there was a high chance of return rate of the questionnaires as well as treatment of respondents' information in strict confidence.

3.7 Validity and Reliability

In pilot study, 3 secondary schools in the District were involved in the piloting before data collection. The assumption during piloting was that the experience in responses of the teachers and students from each school would be quite similar to the others. The purpose of the study was to find out if the instruments would measure what they were intended to. Secondly it was intended to see whether the respondents would find the instruments clear, precise and comprehensive enough from the researcher's point of view.

3.7.1 Validity of research instruments

The study adopted content validity which indicated whether the test items represented the content that the test was designed to measure. The pilot study assisted in determining accuracy, clarity and suitability of the instruments (Borg and Gall, 1989). It helped identify inadequate and ambiguous items such that those that failed to measure the variables were modified or disregarded completely and new item added. To ensure validity, the instruments used in the study were examined by the supervisor who is an expert and an authority in research.

3.7.2 Reliability of research instruments

The reliability of the instrument was determined using test retest method. Modifications were made accordingly in order to improve the questionnaire.

3.8 Data analysis and presentation techniques

The data analysis included both qualitative and quantitative. Quantitative data was analysed by descriptive statistics with interpretation given in frequencies, percentages and mean scores. Hypotheses were tested by use of XLSTAT computer software. For qualitative data; content analysis was used to analyse the responses. The respondent answers were expected to give their view on an aspect and the researcher thereafter expected to analyze the responses and make a conclusion (Grbich 2007). This method was preferred due to the fact that the study involved generating respondents' feelings on the

processes. This method did not limit the respondents to giving information hence its suitability for the study.

3.9 Logistical and Ethical Considerations.

Ethical consideration for this study revolved around issues such as voluntarily participation, informed consent, confidentiality and truthfulness. A range of measures were taken to ensure the rights of the participants in regard to anonymity were observed. In logistical issues, the researcher sought permission to carry out this study from the Ministry of Education as required by law by presenting an introductory letter from University of Nairobi. The researcher visited D.E.O'S office to obtain an introductory letters to the schools in the concerned District. A preliminary visit was made to the targeted schools to inform the Head Teachers of the intended research. A date to administer the questionnaire was arranged during these visits.

3.10 Operational Definition of Variables

Table 3.2: Operationalization Table

Research Objectives	Type of Variable	Indicator	Measure	Level of Scale	Research Design	Data collection method	Level of Analysis
To determine the influence of funding on development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya	Independent variable: Adequate funding	-Government funds -Parents funds -management committee Community	-Amount of funds from government -amount of funds raised by parents	Nominal scale, Ordinal scale	description survey	Questionnaire	Descriptive: Central tendency, Correlation coefficients, coefficient of determination.
To find out the effect of infrastructural facilities on development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya	Independent variable: Adequate facilities	-Sporting materials -Knowledge by students -Trainers	-Number of facilities -Number of students in sports -number of trainers	Nominal scale.	description survey	Questionnaire	Descriptive: Central tendency, z-distribution.

To establish the role of teachers on development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya	Independent variable: Teachers' roles	-Coaching skills - Student support	-Number of coaching sessions -types of student support present	Nominal scale, Ordinal scale	description survey	Questionnaire	Descriptive: Central tendency, Correlation coefficients, coefficient of determination.
To examine the role of parental involvement in the development of students talents in co-curricular activities in secondary schools in Mwatate District, Kenya	Independent variable: Parental involvement	-Promoting value -Powerful influence -Partnership	Number of students participating in co-curricular activities	Nominal scale, Ordinal scale	description survey	Questionnaire	Descriptive: Central tendency, Correlation coefficients, coefficient of determination.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

As discussed in chapter one, various factors determine the development of students' talents in co-curricular activities in secondary schools. However, little research and assessment has been done on the same. The study therefore aimed at filling this gap by investigating the determinants of the development of students' talents in secondary schools in Mwatate District, Kenya.

The study was conducted in all the 17 secondary schools in Mwatate District. This comprised of 3 girls' schools, one boys' school and 13 mixed schools. A sample of 10 students and 1 co-curricular teacher was taken from each school, and three principals picked randomly from the schools in the district. This was considered a fair representation of the population of secondary schools in the district.

The findings were represented based on primary data obtained to meet the study objectives, as discussed below.

4.2 Response rate

Table 4.2: Showing the response rate of the respondents

<i>Group</i>	<i>Number targeted</i>	<i>Number that responded</i>
Principals	3	3
Teachers	17	17
Students	170	170
Totals	190	190

The study targeted 170 students, 17 teachers and 3 principals from 17 secondary schools in Mwatate District. The researcher and his assistants visited the schools and collected data from the entire targeted sample.

4.3 Demographic representation of the population

Table 4.3: Showing the demographic representation of the population

Group	<i>Gender</i>		
	Male	Female	Total
Principals	2	1	3
Teachers	10	7	17
Students	115	55	170
Totals	127	63	190

Out of the sample of 170 students, 115 were male and 55 were female. Out of 17 teachers, 7 were female and 10 were male. The principals who were the key informants, 2 were male and 1 was female. 75% of the students joined co-curricular activities in form one, 20% joined in form two, 4% joined in form three and only 1% joined in form four. Most of the male students were involved in soccer while the female students were involved in drama and music festivals. Most of the games masters and mistresses had a teaching experience between 6 to 10 years.

4.4 Influence of funding on development of students' talents in co-curricular activities in secondary schools in Mwatate District

4.4.1 Students' response

From the data obtained, only 40% of the students thought that there was enough funding for co-curricular activities whereas 60% of the students indicated that there was no enough funding. This is shown in the table below.

Table 4.4.1: Students' response on whether there was enough funding for co-curricular activities in their schools.

	<i>Yes</i>	<i>No</i>
Number of students (f)	68	102
Percentage	40%	60%

Table 4.4.2: Students’ response towards the extent at which school funding enhanced the development of talents in co-curricular activities

<i>Extent</i>	<i>School funding</i>	<i>Percentage (%)</i>
No extent	4	2.35
Little extent	30	17.65
Moderate extent	79	46.47
Great extent	40	23.57
Very great extent	17	10

From the above data, 46.47% of the students thought that school funding averagely enhanced the development of talents in co-curricular activities. Only 20% of the students thought that school funding did not contribute significantly to the development of their talents in co-curricular activities in Mwatate District.

4.4.2 Teachers’ response

Further analysis on the response of the teachers was done and the data presented below.

Table 4.4.3: Teachers’ response on the effect of funding on the development of co-curricular talents among students

	Strongly disagree	disagree	moderate	agree	Strongly agree
Government financing for co-curricular activities enhances efficient students participation	0 (0%)	4 (23.53%)	2 (11.64%)	4 (23.53%)	6 (35.29%)
Funding provide capacity for excellence and positive image	0 (0%)	2 (11.64%)	0 (0%)	9 (52.94%)	6 (35.29%)
The school allocates a particular amount of money for co-curricular activities	2 (11.64%)	0 (0%)	2 (11.64%)	2 (11.64%)	11 (64.7%)
Proper funds management leads to effectiveness in utilization.	0 (0%)	0 (0%)	0 (0%)	2 (11.64%)	15 (88.36%)
Funding allocation depends on the number of activities in the school.	7 (41.17%)	0 (0%)	0 (0%)	4 (23.53%)	6 (35.29%)
There is need to form a co-curricular funds management committee in the school	0 (0%)	0 (0%)	0 (0%)	8 (47.05%)	9 (53.94%)
There is adequate funding and thus more students are involved co-curricular activities	8 (47.05%)	5 (29.41%)	4 (23.53%)	0 (0%)	0 (0%)
If the government cannot provide adequate materials the burden of provision of the same is shifted to the parents.	0 (0%)	0 (0%)	2 (11.64%)	4 (23.53%)	11 (64.7%)
Lack of enough funds leads to late delivery of essential facilities.	0 (0%)	0 (0%)	2 (11.64%)	3 (17.64%)	12 (70.72%)

From table 4.4.3 above, most teachers agreed that government funding for co-curricular activities enhanced students’ participation and it provided capacity for excellence and positive image. As is in the case of students, most teachers also disagreed that there was

adequate funding for co-curricular activities. Most teachers also indicated that lack of enough funds led to late delivery of essential facilities.

4.4.3 Principals' response

The data given by the three principals who were the key informants, in reference to question seven of the principals' questionnaire (What are the effects of adequate funding, on involvement of students in co-curricular activities?) showed that adequate funding on co-curricular activities enhanced wider student participation and specialization therefore perfecting the student's talent

Table 4.4.4: Showing the relationship between school funding and students' involvement in co-curricular activities

<i>Extent</i>	<i>Student Involvement</i>	<i>School funding</i>
No extent	2	4
Little extent	11	30
Moderate extent	53	79
Great extent	68	40
Very great extent	36	17

4.4.4 Testing the hypothesis

The data from table 4.4.4 above is tested using correlation test as follows;

Table 4.4.5 Summary statistics:

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Student Involvement	5	0	5	2.000	68.000	34.000	27.722
School funding	5	0	5	4.000	79.000	34.000	28.574

Table 4.4.5 shows the summary of the data that was used to test the correlation between student involvement and school funding. The results of correlation test are as follows:

Table 4.4.6: Correlation matrix (Spearman):

Variables	Student Involvement	School funding
Student Involvement	1	0.800
School funding	0.800	1

Significance level $\alpha=0.05$

The results of the correlation test are as shown in table 4.4.6, giving a correlation of 0.8 between student involvement and school funding, calculated with a significance value of 0.05.

Table 4.4.7: p-values:

Variables	Student Involvement	School funding
Student Involvement	0	0.133
School funding	0.133	0

Values in bold are significantly different from 0 with a significance level $\alpha=0.05$

Table 4.4.7 gives the probability value derived from the variables ‘student involvement’ and ‘School funding’ which is 0.133 that shows that the null hypothesis is rejected while the alternative hypothesis was accepted.

Table 4.4.8 Coefficients of determination (Spearman):

Variables	Student Involvement	School funding
Student Involvement	1	0.640
School funding	0.640	1

The test results show that there is a strong positive relationship with a correlation of 0.8 between school funding and students’ involvement in co-curricular activities. This is further proven using coefficients of determination with a value of 0.640. These results reject the null hypothesis that school funding does not influence the development of students’ talents in co- curricular activities in secondary schools in Mwatate District.

4.5 The effect of infrastructural facilities on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

4.5.1 Students' response

The table below indicates the responses from most students who felt that there were no enough infrastructural facilities in their schools.

Table 4.5: Availability of enough facilities as indicated by students

	Yes	No
Frequency	49	121
Percentage	29%	71%

4.5.2: Teachers' response

As per the table below, most teachers agreed that inadequate sporting materials and inadequate knowledge by students on the availability of some facilities, led to underutilization hindering many students from being involved in co-curricular activities.

Table 4.5.1: Teachers' responses to the effect of physical facilities on the development of co-curricular talents among students.

	Strongly disagree	Disagree	Moderate	Agree	Strongly agree
Inadequate sporting materials hinder many students from being involved in co-curricular activities	0 (0%)	0 (0%)	2 (11.64%)	4 (23.53%)	11 (64.7%)
Inadequate knowledge by students on some facilities availability leads to underutilization	0 (0%)	2 (11.64%)	2 (11.64%)	2 (11.64%)	11 (64.7%)
Some of the existing facilities are obsolete thus discouraging students from utilization	2 (11.64%)	0 (0%)	4 (23.53%)	5 (29.41%)	6 (35.29%)
There is intensified education on facilities that students can use to develop their talents	2 (11.64%)	0 (0%)	7 (41.17%)	4 (23.53%)	4 (23.53%)
There are few trainers on facilities available	0 (0%)	4 (23.53%)	2 (11.64%)	9 (52.94%)	2 (11.64%)
Due to insufficiency, the school hire the needed instruments for students to use	2 (11.64%)	4 (23.53%)	0 (0%)	7 (41.17%)	4 (23.53%)
Good leadership has enhanced proper utilization of facilities in our school	0 (0%)	0 (0%)	0 (0%)	7 (41.17%)	10 (58.53%)

Teachers also agreed that some of the existing facilities were obsolete thus discouraging students from utilization. From this it can be deduced that availability of adequate physical facilities enhanced the development of co-curricular talents among students.

4.5.3 Response by the principals

According to the data given by the principals on the physical facilities section of the principals' questionnaire, it was evident that there were no adequate physical facilities for co-curricular activities in secondary schools in Mwatate District, Kenya. The three principals responded with an agreement that lack of basic facilities deprived students a platform to explore and practice their talents.

Principals stated that lack of adequate infrastructural facilities deprived the students a platform to practice and nurture their talents in co-curricular activities.

Infrastructural facilities influenced the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya.

4.5.4 Testing of hypothesis

Table 4.5.2: showing the relationship between students' involvement in co-curricular activities and physical facilities.

Gender	Students involved in co. activities	Students not involved in co. activities	Enough physical facilities	Not enough physical facilities
Male	115	0	30	85
Female	54	1	19	36
Total	169	1	49	121

A Z-test of the data in table 4.5.2 was carried out as shown below

Frequency 1: 115

Sample size 1: 115

Frequency 2: 54

Sample size 2: 55

Hypothesized difference (D): 0

Significance level (%): 5

95% confidence interval on the difference between the proportions:

[-0.006, 0.043]

Z-test for two proportions / Two-tailed test:

Difference	0.018
z (Observed value)	1.450
z (Critical value)	1.960
p-value (Two-tailed)	0.147
Alpha	0.05

Test interpretation:

H0: There was no significant relationship between Infrastructural facilities and the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya.

H1: physical facilities influenced the development of co curricular talents among students in secondary schools in Mwatate district.

As the computed p-value is greater than the significance level $\alpha=0.05$,

We fail to reject the null hypothesis H_0 .

The risk to reject the null hypothesis H_0 while it is true is 14.70%.

It is thus indicated that physical facilities did not significantly influence the development of co curricular talents among students in secondary schools in Mwatate district.

4.6: The role of teachers on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

Table 4.6: Teachers' response on their role on development of students' talents

4.6.1 Teachers' response

Factors	Strongly disagree	Disagree	Moderate	Agree	Strongly agree
Teachers involvement builds the students self confidence	0 (0%)	0 (0%)	0 (0%)	5 (29.41%)	12 (70.72%)
Teachers are not adequately trained to facilitate students absorption of proper skills	0 (0%)	4 (23.53%)	5 (29.41%)	6 (35.29%)	2 (11.64%)
Many coaches are teachers in the school and they interact with students not only in the classroom but in after the school	0 (0%)	0 (0%)	0 (0%)	7 (41.17%)	10 (58.82%)
Some teachers may become biased toward students who participate outside the classroom	0 (0%)	4 (23.53%)	3 (17.64%)	2 (11.64%)	8 (47.05%)
Teachers help create networks of support that foster students sense of belonging and support students to succeed in school.	0 (0%)	0 (0%)	2 (11.64%)	6 (35.29%)	9 (52.94%)
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	0 (0%)	0 (0%)	5 (29.41%)	4 (23.5%)	8 (47.05%)
Teacher involvement is undermined by students who rarely respect them	4 (23.53%)	2 (11.64%)	5 (29.41%)	4 (23.53%)	2 (11.64%)

The data in table 4.5.3 above shows that the teachers thought that their involvement in co-curricular activities builds the students self confidence. Most of the teachers felt that they were not adequately trained to facilitate students absorption of proper skills. It can also be observed that there were students who did not respect the teachers and thus undermined the teachers involvement in co-curricular activities. From the data, it can be deduced that teacher involvement is important in development of students' talents in co-curricular activities.

4.6.2: Principals' response

As per the responses of the principals, teachers' participation in co-curricular activities enhanced the development of co curricular talents among the students. This was got from the teachers' role section of the principals' questionnaires.

Principals also agreed that the roles of the teachers in co-curricular activities enhanced the development of co curricular talents among the students.

4.6.3 Testing the hypothesis

Table 4.6.1: showing relationship between teachers' role and students involvement in co-curricular activities

<i>Extent</i>	<i>Student Involvement</i>	<i>Teachers involvement</i>
No extent	2	34
Little extent	11	11
Moderate extent	53	25
Great extent	68	43
Very great extent	36	55

The data in table 4.6.1 above was tested using correlation test as indicated below taking into consideration the following hypotheses;

H0: There was no significant influence of Teachers in the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

H1: Teachers influenced students involvement in co-curricular activities in mwatate district.

Table 4.6.2: Summary statistics:

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Student Involvement	5	0	5	2.000	68.000	34.000	27.722
Teachers involvement	5	0	5	11.000	55.000	33.600	16.817

Table 4.6.2 shows summary statistics of the variables 'student involvement' and 'Teachers involvement', used to perform a correlation test as follows.

Table 4.6.3: Correlation matrix (Spearman):

Variables	Student Involvement	Teachers involvement
Student Involvement	1	0.300
Teachers involvement	0.300	1

Significance level $\alpha=0.05$

Table 4.6.4: p-values

Variables	Student Involvement	Teachers involvement
Student Involvement	0	0.683
Teachers involvement	0.683	0

Values in bold are significantly different from 0 with a significance level $\alpha=0.05$

Table 4.6.3 gives the correlation matrix of the variables: Student involvement and teachers' involvement in co-curricular activities. It shows that there is a positive correlation of 0.3 between the two variables. Table 4.6.4 gives the p-value of 0.683 between the two variables. The p-value indicates that the null hypothesis is rejected, calculated where the significance level (α) is 0.05.

Table 4.6.5: Coefficients of determination (Spearman):

Variables	Student Involvement	Teachers involvement
Student Involvement	1	0.090
Teachers involvement	0.090	1

The test result showed that there is a weak positive relationship with a coefficient of determination 0.09 between teachers' role and students' involvement in co-curriculum activities. This indicate that the null hypothesis should be rejected.

4.7: The role of parents in the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

4.7.1: Students response

The information in table 4.7 shows that most students felt that there was no enough positive parental involvement when it came to matters of co-curricular activities in schools where their children were.

Table 4.7: Response of the students on whether there was positive parental involvement

	Yes	No
No. of students (f)	40	130
Percentage (%)	24%	76%

From table 4.7, 76% of the students thought that there was no positive parental involvement in co curricular activities whereas 34% thought otherwise.

4.7.2: Teachers' response

The analysis of the role of parents in developing students talents in co-curricular activities was further done using the information got from the evaluated teachers as presented in the table below;

Table 4.7.1: Teachers’ responses on the effect of parental involvement on co-curricular activities among the students in their schools.

Factors	Strongly disagree	Disagree	Moderate	Agree	Strongly agree
There are logistical barriers to parent involvement as students are with the teachers most of the time	0 (0%)	0 (0%)	2 (11.64%)	12 (70.72%)	3 (17.64%)
Developing a partnership with the parents who interact with these students outside school is more complicated for the schools	2 (11.64%)	0 (0%)	5 (29.41%)	2 (11.64%)	8 (47.05%)
Parental involvements promote the value of education and are especially important for schools attempting to address school-to-work transition issues	0 (0%)	0 (0%)	2 (11.64%)	4 (23.53%)	11 (64.7%)
Schools must view parent involvement as a process aimed at student’s development	0 (0%)	0 (0%)	0 (0%)	5 (29.41%)	12 (70.72%)
Communication between the school and families should be ongoing and participatory	0 (0%)	0 (0%)	3 (17.64%)	0 (0%)	14 (82.35%)
Committed leadership must support on-going parent-involvement efforts and assessment activities for future planning	0 (0%)	0 (0%)	0 (0%)	6 (35.29%)	11 (64.7%)
Family members can also exert a powerful influence not only on the children’s co-curricular selection but also on their career option once they graduate from high school	0 (0%)	0 (0%)	0 (0%)	10 (58.82%)	7 (41.17%)

Table 4.7.1 above clearly indicates that most of the teachers thought that there were logistical barriers to parental involvement as students were with the teachers most of the time. Most of the teachers also felt that trying to develop a partnership with the parents would turn out complicated to the schools. However, the teachers felt that any attempt by parents to involve themselves in developing the student’s talents should be taken positively and such should be encouraged.

Table 4.7.2 showing the relationship between student and parental involvement

<i>Extent</i>	<i>Student Involvement</i>	<i>Parental involvement</i>
No extent	2	15
Little extent	11	23
Moderate extent	53	55
Great extent	68	43
Very great extent	36	34

4.7.3 Testing the hypothesis

The following are the results of Correlation test of the data in table 4.7.2 above on the basis of the hypotheses below;

H0: There was no significant influence of Parents in the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya.

H1: parents' involvement influences the development of co- curricular talents among students in secondary schools in Mwatate District.

Table 4.7.3 Summary statistics:

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Student Involvement	5	0	5	2	68	34	27.722
Parental involvement	5	0	5	15	55	34	15.843

Table 4.7.3 shows the summary statistics of the variables Student involvement and parental involvement in co-curricular activities.

Table 4.7.4 Correlation matrix (Spearman):

Variables	Student Involvement	Parental involvement
Student Involvement	1	0.9
Parental involvement	0.9	1

Table 4.7.4 shows a correlation matrix of the correlation test between student involvement and parental involvement, where a significance level (α) of 0.05 was used. This gives a value of 0.9, which shows a strong correlation between the two variables.

Table 4.7.5 p-values

Variables	Student Involvement	Parental involvement
Student Involvement	0	0.083
Parental involvement	0.083	0

The resulting p-value of the correlation test as indicated by table 4.7.5 is a small number, 0.085, strongly implying that the null hypothesis should be rejected.

Table 4.7.6 Coefficients of determination (Spearman)

Variables	Student Involvement	Parental involvement
Student Involvement	1	0.81
Parental involvement	0.81	1

The test showed that there is a strong positive relationship with a coefficient of determination of 0.81 between parental involvement and students' involvement. This indicates that the null hypothesis should be rejected and the alternative hypothesis accepted.

4.7.4: Principals response on parental involvement

On the parental section of the principals' questionnaires, it was seen that the principals supported the teachers and students feelings that the involvement of parents in the development of co curricular talents among their children was crucial. They further added that a number of parents did not bother to involve themselves in schools' co-curriculum activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the study looked at the findings, conclusions, recommendations and suggestions for further studies.

5.2 Summary of findings and Discussion

The major purpose of this study was to examine the determinants of the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya. This was arrived at through the use of research specific objectives, research questions and research hypotheses out of which the model was used to analyze the data and draw conclusion on the study. The findings indicated that 60% of students stated that funding for co curricular activities was inadequate which affected their participation in games and sports. 86.29% of the teachers agreed that funding for co curricular activities enhanced students' participation and identification of their talents.71% of the students felt that there were no adequate co curricular infrastructural facilities in their schools. 92.15% of the teachers indicated that inadequate sporting materials hindered many students from being involved in co curricular activities. 88.24% of the teachers agreed to the fact that they influenced the students' development of their talents in co curricular activities.76% of the students thought that there was no positive parental involvement in co curricular activities. 98.32% of the teachers felt that parental involvement influenced the development of students' talents in co curricular activities.

5.2.1 The extent at which school funding influences development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

The data analysis in Chapter four showed that there was a positive relationship between school funding and development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya. From the results of the hypothesis testing, the null hypothesis was rejected. Therefore, school funding influences the development of students' talents in co-curricular activities.

This means that increased funding lead to an increased number of students that participate in co-curricular activities in secondary schools in Mwatate District, Kenya. When schools funding is increased and more money channeled towards co-curricular activities, more students participate, their skills nurtured and some make a career out of the co-curricular activities. This shows that school funding co-curricular activities is very crucial in the development of students' talents and therefore government and all the stake holders including teachers, parents and donors should ensure that these projects are adequately and timely funded to ensure that required resources which include games facilities and infrastructure are in place to realize this objective.

5.2.2 The role of infrastructural facilities on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

There are many types of co-curricular activities that students can be engaged in. some of them are not capital intensive. From the results of the hypothesis testing, the null hypothesis was accepted, indicating that physical facilities did not affect the development of co curricular talents among students in secondary schools in Mwatate district.

This therefore showed a negative relationship between infrastructural facilities and development of students' talents in co-curricular activities.

5.2.3 The role of teachers in the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

The study aimed at determining the influence of teachers' roles in the development of co curricular talents among students in secondary schools in Mwatate District, Kenya. The results in the hypothesis testing weakly rejected the null hypothesis implying that though teachers have a role in developing students' talents in co-curricular activities, the role doesn't have major influence on students.

The Emphasis on co-curricular activities has been made because the Ministry of Education knew of the positive effect of students being all-rounded when they excel in academic and co-curricular activities. In some secondary schools, applications for the entrance are judged on the examination of co-curricular talents but great care is taken to ensure that the selected students' are active in curriculum activities too.

It can be concluded that teachers did not play a very important role in the development of students' talents in co-curricular activities in secondary schools in Mwatate District,

Kenya. From chapter four on data analysis, there existed a weak positive relationship between the role played by the teachers and students' involvement, implying that there is a very small influence on the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya.

5.2.4 The role of parents on development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya

This study investigated the role of parents on the development of co-curricular talents among students in secondary schools in Mwatate District, Kenya. From the above data, parents were seen to contribute positively in their role on development of students' talents in co-curricular activities in secondary schools in the District. The results of the hypothesis testing indicated that there was a strong positive relationship between development of students' talent and parental involvement; hence the null hypothesis was strongly rejected.

When families are involved in their children's development of co-curricular talent in positive ways, research in chapter four showed that students achieve higher and realize their full potential in co-curricular activities and some make a career out of them where parents are positively involved in funding and advice on the same. Parents and other family members influence their children's social development by supervising how they spend their time outside of school; fostering the development of their children's confidence and motivation to become successful learners; and influencing the work of schools through their participation in governance, advisory, sports and advocacy groups.

5.3 Conclusions.

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

Infrastructural facilities were very crucial in the development of students' talents in co-curricular activities in secondary school in the district.

Teachers' role in the development of co-curricular talents among students in secondary schools in Mwatate District, Kenya was very crucial as from the analyzed data in chapter four above.

Parental role was crucial in students' development in co-curricular activities as improved parental participation in co-curricular activities led to increased students' participation in co-curricular activities in secondary schools in Mwatate District, Kenya

5.4 Recommendations

Students participation in co-curricular activities requires funding that will enable schools attend competitions at all levels. The government and other stakeholders should increase school funding and allocate a specific amount for each co-curricular activity in the schools and in the districts. This will ensure that resources necessary for students to participate are put in place to increase their participation and consequently develop students' talents.

The government and the relevant stakeholders; teachers, parents and education officials should cooperate and put the relevant infrastructure in place to encourage students' participation in co-curricular activities and this will ensure that all talents are tapped and students guided to make informed career paths.

The government should train more co-curricular teachers to ensure students get the best training and career guidance on the same.

Parents should be positive about co-curricular activities in schools and encourage their children to participate in them as some may make a career out of them. They should shun away from the popular believe that they can only succeed in life if they only excel in academics.

Schools and relevant authorities should hold seminars and training sessions for students in co-curricular activities to broaden their career choices. This will ensure that students make informed choices and have right attitudes towards co-curricular activities.

5.5 Suggested areas for further research

The research conducted was to exam the determinants of the development of students' talents in co-curricular activities in Mwatate District, Kenya. The researcher recommended for further research in the following areas: development of children' talents from early childhood centers, primary schools and institutions of higher learning; The transition of talented learners from formal schools to professional co curricular clubs; The operationalization of the Ministry of Education talent centers in Secondary schools.

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Appendix i: Letter of Transmittal

University of Nairobi,

P.O Box 30197,

Nairobi.

Date.....

Dear Sir/Madam/Student,

RE: LETTER OF TRANSMITTAL

I am a student at University of Nairobi taking masters in Project Planning and Management degree course. As a requirement for the fulfillment of the Masters degree, I intend to carry out research on determinants of the development of co-curricular talents among students in secondary schools a case of schools in Mwatate District, Kenya.

Kindly spare some of your time to complete the questionnaire attached herein. The information given will be handled with utmost confidentiality.

Yours faithfully

Michael Mwareri Wangai

L50/65617/2010

Appendix ii: Questionnaire for Co-curricular teachers

Date

Questionnaire Identification Code

Preamble

I am a final year student at the University of Nairobi undertaking a degree of masters in Project Planning and Management. I am currently undertaking a research thesis on determinants of the development of co-curricular talents among students in secondary schools a case of schools in Mwatate District, Kenya. I would be grateful if you could spare some time from your busy schedule and complete this questionnaire for me.

Instructions: *(Please read the instructions given and answer the questions as appropriately as possible).* It is advisable that you read carefully and correctly fill in each section as provided.

Section A: Background information

1. Gender

Male []

Female []

2. For how long have you been a teacher?

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 20 years []

3. For how long have you been a co-curricular teacher?

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 20 years []

4. What do you understand by co-curricular activities?

.....
.....

5. Is the program of Co-curricular activities conducted in your school? Yes [] No []

If yes, what activities?

.....
.....

6. Who prepares the program of Co-curricular activities?

Head teacher []

School Management Committee []

Teacher []

Head teacher and Teacher []

Others.....

7. Are you involved in the Planning and executing the program of Co-curricular activities?

Yes [] No []

Determinants of the Development of Students' Talents in Co-curricular Activities in Secondary schools

Section B: Funding

8. Who provide funding for your school's Co-curricular activities?

The government []

School Management Committee []

Parents []

Community []

Donors []

Others.....

9. Is there enough funding for your school's Co-curricular activities?

Yes [] No []

10. To what extent does school funding for Co-curricular activities enhance the development of co-curricular talents among students

No extent []

Little extent []

Moderate extent []

Great extent []

Very great extent []

11. Indicate your level of agreement with the following statements that relate to the effect of funding on the development of co-curricular talents among the students in your school. Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3 moderate, 4 agree, 5 strongly agree

	1	2	3	4	5
Government financing for co-curricular activities enhances efficient students participation					
Funding provide capacity for excellence and positive image					
The school allocates a particular amount of money for co-curricular activities					
Proper funds management leads to effectiveness in utilization					
Funding allocation depends on the number of activities in the school					
There is need to form a co-curricular funds management committee in the school					
There is adequate funding, and thus more students are involved co-curricular activities					
If the government cannot provide adequate materials the burden of provision of the same is shifted to the parents.					
Lack of enough funds leads to late delivery of essential facilities					

12. Recommend on various ways of provision of funds to facilitate involvement of more students in co-curricular activities in school.

.....

.....

Section C: Infrastructural Facilities

13. What facilities are available for co-curricular activities in your school?

.....

.....

14. To what extent do you think these facilities are sufficient to facilitate proper development of co-curricular talents among the students?

- No extent []
- Little extent []
- Moderate extent []
- Great extent []
- Very great extent []

15. Indicate your level of agreement with the following statements that relate to the effect of physical facilities on the development of co-curricular talents among the students in your school. Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3 moderate, 4 agree, 5 strongly agree

	1	2	3	4	5
Inadequate sporting materials hinder many students from being involved in co-curricular activities					
Inadequate knowledge by students on some facilities available leads to underutilization					
Some of the existing facilities are obsolete thus discouraging students from utilization					
There is intensified education on facilities that students can use to develop their talents					
There are few trainers on facilities available					
Due to insufficiency, the school hire the needed instruments for students to use					
Good leadership has enhanced proper utilization of facilities in our school					

16. Recommend on various ways of provision of physical facilities for more students participation in co-curricular activities in school.

.....

.....

Section D: Teacher’s Role

17. What are the roles of teachers in co-curricular activities in school?

.....

.....

18. Do you think these roles enhance development of co-curricular talents among the students?

Yes No

19. Indicate your level of agreement with the following statements that relate to the effect of teacher’s role on the development of co-curricular talents among the students in your school. Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3 moderate, 4 agree, 5 strongly agree

	1	2	3	4	5
Teachers’ involvement builds the student’s self-confidence					
Teachers’ are not adequately trained to facilitate students’ absorption of proper skills					
Many coaches are teachers in the school and they interact with students not only in the classroom but in after the school					
Some teachers may become biased toward students who participate outside the classroom.					
Teachers help create networks of support that foster students' sense of belonging and support students to succeed in the school.					
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.					
Teacher involvement is undermined by students who rarely respect them					

Section E: Parental involvement

20. How do the parents think about execution of and participation of students in co-curricular activities?

Positive []

Neutral []

Negative []

21. Indicate your level of agreement with the following statements that relate to the effect of Parental involvement on the development of co-curricular talents among the students in your school. Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3

	1	2	3	4	5
There are logistical barriers to parent involvement as students are with teachers most of the time					
Developing a partnership with the parents who interact with these students outside school is more complicated for the schools.					
Parental involvements promote the value of education and are especially important for schools attempting to address school-to-work transition issues.					
Schools must view parent involvement as a process aimed at student's development					
Communication between the school and families should be ongoing and participatory.					
Committed leadership must support ongoing parent-involvement efforts and assessment activities for future planning.					
Family members can also exert a powerful influence not only on their children's co-curricular selection but also on their career options once they graduate from high school.					

moderate, 4 agree, 5 strongly agree

22. How do you recommend on the consideration for schools in parental involvement to facilitate the development of co-curricular talents among students

.....

Section F: Student's Attitude and participation

23. Do the student like to participate in co-curricular activities?

Yes No

If yes, in what way?

Active

Inactive

Forcible

24. Indicate the level of effectiveness of the following factors on student's attitude in co-curricular activities participation in the school?

	No effectiveness	Low effectiveness	Moderate effectiveness	High effectiveness	Very high effectiveness
There is openness					
Humility					
Acceptance					
Sensitivity					
Establishing rapport					
Friendly and encouraging environment					
Respect					
learning environment					

25. Indicate your level of agreement on the following factors, which relate to student's attitudes

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Participation enhances improvement in skills					
Participation discriminate some students					
Participation is based on personal issues					
Participation is based social and cultural reasons					
fostering of working partnerships					

can support student's attitude					
Delegating monitoring responsibilities can enhance students' attitude					

Appendix iii: Student Questionnaire

Date

Questionnaire Identification Code

Preamble

I am a final year student at the University of Nairobi undertaking a degree of masters in Project Planning and Management. I am currently undertaking a research thesis on determinants of the development co-curricular talents among students in secondary schools a case of schools in Mwatate District, Kenya. I would be grateful if you could spare some time from your busy schedule and complete this questionnaire for me.

Instructions: *(Please read the instructions given and answer the questions as appropriately as possible).* It is advisable that you read carefully and correctly fill in each section as provided.

Section A: Background information

1. What is your gender?

Male

Female

2. How long have you been in this school?

Since Form one Joined in form two joined in Form 3
joined in Form 4

3. In what kind of co-curricular are you involved?

.....
.....

4. To what extent do these activities enhance development of your talent?

No extent

Little extent

Moderate extent

Great extent

Very great extent

Section B: School funding

5. Is there enough funding for your school's Co-curricular activities?

Yes [] No []

6. To what extent does school funding for Co-curricular activities enhance the development of co-curricular talents among students

No extent []

Little extent []

Moderate extent []

Great extent []

Very great extent []

Section C: Physical Facilities

7. Are there enough facilities to enhance proper participation of students and the development of co-curricular talents in your school?

Yes [] No []

8. Recommend on various ways of provision of physical facilities for more students participation in co-curricular activities in school.

.....
.....

Section D: Teacher's Role

9. Is there proper teacher's participation in co-curricular activities in school?

Yes [] No []

10. If yes how does this affect students and the development of co-curricular talents in your school?

Positively []

Negatively []

11. To what extent do teachers get involved in the development of students' talents in co-curricular activities?

No extent

Little extent

Moderate extent

Great extent

Very great extent

Section E: Parental involvement

12. Are your parents positively involved in participation of students in co-curricular activities in your school?

Yes No

13. To what extent does parental involvement affect the development of co-curricular talents among students?

No extent

Little extent

Moderate extent

Great extent

Very great extent

Appendix iv: Key Informants Guide for the Principals

Preamble

I am a final year student at the University of Nairobi undertaking a degree of masters in Project Planning and Management. I am currently undertaking a research thesis on determinants of the development of co-curricular talents among students in secondary schools a case of schools in Mwatate District, Kenya. I would be grateful if you could spare some time from your busy schedule and complete this questionnaire for me.

Instructions: *(Please read the instructions given and answer the questions as appropriately as possible).* It is advisable that you read carefully and correctly fill in each section as provided.

Section A: Background Information

1. What is your gender? Male [] Female []

2. For how many years have you been the Principal in this school?
 - a) Below 10 years [] b) 10 – 20 years [] c) Over 20 years

Determinants of the development of co-curricular talents among secondary schools

Section B: School funding

3. What is the role of the government in facilitating school funding for the development of co-curricular talents of among secondary schools?
.....
.....

4. What challenges does the government face in facilitating school funding for the development of co-curricular talents among secondary schools?
.....
.....

5. To what extent does school funding for Co-curricular activities enhance the development of co-curricular talents among students?
.....

6. To what extent does government financing for co-curricular activities enhance the development of co curricular talents among students?
.....

7. What are the effects of adequate funding, on involvement of students in co-curricular activities?

.....

8. What other sources of funds to provide adequate materials when the government cannot provide adequate funds?

.....

Physical Facilities

9. What facilities are available for co-curricular activities in schools?

.....

.....

10. To what extent do you think these facilities are sufficient to facilitate proper development of co-curricular talents among the students?

.....

.....

11. In what ways does the inadequate sporting material hinder students from being involved in co-curricular activities?

.....

.....

12. What recommendations on various ways of provision of physical facilities for more students participation in co-curricular activities in school would you make?

.....

.....

Teacher's Role

13. What are the roles of teachers in co-curricular activities in school?

.....

.....

14. Do you think these roles enhance the development of co curricular talents among the students?

Yes [] No []

15. In what ways are teachers' involved in facilitating students' absorption of proper skills

.....

16. What recommendations on the role of teachers in enhancing the development of co curricular talents among the students?

.....

Parental involvement

17. How do the parents think about execution of and participation of students in co-curricular activities?

.....

18. How do you recommend on the consideration for parental involvement to facilitating the development of co curricular talents among students?

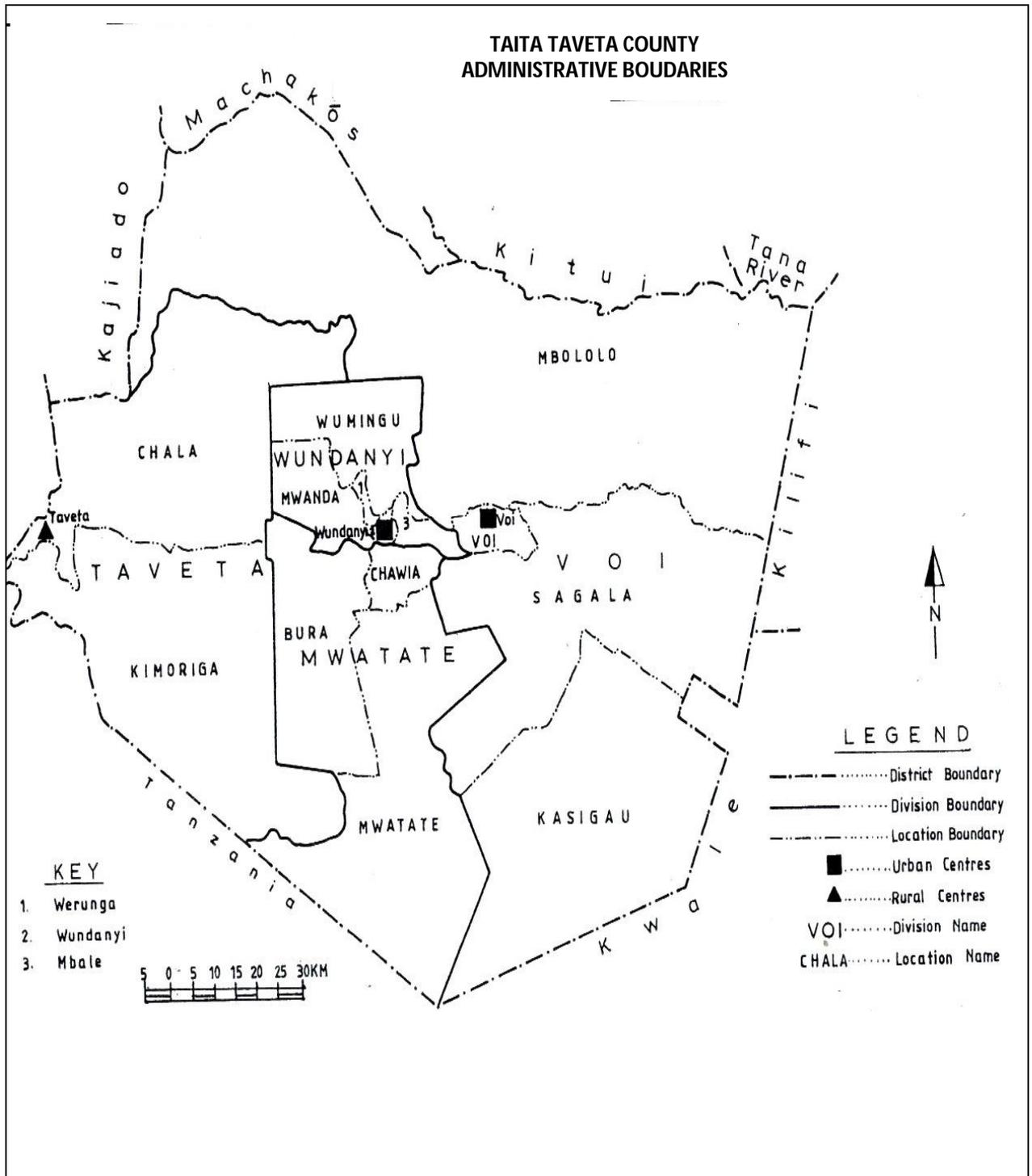
.....

.....

.....

THANK YOU FOR YOUR TIME AND PARTICIPATION

APPENDIX V: Taita Taveta County map showing position of Mwatate District



Source: District Development Office-Taita (2009)

Appendix vi: Mwatate Secondary Schools with their Enrolments

SCHOOL NAME		ENROLMENT		TOTAL	STATUS	ZONE
		BOYS	GIRLS			
1	NGAMI SEC SCHOOL	203	180	383	Day/Boarding	BURA
2	MZWANENYI SEC	42	50	92	Day	CHAWIA
3	MLAMBA SEC SCHOOL	120	104	224	Day	BURA
4	MWAFUGA HIGH	139	131	270	Day	CHAWIA
5	ST. JOHNS MWEMA SEC SCH	48	76	124	Day	BURA
6	MURRAY GIRLS	-	585	585	Boarding	CHAWIA
7	BURA GIRLS	-	701	701	Boarding	BURA
8	MWAKITAU SEC	96	71	167	Day	BURA
9	MUNDA SEC SCHOOL	104	98	202	Boarding	RONGE
10	ALLAN MJOMBA	112	86	198	Day/Boarding	RONGE
11	MWASERE GIRLS	-	561	561	Boarding	RONGE
12	MWANDANGO SEC SCHOOL	120	127	247	Day/Boarding	CHAWIA
13	MWAMBONU SEC SCHOOL	187	190	377	Day/Boarding	CHAWIA
14	MSHIMBA SEC SCHOOL	140	102	242	Day/Boarding	RONGE
15	CHAWIA SEC SCHOOL	56	72	128	Day	CHAWIA
16	KENYATTA HIGH	777	-	777	Boarding	CHAWIA
17	MWANYAMBO	125	136	261	Day/Boarding	RONGE
GRAND TOTAL		2,269	3,270	5, 539		

SOURCE: District Education Office-Mwatate district (2011)