

**INFLUENCE OF FREE PRIMARY EDUCATION FUNDING ON  
PUPILS' AND TEACHERS' PARTICIPATION IN  
CO-CURRICULAR ACTIVITIES:  
A CASE OF GATANGA SUB-COUNTY,  
MURANG'A COUNTY, KENYA.**

**BY  
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## **DECLARATION**

This research project report is my original work and has not been presented for award of a degree in any other university.

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## **DEDICATION**

I dedicate this research project to my entire family especially my lovely son Kelvin for the moral and financial support that they have shown me throughout my entire study.

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I wish to sincerely thank my supervisor, Prof. Christopher Gakuu, Dr. Lydia Wambugu my resident lecturer, course lecturers and course mates and friends for the support and encouragement that they have given me throughout the entire course. May the Almighty God reward them for their effort and work abundantly.

## TABLE OF CONTENTS

	Page
<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>x</b>
<b>ABSTRACT .....</b>	<b>xi</b>
<b>CHAPTER ONE : INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the study .....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study .....	8
1.4 Objectives of the study.....	8
1.5. Research questions.....	9
1.6 Significance of the Study .....	9
1.7 Limitations of the study .....	10
1.8 Delimitation of the Study.....	10
1.9 Assumptions of the Study .....	11
1.10 Operational Definition of Key terms .....	11
<b>CHAPTER TWO : LITERATURE REVIEW.....</b>	<b>13</b>
2.1 Introduction.....	13
2.2 Influence of enrolment levels on pupils’ and teachers’ participation in CCAs in schools.....	13

2.3 The influence of FPE funding on participation of pupils and teachers in CCAs.	18
2.4 The influence of resource allocation on participation of pupils and teachers in CCAs.....	20
2.5 The influence of coaches’ training on participation of pupils and teachers in ... negatively.....	22 23
2.6 Theoretical Framework.....	25
2.7 Conceptual Framework.....	26
2.8 Summary of literature reviewed.....	26
<b>CHAPTER THREE : RESEARCH METHODOLOGY .....</b>	<b>28</b>
3.1 Introduction.....	28
3.2 Research Design.....	28
3.3 Target Population.....	28
3.4 Sample size and sampling techniques.....	29
3.5 Data collection instruments.....	30
3.6 Pilot Testing of Instruments.....	30
3.7 Validity of research instruments.....	31
3.8 Reliability of Research Instruments.....	31
3.9 Data Collection Procedure .....	31
3.10 Data Analysis Technique .....	32
3.11 Ethical Considerations .....	32
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
4.1 Introduction.....	34
4.2 Demographic Data .....	34

4.3 The influence of enrolment levels and participation in co-curricular activities.....	36
4.4 The influence of funding on pupils and teachers participation in CCAs.....	39
4.5 The influence of resources allocation on pupils’ and teachers’ participation in CCAs . .....	40
4.6 The influence of coaches training on pupils’ and teachers’ participation in CCAs.....	44

## **CHAPTER FIVE : SUMMARY OF FINDINGS, CONCLUSIONS**

<b>AND RECOMMENDATIONS .....</b>	<b>47</b>
5.1 Introduction.....	47
5.2 Summary of the Findings.....	47
5.3 Discussion of the research findings .....	50
5.4 Conclusion .....	53
5.5 Recommendations.....	53
5.6 Areas for Further Research .....	54
REFERENCES .....	55
APPENDICES .....	58.
APPENDIX 1: Questionnaire for Teachers and Head teachers.....	59
APPENDIX 2: Interview schedule for Zonal TAC officers and DQASOs.....	70
APPENDIX 3. Table for determining sample size.....	72
APPENDIX 4: List of School .....	73

## LIST OF TABLES

	Page
Table 1: 1. Summary of participation .....	7
Table 3.1. Sample size .....	30
Table 3.2. Operationalization table .....	33
Table 4.1. Gender distribution of respondents.....	34
Table 4.2. Education Level Distribution of respondents .....	35
Table 4.3. Distribution of work experience of respondents.....	36
Table 4.4. Distribution of the pupil's population.....	37
Table 4.5. Number of teachers in primary schools .....	38
Table 4.6. Influence of Enrolment Levels on Pupils and teachers Participation in CCAs .....	39
Table 4.7. Distribution for source of funds for CCAs .....	40
Table 4.8. Distribution of the forms of funding.....	40
Table 4.9. Effects of funding on Co-curricular activities .....	41
Table 4.10. Resource allocation .....	42
Table 4.11. Availability of resources .....	43
Table 4.12. Influence of funding on CCAs.....	44
Table 4.13. Levels of training of coaches .....	45
Table 4.14. Identification of talents .....	45
Table 4.15 Influence of professional training of coaches on pupils and teachers Participation in CCAs.....	46



## LIST OF FIGURES

	Page
Figure1: Conceptual framework .....	26

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CCAs</b>	– Co-curricular Activities
<b>DQASO</b>	– District Quality Assurance and Standards Officer
<b>EFA</b>	– Education for All
<b>FPE</b>	– Free Primary Education
<b>MoEST</b>	– Ministry of Education Science and Technology
<b>NARC</b>	– National Rainbow Coalition
<b>NEPAD</b>	– New Partnership for Development
<b>NGO</b>	– Non-Governmental Organizations
<b>UNESCO</b>	– United Nations Education, Scientific and Cultural
<b>UPE</b>	– Universal Primary Education
<b>USAID</b>	– United States of America Institute of Development
<b>SMC</b>	– School Management Committee
<b>TAC</b>	Teachers Advisory Centre

## ABSTRACT

Education is a vital tool in the developmental process of any given nation. In this study a critical examination was made on how the Free Primary Education (FPE) programme has influenced on co-curricular activities (CCAs) in primary schools in Gatanga county. The study was guided by the following objective:- to access the influence of enrolment levels on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya, to establish the influence of funding on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya, to evaluate the influence of resources allocation on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya and to determine the influence of coaches training on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a, Kenya. The study adopted a descriptive survey research design. The study was conducted in Gatanga Sub-County in Murang'a County. The district has a total number of 56 public primary schools. Both probability and non probability sampling was used to sample respondents in the study. Teachers, head teachers, zonal TAC officers and district quality and standards officer were targeted in this study as respondents. The research instruments that were used to collect the data were questionnaires for the teachers and the head teachers while an interview guide was used to collect data from zonal TAC officers and district quality and standards officer. Data obtained was coded then interfered into the computer for analysis. The sampling size was 248 out which 238 responded giving 94.35%. Validity of the research instrument was ensured by using the split halves method in four schools that were not among the ones sampled. Reliability of the test was then computed by co-relating the results of the four schools, a cronbach co-efficient was found to be 0.7. Statistical Package for Social Sciences (SPSS version 18) was used for analysis. Descriptive data was obtained. Conceptual content analysis was used to analyze qualitative data. Tables were used to presents the data collected. From the analysis, the study found out the following: Enrolment levels had increased in public primary school thus 94.4% felt this influenced negatively on the teachers and pupils participating in CCAS. Funding was mostly from the government which was rate and inadequate thus also influencing on the pupils' and teachers' participation in CCAS. On resource allocation 91.4% of the teachers agreed that adequate CCAS resources influenced participation in pupils' and teachers' in CCAS and that training coaches was not strongly related to participation of teachers and pupils in CCAS as the majority of those who trained used the skills attained during the teachers training.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted that, “to serve the basic needs for all, requires more than a recommitment to basic education as now exists (World Declaration on Education for All, 1990). What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices.

Millions of children around the world do not have access to basic education, especially in the developing countries of sub-Saharan Africa and South Asia (Emilio et al., 2011). Millennium Development Goal 2 sets universal primary education as a key target for all nations by 2015. Free primary education was identified as crucial to attaining that goal. An education is vital for the full realization of an individual's potential, and is central to a country's social and economic development (Hannum, 2008).

Kenya has set the year 2015 as the target date for attainment of UPE. Free Primary Education is therefore a key strategy the country has adopted with a view to moving towards the UPE goal of 2015. This is further enhanced by the Children' Act 2001, which Kenya has enacted as it provides for free and compulsory education at primary level (Republic of Kenya report, 2001).

According to Ayieke (2005) the education sector has been affected as Kenya devotes huge portions of the tax receipts to payment of debts. This has undermined the country's ability to finance vital investments in human capital and infrastructure. Inadequate funding has been acknowledged by the education office and by all the schools. The government has however committed huge portion of its budget to education, but the needs exceed the resources. The government budgets still include anticipated donor funding. The facilities in most schools are overstretched. This has put a stress in many areas including health and sanitation.

Zahida (2012) observes that the modern education system recognizes that a child comes to school for all-round and better development. It aims at the development of the total personality of the child and for that school provides opportunities for experience. In fact, the quality of the schools depends on the performance of the students. In this era of globalization co-curricular activities play a vital role for the performance of students in primary education. Co-curricular activities prepare students practically for the future. Co-curricular activities are particularly good at providing opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves.

Co-curricular pursuits are integral to the educational program and whether or not they carry academic credit have legitimate links to regular courses and to the purposes of middle level and high schools. They underpin the goal of teaching students to be responsible and fulfilled human beings with opportunities that develop character, critical thinking, social skills, and talents (NASSP, 1996). Co-curricular activities (CCAs) also 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 (Educational Research Service, 1999). Participation in co-curricular activities improves an adolescent's chances of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in delinquency, smoking, or abusing drugs or alcohol (Zill, Nord and Loomis, 1995). According to Wikipedia, the free encyclopedia (2011) there is a wide choice of CCAs in schools, for which students can sign up based on their interest and ability. Schools typically classify CCAs under one of the following groups: performing arts, sports and games, uniformed groups, clubs and societies and student associations. CCAs can also be typically divided into core CCAs and merit CCAs. Core CCAs typically include: sports, performing arts groups and uniformed groups. These activities tend to take up more time and resources and have more emphasis placed on them by the school. Merit CCAs typically include the clubs and societies. They are usually less time-consuming. Academic clubs however may consume as much time as, if not more than, core CCAs. Merit CCAs serve as an optional pursuit for students with an interest in what the CCA has to offer.

Most co-curricular pursuits are not expensive to run, and those activities that might be more expensive, such as military cadet groups and science clubs, can often apply to outside agencies for funding. Staff often given their time free, because they believe the activities are worthwhile for the students and enjoyable for themselves to run, and many groups can also be supported by unpaid volunteers from the wider community. Giving a greater place in education to the co-curriculum means that many more clubs and activities will have to be organized for students. This will be very expensive as it will require more staff and more resources to be paid for. This explains why most schools that currently offer a large co-curriculum are well-funded fee-paying

institutions. Most ordinary schools, dependent on state-funding, will never be able to match this spending and could not aim to offer an ambitious co-curriculum. If they try, it will be at the expense of more important academic activities (Wikimedia Foundation, Inc, 2013).

Abolition of all fees and charges levied to parents before the introduction of FPE means that responsibility of ensuring quality rests with the Government. Such charges were used to procure the teaching learning materials for use in schools. Conventionally, quality has been equaled to the number of pupils who pass and join the few quality secondary schools at the end of the eight year primary cycle. But this conceptualization has now changed as Kenya has embraced the New Partnership for Development (NEPAD) Goals and Millennium Development Goals which calls for the holistic development of children- so that they can compete equally and fully within the national, regional and international arena (Gichura, 2003).

As noted by Gichura (2003; and Sifuna (2005), to ensure full and quality participation the Kenya Government provided funds for purchase of all teaching learning materials, teachers' salaries, funds for capacity building program for education managers to oversee program implementation. All levies and fees hitherto charged in primary schools were abolished. To meet the commitment the Government earmarked Kshs.5.4 billion from its budget which was reallocated for implementation of Free Primary Education (FPE). A further Kshs.4 billion was raised from the external partners who support education. As in many African nations that have implemented FPE, the question of sustaining FPE when there has been a heavy initial dose of donor funds injected into the program is still a big debate in Kenya.

According to an article by Otieno in the Daily Nation (2012) titled “Kenya: Schools to be ranked using co-curricular activities” the ministry allocates massive resources towards co-curricular activities including Sh400 million for facilitation of co-curricular activities this year. The then Minister of Education – also noted that his ministry in conjunction with the Sports and Youth Affairs ministry and UNICEF have teamed up to establish 17 talent centers in the country through which 2,700 youths where young talents are being nurtured. He also stated that parliament would approve a policy that stipulates that there should be a talent centre in each county.

Chege (2013) notes that implementation of CCAs is influenced by several factors. These factors are resource allocation, pre-planning of the activities, training of student leaders and teacher patrons of CCA, monitoring and evaluation of the CCA. Teachers and students perception regarding the value of CCA also affects CCA effective implementation. Wangai (2012) observed that in order to ensure there is effective participation and performance of pupils in CCAs; there should be a proper cost analysis of each of the CCAs and adequate funding to ensure that all pupils have an opportunity to participate; the curriculum for teacher training should include professionalism in CCAs; 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.

Gatanga is one of the seven districts in Murang’a County. The district has a total of 56 public primary schools and 21 private primary schools. Gatanga Sub-county has three zones namely Gatanga, Kariara and Kihumbu-ini. Gatanga Sub-county has registered major success as well as challenges in the education sector. Amongst the success noted are increased numbers of schools, education officers, education infrastructure



for example classrooms and the implementation of FPE. However, there are some major challenges that have been affecting pupils' and teachers' participation levels in CCAs in the district. Another challenge that cannot escape stakeholders' attention is on how pupils' talents in CCAs can be tapped and nurtured so that they become responsible citizens in future at a time when primary education is coupled with a myriad of challenges and of central concern is enrolment and funding.

### **1.2 Statement of the Problem**

Gatanga Sub-County for the last three years has not been well represented at the National level in sports, music, athletics and drama activities. This was evident from the from the participation schedules at the D.E.Os office. For many years the Sub-county has enjoyed representation in drama at the National level however this year there was no team even at the regional level. Music too suffered the same as only one school proceeded to the national level. The following is a summary table showing the number of participants at each level for the last four years.

**Table 1:1 Summary of Gatanga sub-county participation at various levels**

Year	Activities	No. of participants		
		National	Regional	County/District
2013	Drama	-	-	24
	Sports	-	10	50
	Athletics	-	2	30
	Music	1	100	350
2012	Drama	-	36	60
	Sports	1	3	40
	Athletics	-	10	30
	Music	36	200	400
2011	Drama	24	48	60
	Sports	3	15	100
	Athletics	4	30	90
	Music	48	300	450
2010	Drama	48	75	100
	Sports	2	30	100
	Athletics	3	20	90
	Music	100	300	600
<b>TOTALS</b>		<b>268</b>	<b>1179</b>	<b>2574</b>

**Source : DEOs Office, Gatanga Sub-County**

The sub-county has a pupil establishment of twenty two thousand in the public primary sector and looking at the number of participants there is a clear disconnect.

As noted by Okumu (2010) the Government of Kenya has provided Free Primary Education and increased resource allocation to enhance its delivery. The trend in school enrollment has been impressive since 2003. FPE has been a step in the right direction, but how are the other key stakeholders keeping up with the pace? Was the

education system prepared for this shift, and is the country able to fund this project and sustain it? Has participation and performance in CCAs been affected by the enrolment and funding constraints in schools? A question therefore arises on why should a science pupil give up music, or social studies major not get opportunities for sport? Many children have talents in all sorts of different areas, and it is wrong to force them to specialize too early (Nesan, 2009).

Empirical studies that have been conducted in the area of Free Primary Education and co-curricular activities has largely concentrated on only one area rather than on the interconnections that exists between these two key important areas. Studies of this kind include Okumu (2010), Chege (2013) and Wangai (2012).

The purpose of this study therefore will be to determine the implication of free primary education on pupils' participation in co-curricular activities in Gatanga sub-county, Murang'a County.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the influence of FPE funding on pupils' and teacher's participation in CCAs in primary schools in Gatanga Sub-County, Murang'a County in Kenya.

### **1.4 Objectives of the study**

The objectives of this study included the following:

- (i) To assess the influence of enrolment levels on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya,
- (ii) To establish the influence of funding on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya.

(iii) To evaluate the influence of resources allocation on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya.

(iv) To determine the influence of coaches training on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a, Kenya.

### **1.5. Research questions**

The study was guided by the following research questions:

(i) How does enrolment levels influence pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya?

(ii) To what the extent funding influences pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya?

(iii) How does resource allocation influence pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya?

(iv) To what extent does training of coaches influence pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya?

### **1.6 Significance of the Study**

The study may therefore increase available knowledge in the field of education as well as sports and leisure activities in establishing factors that create a conducive environment that encourage pupils to exploit and develop their talents to the fullest. This study will help school managers and administrators build an enabling environment that will ensure each pupil is given a chance to develop their talents and abilities in a myriad of activities. The findings from this study will be important to teachers as well as coaches as it will delve on challenges pupils and teachers face while preparing teams to participate in CCAs at school and outside school. This study will help policy makers in decision making on co-curricular programs for pupils so as

to improve academic performance, character modeling and at the same time enhance co-curricular participation. The study will also provide information to the Government through its respective Ministries of Education and Youth and Sports in ensuring adequate infrastructure as well as funds are availed to schools and in policy formulation to ensure effective participation and performance in CCAs. This study will also be an eye opener to parents and communities to play an active role in the provision of schools infrastructure for their children. Finally, the findings from this study will also add to knowledge on which further research on related issues can be based.

### **1.7 Limitations of the study**

The study was conducted in Gatanga Sub-County, Murang'a County. This was due to the fact that there has been a decline in participation in CCAs in the Sub-County. The study intended to concentrate on the influence of FPE fund on participation in co-curricular activities in the last three years. The limitations of this study included time, funds and unwillingness of the respondents. To counter the above the researcher employed the services of a research assistant to collect data while for unwilling respondents to researcher assured them that the information received would only be used for the purpose of the study.

### **1.8 Delimitation of the Study**

The study was delimited to public primary schools that receive funding from the government. Focus was on teachers, head teachers, zonal TAC officers and District Quality Assurance and Standards Officer (DQASO) representing Gatanga Sub-county. The study focused on the influence of enrollment, funding of FPE on pupils' and

teachers' participation and performance in CCAs since 2010 to 2013. The study was delimited to sports, drama, music and athletics.

### **1.9 Assumptions of the Study**

The study was premised on the following assumptions:

- i) The respondents would be cooperative and able to give the required information without any reservations.
- ii) Majority of the schools in the district participate in all co-curricular activities organized by the district.

### **1.10 Operational Definition of Key terms**

**Constraints** – refers to deterrents that inhibit success of a project or program.

**Co-curricular activities** - are those that fall outside the realm of the normal curriculum

of school. These activities include sports, drama, music and athletics

**Effective** – a result that is wanted or intended.

**Funding** – refers to resources or monies set aside for a certain program.

**Influence**– the effect that something/somebody has on the way a person thinks or behaves.

**Participation** – refers to the act of taking part in an activity or event.

**Enrolment levels** – refers to the number of pupils in the schools

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one dealt with the background of the study, statements of the problem, purpose of the study, objectives, research questions of the study, significance of the study, delimitation of the study, limitations of the study, assumption of the study and operational definitions of key terms.

Chapter two dealt with literature review organized into sub titles. Influence of enrollment levels on pupils and teachers participation in CCAS, influence of FPE funding on pupils and teachers participation in CCAS.

Influence of resource allocation on pupils and teachers participation on CCAS, influence of coaches training on participation of pupils and teacher's in CCAS, theoretical framework, conceptual framework and summary of the literature review.

Chapter three dealt with introduction, research design, target population, sample size and sampling technique, research instruments, validity and reliability of the instruments, data collection procedures, data analysis technique, ethical considerations and the operationalization table. Chapter four comprised of data analysis, presentation and interpretation of findings. Chapter five summarized the research findings, discussed the findings, made conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section presented the literature review for this study. Literature review was reviewed from journals, policy papers, the internet, and any other material that was deemed relevant to the study. The literature review was thematically reviewed under the following sub titles: the influence of enrolment levels on pupils' and teachers' participation CCAs in schools, the influence of FPE funding on participation of pupils and teachers in CCAs, the influence of resource allocation on pupils' and teachers' participation in CCAs and the influence of coaches training on pupil's and teachers' participation in CCAs. The review looks at studies done in Kenya, Africa and the rest of the world.

#### **2.2 Influence of enrolment levels on pupils' and teachers' participation in CCAs in schools**

The government through the Ministry of Education Science and Technology (MOEST) launched the FPE on January 6, 2003 (Sifuna, 2005) hence re-introducing free primary education hence bringing an estimated 1.5 million children previously out of school back to primary schools. According to ROK (2009) the implementation of FPE program resulted to a significant increase in enrolment (20 percent) in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003. Since 2003, the enrollment has further increased to 8.6 million as at 2008, an increase of 23.3 percent. The access to primary education has been skewed in favor of boys (Akijakin, 2005) thus constraining the access by the girls due to a number of factors.



Although free primary education under NARC government seems to have increased pupil enrolments, it has at the same time created considerable problems as the preliminary surveys show. The program seems to have exacerbated the problem of teaching and learning facilities, there is a lot of congestion in classrooms, learning facilities are minimal, and many school management committees feel they are restricted in improving the state of learning due to the government's ban on school levies and the conditions laid down to request for concessions are cumbersome and slow (Sifuna, 2005).

As a result of FPE, the situation of the teaching force in most districts in Kenya is not promising. Teachers complain of increased pupil teacher ratios, many primary schools are understaffed. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs. In addition, these problems are contributing significantly to high school dropout rates and have seriously affected the inflow of pupils in primary education, for instance, districts that had registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment in 2004 (Sifuna, 2005). Most of these logistical problems bedeviling the implementation of FPE are well known to the educational administrators in the country. But due to the – culture of fear and silence inculcated by the former regimes, coupled up by an inept administration at the MoEST headquarters, the official rhetoric is that FPE is working smoothly when in reality it not. This has casted doubts on quality of education that is being provided by FPE and its role in national development. It is the intention of this study to establish the effects of enrolment occasioned by free primary education program to pupils' participation in CCAs as envisaged in research question one.

Chege (2013) conducted a study on the implementation of co-curricular activities in secondary schools in Kikuyu Division, Kiambu County. Implementation was based on

four variables which are planning, resource allocation, actual/physical implementation and monitoring of the activities. One major finding of the study was that there is evidence that a variety of co-curricular activities are being carried out in schools and their implementation is influenced by several factors. These factors are resource allocation, pre-planning of the activities, training of student leaders and teacher patrons of CCA, monitoring and evaluation of the CCA. Teachers' and students' perception regarding the value of CCA also affected CCA effective implementation.

Kumar and Bahadur (2004) study on status of CCAs in primary schools of Nepal found out that 75% of head teachers from the selected schools have accepted that they formulate annual plan (pre-plan) for the conduct of CCAs, but when asked they were unable to produce the plan of CCAs. The schools, which have planning for CCAs, have given due importance on extra-curricular activities only. Almost all the selected sample schools of Mustang have the needed facilities (except Music and Athletics). Besides, schools of Mustang were found well furnished with auditorium hall for cultural program, whereas most of the schools of Kaski and Morang did not even have the minimum physical facilities for CCAs. Some schools (like Janak Primary schools of Morang) do not have the school and national flag and the facilities for minor and ball game.

Kumar and Bahadur (2004) study also established that arrangement of CCAs was in an integrated form in all most all the selected schools. Almost all the selected schools conduct some sort of CCAs. The schools of Mustang were found comparatively more active than Kaski and Morang district. All the selected schools conduct arts and handicraft, dance and music, oratory, spelling contest games and sports, drill, sanitation, and flag hoisting programs as CCAs. Almost all the schools of Mustang and Kaski organized the field trip, whereas none of the selected schools of Morang

were found doing such activities. All of the selected schools of Mustang have Red Cross program, whereas this program was not found in the remaining two districts. No scout program was found in any selected school. This study intends to establish CCAs in place in primary schools in Gatanga Sub-county as stated in objective number one.

In a study of co-curricular participation and school size, Shoggen and Shoggen (1988) found that, on average, students in small high schools participate in co-curricular activities at a higher rate than do their counter-parts in large high schools. Especially noteworthy is the higher percentage of students in larger high schools who, relative to those in smaller schools, show no participation in any school activities. The largest schools had about five times as many available co-curricular activities as the small schools, but evidence suggests that students in large schools do not take advantage of these opportunities. Although small schools may not provide a wealth of activities, the average student in a small school has a greater degree of involvement in the activities available. Most studies do not establish whether participating in co-curricular activities leads to success, whether successful students are more likely to participate, or whether both theories are correct. Are these participation rates currently being experienced in primary schools in Gatanga Sub-County, Murang'a County?

Downey (1978) reported that college students from small high schools had a higher participation rate in activities but no significant difference was found in college academic performance between students from small and large high schools. Student alienation and student participation in co-curricular activities have been found to be negatively correlated to participation and positively to alienation, especially for "marginal" students. In larger schools the number of students who are less likely to participate in school activities increases and, therefore, a greater degree of student

alienation exists. Unfortunately, alienation affects confidence, self-esteem, and responsibility for self direction (Wicker, 1969). In summary, small schools appear to experience difficulties in staffing and offering a wide variety of co-curricular options compared to schools with larger enrolments. On the other hand, students in schools with small enrolments seem to be more actively involved in activities that develop leadership qualities and close working relationships than those in schools with larger enrolments. This study intends to examine the effects of enrolment as envisaged in research question one and other reasons that may be inhibiting pupils and teachers from participating in co-curricular activities.

Karinya, Mapuranga and Maphosa (2013) study in South Africa on towards a holistic curriculum: How significant is learners' participation in co-curricular activities? made the following observations: there is a curriculum policy that make it compulsory for learners to participate in at least one co-curricular activity; the curriculum policy explicitly make schools aware that co-curricular activities are important elements of the curriculum and should not be treated as extra activities; resources are made available to schools so that learners' participation in co-curricular activities is made more meaningful; schools offer a variety of co-curricular activities so that learners are able to choose activities that they are interested in and learners who excel in co-curricular activities are given the same recognition as those who excel in other school activities particularly in academics.

Nonthapa's study (2001) showed that students did not join the co-curricular activities because, there was no clear and precise instruction provided to all students outlining as well as assigning the importance of joining them and the time in which the various activities were scheduled to take was inappropriate. The study further noted that teachers' participation creates good impact on students to be motivated, and to

develop their talents by participating in school clubs. Majority of the teachers perceived that CCAs strengthen getting multitalented students; but most students are not practicing in CCAs.

### **2.3 The influence of FPE funding on participation of pupils' and teachers' in CCAs.**

In the 2003/04 financial year, the government increased its education budget by 17.4% to Kshs.79.4 billion, with over KShs. 7.6 billion specifically allocated to the FPE program (Sifuna, 2005). A retrospection look at the funding of the FPE since its re-introduction in 2003 show that the bulk of its funding is from the donor community. Although the FPE program is a noble undertaking its future still remains illusionary. It is difficult to comprehend how it will be sustained on a weak economy like Kenya's and donor aid that is temporary. The implementation of FPE, like previous similar education interventions, seems to have been a matter of political expediency rather than a well thought out educational undertaking.

For public schools the school management committee at each school determined the fee level. Average public school fees were approximately US\$16 per year in 1997 (World Bank, 2004); however, some public schools charged up to US\$350 per year per child (Wax 2003). These fees paid for all tuition, textbooks, supplies, and construction and maintenance of physical facilities. The government allocated and paid for teachers through the Teacher Service Commission. Ninety-nine percent of public spending at the primary level was devoted to teacher salaries (World Bank, 2004). The FPE program eliminated all such fees as of the start of the school year in January 2003. As a part of the fee elimination scheme, schools were granted 1,020 KShs (approximately US\$14) per pupil to cover the formerly collected school fees.

Wangai (2012) study on determinants of the development of students talents in co-curricular activities 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 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 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.

Wangai' (2012) study recommends that each of the cost of each co-curricular activity should be properly computed 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 and career guidance on co-curricular activities to talented and gifted children be offered regularly in the school.

Panigrathi and Geleta (2012) conducted a study on implementation of co-curricular activities in secondary schools of Oromia special zone surrounding Finfine in Ethiopia. The study established that participation of students and the implementation of co-curricular activities in secondary schools were low. Thus, to improve the situation, it is recommended the training programme should be organized by the coordination of school leaders and Woreda education office, strong monitoring, evaluation and feedback mechanism should be established, adequate budget needs to

be allocated by government for school, experience sharing program within schools and across secondary schools in zone, region, and country should be designed and implemented by joint effort of school woreda education office zone and regional education bureau and MoE, stakeholder should participate actively for effectiveness of co-curricular activities.

Kumar and Bahadur (2004) study in Nepal revealed that none of the selected sample schools have the provision of specific and fix amount in their regular budget for CCAs. Teachers, head teachers and school management committee members personally donate some amount and manage the expenses for the specific program of co-curricular and extra-curricular activities. Students bear their own expenses during the field trip and short walk program. District education office provides Rs. 2000/- annually to each resource centre for CCAs competition. Of the allocated fund 60% goes for prize and remaining 40% for managerial purposes. Most of the selected schools of Mustang organize cultural program and collect the funds for school and CCAs by selling tickets to the tourists. Besides that the schools of Mustang received donations from the tourists and other organized agencies for CCAs and for the development of the school. This study intends to examine the influence of funding co-curricular activities and how this translates to pupils' and teachers' participation and performance in these activities as addressed in the second objective.

#### **2.4 The influence of resource allocation on participation of pupils' and teachers' in CCAs.**

Kumar and Bahadur (2004) study found out that the existing physical facilities, equipment and supplies do not seem to be adequate in the operation of CCAs. Respondents unanimously agreed that in the lack of adequate facilities, equipment and supplies, it is not possible to conduct CCAs smoothly. The study also established that

various educational resources and support materials, like curriculum, curriculum specification guide, teacher's guidebook, extra-curricular guide and such other materials were inadequate. But these supportive materials were blocked somewhere in the Ministry of Education offices and did not reach the hands of head teachers and teachers. Thus, lack of adequate supply and distribution of teaching materials block the transformation of knowledge, skills and appropriate instructional arrangement which directly affects participation in CCAs.

Equipment will sometimes impact performance. Georff and Motz (1994) state that all equipment (such as goal posts, nets and corner flags) used in the sporting situation should be appropriate. Facilities such as a worn out net or ball in a soccer or net ball match, or goal posts that are uneven can dramatically affect an outcome; deficient equipment can also take a psychological toll on an athlete. Adolph (1996) asserted that athletes need adequate and proper facilities in order to perform and develop their skills. Sylvester (1991) conducted some study on weight training for strength and fitness. He discovered that lifting weights had greater functional application to athletic movement. Athletes who constantly do weight training help in motor co-ordination and strength build up. These findings support the belief that weight training enhances athletic performance, and improves the physical development of a sports person.

Watson (1995) investigated the impact of athletic kit on athletes' performance. The findings suggested that athletic kit makes the athlete look and feel good so that the individual performs at his or her best. Studies conducted by Smith and Bunch (1986) showed that unsuitable foot wear was one of the major causes of injury in American football. Does appropriate athletic kit – boots, sneakers, track suits, jerseys – build students' confidence to participate, train and eventually to perform in athletics and



ball games? Facilities and equipment present in schools determine pupils' involvement and performance in sports. For effective performance in sport activities; adequacy as well as quality of these facilities and equipment is instrumental.

Bridging The Gap (2012) study in secondary schools in United States of America notes that appropriate facilities are an essential element for many sports. Sufficient funding to establish and maintain facilities may help increase physical activity levels. In schools with few resources, joint use agreements may help to promote physical activity at facilities within the community if available. Joint use agreements are written contracts that detail conditions for sharing resources between two or more entities. Joint use agreements can take a variety of forms but often allow for community members to use facilities on school grounds when not in use and/or for students to use community facilities.

## **2.5 The influence of coaches' training on participation of pupils' and teachers' in CCAs in schools**

Washington Middle school coaches/advisors handbook (2013 – 2014) highlights that responsibilities of a coach is to teach the basic skills and techniques of their sport and/or program to each student participant through sound educational means. Each coach/advisor should incorporate the teaching of good character, self-discipline, respect, honesty, responsibility, sportsmanship and sacrifice as part of the sport experience. Each coach/advisor should strive to win, but never at the expense of the total school program, the student participant, or by breaking established rules. Coaches should also enforce all rules of eligibility and other rules and regulations governing contests. Provide rules/expectations to all participants at the first practice/meeting. It is wise to have a signature and a date line for parents

and student to sign and date that they understand the expectations that you have for your activity.

Lynch (2001) points out that coaching and external support for the athlete is as important as any factor in sport participation and performance. For young athletes, if there is not a parent or organized sport group providing direction and assistance to the aspiring competitor, success is unlikely. Coaching too will impact sport performance, either positively or negatively.

Kumar and Bahadur (2004) study found out that 68 (78.7%) were with some sort of professional training. In the selected school of Mustang and Kaski the number of trained female teachers was greater (9 and 16 respectfully) than male (5 and 8 respectively) teachers. But in Morang the number of male trained teachers was found more (17) than the female (13) teachers. The teachers having the general training were found to have completed the package, modular and Faculty of education course, and did not have the specific training on CCAs. Teachers of selected schools were not found with the training on physical activities, games and sports, dance and music, creative arts, drawing and handicraft. Almost all the schools do not have games and sports or drawing or dance and music or creative arts teachers. Almost all the teachers were found confused regarding the theoretical and practical differences between co-curricular and extra- curricular activities.

Kiarie (2006), carried out an assessment of Kenyan athletics training resources. His main objective was to assess the quality and adequacy of athletics training resources available in athletics training camp in Iten town. His conclusion was that for effective training of athletes in different track and field events; training resources, athletics sponsorship, coaching, athletics camps and technical personnel

were key factors in ensuring that Kenya nurtures her up-coming athletes and continues to register better results in both local and international competitions.

Kumar and Bahadur (2004) study identified the qualification and training level of teachers involved in CCAs. Teachers unanimously claimed that they did not have training of extra-curricular activities like-games and sports, music, arts and handicraft, dance etc., and whatever the training they had taken they were subject based. During the discussion all the teachers claimed that program and courses offered on training was more theoretical and the time given for practical activities was not sufficient.

It was further noted in the study that besides that, the trainer did not conduct practical work during the training, especially in music, creative art, physical education, games and sports, dance, drawing and handicraft. One of the teachers claimed that during the package training when she asked regarding the practical class for music the trainer intentionally failed them. The teachers argued that at the primary level these activities make the students more active and interested in the school program and also help to develop their inner potentialities. However, all the teachers were of the view that the training for CCAs was not adequate and hence, they suggested that the concerned authority should organize CCAs training (Kumar and Bahadur, 2004).

Research examining coaching behavior has found that a coach's instructional style can have an impact on individuals with low self-esteem. Smoll, Smith, Barnett, and Everett (1993) examined the effect of coach's instructional style on self-esteem. Eighteen male head coaches and 152 male Little League Baseball players were studied with eight of the head coaches participating in a workshop that was designed to increase their supportiveness and instructional effectiveness. A pre-season measure of self-esteem of the 152 players who played under the 18 coaches

was taken. Post-season measures of the players' self-esteem were assessed and compared to their pre-season score. It was found that players who scored low on self-esteem in the pre-season assessment showed a significant increase in their general self-esteem scores in the post-season assessment. It is the intention of this study to ascertain the coaching techniques and skills teachers and coaches need to enhance pupils' self esteem to participate and perform effectively in CCAs as envisaged in research question three.

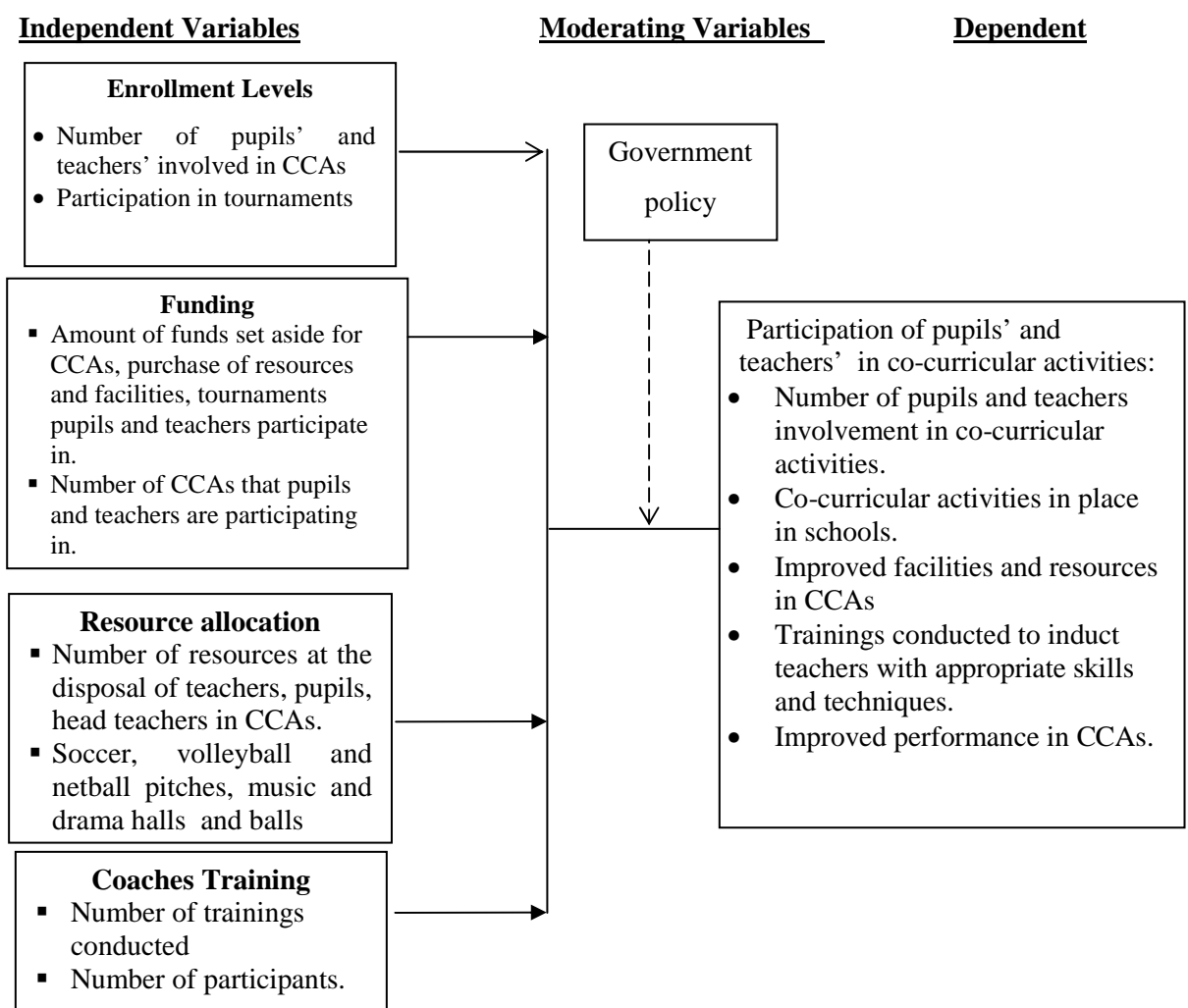
## **2.6 Theoretical Framework**

This study was informed by the holistic approaches to the curriculum development. A holistic curriculum, according to Miller (2007), thrives on three critical elements namely balance, inclusion and connection. According to this theory all things have arisen mutually and mutually supportive, in the sense they require one another as a condition for their existence. A curriculum that emphasizes one aspect at the expense of another lacks balance and if skills, values and attitude developed in learners do not feed into all aspects of the other the connection and inclusion is lost. The enrolment levels in schools that have been catapulted due to implementation of free primary education that strains resources available calls for a balance, inclusion and connection from various stakeholders in order to ensure there is effective participation in co-curricular activities offered in schools. Boldt (1999) states that; all things have arisen mutually and mutually supportive, in the sense they require one another as a condition for their existence. A curriculum that emphasizes one aspect at the expense of another lacks balance and if skills, values and attitude developed in learners do not feed into all aspects of the other the connection and inclusion is lost. A child develops as a complete being hence the importance of emphasizing on a holistic approach to curriculum where co-curricular activities are treated as a significant element of the curriculum and not as an appendage of the curriculum. Miller (2007) further argues

that a true education comes through the training of bodily organs and intelligent use of bodily organs ensures a faster way of developing the intellect. It is against this theoretical framework that this study is conceptualized and interpretation of results based.

## 2.7 Conceptual Framework

A conceptual framework shows the relationship that exists between different variables in the study diagrammatically. The conceptual frame work in this study was based on the influence of Free Primary Education Programme on teachers and pupils participation in CCAs. The relationship between different variables was summarized in the figure below:



**Figure 1 : Conceptual Framework**

## **2.8 Summary of literature review and research gap**

From literature review the influence of free primary education program is coupled with a myriad of challenges which influence the implementation of other programs; co-curricular activities being one of them. Studies that have been reviewed involving students' enrolment and its influence on co-curricular activities have only dealt with enrolment at a very small scale without addressing how it affects participation of pupils and teachers in a myriad of co-curricular activities in schools. Studies that touched on funding have also not addressed the adequacy or inadequacy of funding directed to schools and how this influences participation of pupils in co-curricular activities. This study tries to address this void by even considering additional factors that alienate pupils and teachers from participating in co-curricular activities triggered by implementation of FPE. The studies that have been reviewed touching on enrolment and funding and its implication on co-curricular activities have been done in secondary schools. In addition most of these studies have been conducted in countries other than Kenya.

The few studies that have been reviewed have failed to address the relationship between implementation of free primary education and pupils' and teachers' participation in co-curricular activities. The connection between free primary education and its implication on a myriad of co-curricular activities has not been fully addressed. In addition, studies trying to unravel challenges facing free primary education and implementation of co-curricular activities in schools have not been exhaustive since more emphasis has been placed on the relationship of these two aspects with academic programs at the expense of co-curricular activities and hence the recommendations made have been tilted to address academic aspects at the expense of co-curricular activities. This study tries to fill these voids by conducting a study on the influence of free primary education on pupils' and teachers' participation in co-curricular activities in primary schools in Gatanga sub-county, Murang'a County Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented a description of the research design and the methods the researcher proposed to use to determine the influence of Free Primary Education on pupils' and teachers' participation in co-curricular activities in primary schools in Gatanga Sub County. It closely examined the research design that would be used to determine the relationship while also looking at the individual research questions posed in the study, the participants and the instruments that were used to collect the data, the procedures for gathering the data, and data analysis procedures.

#### **3.2 Research Design**

This study utilized a descriptive survey research design that employed both quantitative and qualitative methodologies. Tashakkori and Teddlie (2008) explain mixed method studies as; studies that are products of the pragmatist paradigm and that combine qualitative and quantitative approaches within different phases of the research process. The study collected both qualitative and quantitative data with the view to fully understand phenomenon under study. Borg and Gall (1989) observe that descriptive studies are aimed at finding out "what is," so survey methods are frequently used to collect descriptive data. The design was chosen because the researcher gathered data on the state of affairs in the study.

#### **3.3 Target Population**

Borg and Gall (1989) defines target population as all the members of a real or hypothetical set of people, events or objects to which a researcher uses to generalize the results of the study. The study targeted 56 head teachers, 665 teachers, 3 TAC tutors and 1 DQASO officer in the Sub County.

### **3.4 Sample size and sampling techniques**

Sampling means selecting a given sample of subjects from a defined population as representative of that population. Any statement made from the sample should be true of the population (Orodho, 2002).

Simple random sampling was used to select the schools to participate in this study. According to Kothan (2006), if the sample is too small it may serve the objectives when it is too large then huge resources and time may be required.

Krejcie and Morgan (1970), proposed a table for calculating the sample size from the target population. The table illustrates the computation of sample sizes for various target population at a confidence level of 95%. Bartlett, Kotrlik and Higgins (2001) sample size of a statistical sample is the number of observation that constitutes it. The sample size is drawn from the target population of the large population. The sample size was 48 head teachers, 196 teachers, 3 TAC tutors and 1 DQASO officer.

The study targeted teachers, head teachers, zonal TAC officers and quality assurance and standards officers in Gatanga Sub- County. A total of 196 teachers and 48 head teachers, three zonal TAC officers and a DQASO was used in the study. There are 56 primary schools in Gatanga Sub County, out of these; a total of 28 schools were sampled out.

Gatanga Sub-county has three zones namely Gatanga, Kariara and Kihumbu-ini. These zones formed the stratus. Gatanga and Kariara zones were represented by ten primary schools each while Kihumbu-ini zone had eight. The primary schools were randomly sampled.

Pupils in primary schools participate in ball games and athletics, music, drama, scouting activities and other movement and association activities. This created approximately seven co-curricular activities from each school.



This resulted to a target of 196 teachers from the 28 sampled primary schools. The teachers, head teachers, zonal TAC officers, and DQASO were purposively sampled due to their instrumental role in the implementation of FPE and co-curricular activities in schools.

**Table 3.1: Sample Size**

<b>Category of staff</b>	<b>Target population</b>	<b>Sample size</b>
Head teachers	56	48
Teachers	665	196
Zonal TAC officers	3	3
DQASO	1	1
<b>Total</b>	<b>725</b>	<b>248</b>

### **3.5 Data collection instruments**

Three different research instruments were used to collect data that enabled the researcher to come up with responses for the research questions. These instruments were questionnaires, interview guides and document analysis. The questionnaires were administered to the teachers and Head teachers while, DQASO and zonal TAC officers were interviewed.

### **3.6 Pilot Testing of Instruments**

The researcher pilot- tested the instruments in four primary schools in Gatanga Sub County which were not used in the final study. The pilot testing helped the researcher to determine the validity and reliability of the instrument.

### **3.7 Validity of research instruments**

Validating research instruments ensured that they are measuring what they were intended to measure. The researcher consulted the supervisor for his input in order to validate the instruments, (Mugenda, 1999). The researcher also sought assistance from her peers as well as the lecturers. The recommendations gathered from the peers and the academic experts helped the researcher to improve the validity of the instruments.

### **3.8 Reliability of Research Instruments**

To ensure reliability, the researcher used split-halves method. The instruments that were pilot-tested in four primary schools formed the basis of the test. A questionnaire was administered to the respondents in the four schools that did not form part of the sampled schools at an interval. Cronbach reliability test was conducted to determine the internal consistency of test items. To determine the coefficient of reliability, a Cronbach coefficient of 0.7 was considered to be reliable for the study. The results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covered the objectives of the study.

### **3.9 Data Collection Procedure**

First a letter from the University of Nairobi was sought by the researcher addressed to the National Council for Science and Technology for the researcher to obtain permission to carry out the study. Permission was also sought from the County Director of education. Permission and a notification were also served to the head teachers and teachers of the public primary schools to be sampled for clearance before the instruments are administered.

The questionnaires were administered by the researcher to teachers and head teachers. Interview was also used for the zonal TAC officers and DQASO. The interviews lasted for 20 minutes.

### **3.10 Data Analysis Technique**

Data collected was coded and analyzed through descriptive statistics. The statistical tool such as SPSS version 18 helped the researcher to describe the data and determine the extent of the influence of the various variables on the participation of pupils and teachers in CCAs . The findings were presented using tables, and percentages. Tables were used to summarize responses for further analysis and facilitate comparison. This generated quantitative reports for this study. Descriptive analysis was conducted to establish the influence of the variables on pupils and teachers. It showed pupils and teachers participation in CCAs. Precisely, this study sought to establish the influence of FPE on pupils' and teachers' participation and performance in co-curricular activities in public primary schools in Gatanga Sub-County, Murang'a County, Kenya.

### **3.11 Ethical Considerations**

For ethical considerations, the researcher informed the respondents on the topic of her study before administering the questionnaires and interviews to them. This ensured that the respondents consent was not ignored as they contributed to the study. The respondents were assured of confidentiality of the information they gave. The researcher got a letter from the University of Nairobi and sought permission from the Murang'a County education offices as well as the schools.

**Table 3.2: Operationalization table**

<b>Research Objectives</b>	<b>Independent Variables</b>	<b>Indicators</b>	<b>Measurement</b>	<b>Measurement scale</b>	<b>Data collection methods</b>	<b>Type of analysis</b>	<b>Level of analysis</b>
Influence of enrolment levels on pupils' and teacher's participation in CCAs in Gatanga Sub County , Murang'a County.	Pupils' enrollment, CCAs offered in schools	<ul style="list-style-type: none"> <li>• Number of pupils and teachers involved in CCAs</li> <li>• Participation in tournaments</li> </ul>	<ul style="list-style-type: none"> <li>•Number of pupils enrolled in schools, Pupils participating in CCAs, Teachers participating in CCAs</li> </ul>	Nominal scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative
Influence of FPE funding pupils' and teachers' participation in CCAs in Gatanga Sub County.	Budgetary allocations, participation in CCAs	<ul style="list-style-type: none"> <li>• Amount of funds set aside for CCAs, purchase of resources and facilities, tournaments pupils participate in, number of CCAs pupils are participating in.</li> </ul>	Amount allocated, participation levels, resources and facilities present, training workshops attended, competitions	Nominal scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative
The influence of resource allocation on pupils' and teachers' participation in CCAs in schools	Influence of resource allocation on CCAs	<ul style="list-style-type: none"> <li>• Number of resources at the disposal of teachers, pupils, head teachers and QASO face, CCAs in place etc</li> </ul>	•Facilities present	Ordinal scale, Interval scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative
The influence of coaches training on pupils' participation in CCAs in schools	Influence of coaches training on CCAs	Number of trainings conducted, number of participants.	•Trainings conducted, content and activities covered, skills imparted.	Ordinal scale, Ratio scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND INTERPRETATIONS

#### 4.1 Introduction

This chapter covers analysis of data and the findings of the study. The purpose of the study is to examine the influence of FPE funding on pupils' participation in CCAs in primary schools in Gatanga Sub-County, Murang'a County in Kenya. The first section of the chapter presents the demographic data of the respondents. Section two of the chapter presents data on the influence of enrolment levels on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya. Section three of the chapter covers data on the influence of funding on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County. Section four of the chapter covers data on the influence of resources allocation on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a Kenya. Finally section five covers data on the influence of coaches training on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.

#### 4.2 Demographic Data

The study sought demographic data of the respondents including gender, level of education, and the positions of responsibilities in their work stations.

**Table 4.1. Gender distribution of respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	112	55.4
Female	90	44.6
<b>Total</b>	<b>202</b>	<b>100</b>

Table 4.1 shows the gender composition of the respondents. Out of the 202 respondents, 112 (55.4%) were males while 90(44.6%) were females.

The study sought to find out the education levels of head teachers, teachers, TAC officers and DQASOs in the study.

**Table 4.2. Education Level Distribution of respondents**

	Level of Education				Total
	Certificate	Diploma	Bachelors	Masters	
Head teacher	8	18	17	0	43
Teacher	35	61	59	0	155
DQASOs	0	0	1	0	1
TAC officers	0	1	1	1	3
<b>Total</b>	<b>43</b>	<b>80</b>	<b>78</b>	<b>1</b>	<b>202</b>

Table 4.2 shows the education qualification of the respondents. Out of the 43 head teachers sampled, 8 (18.6%) had certificate, 18 (41.9%) had diploma, 17 (39.5%) had bachelors degree and none had masters degree qualification. Out of the 155 teachers sampled, 35 (22.6%) had certificate, 61 (39.4%) had diploma, 59 (38.1%) had bachelors degree and none had masters degree. The only DQASO officer interviewed had bachelor's degree. Out of the 3 TAC officers, 1 had a diploma, 1 had bachelors degree and 1 had masters degree qualification.

To achieve high levels of participation in CCAs in primary schools, head teachers require adequate experience and skills so that they can provide support to the teachers in charge of games, drama and music. Other school administrators such as DQASOs, and TAC officers also need various skills and experience in order to cope with the demands of their management tasks and promote participation of schools in CCAs. Such skills can be attained through formal training, and it is encouraging to note that

most of the head teachers in primary schools in Gatanga Sub-county had Diploma and bachelor's degrees while all the DQASOs and TACs officers had either bachelors or masters degree.

The DQASOs, TACs officers, head teachers and teachers were asked to indicate their work experience in the schools, to which they responded as shown in Table 4.3

**Table 4.3. Distribution of work experience of respondents**

<b>Period</b>	<b>Frequency</b>	<b>Percentage</b>
Less than one year	18	8.9
1-5 years	35	17.3
5-10 years	72	35.6
More than 10 years	77	38.1
<b>Total</b>	<b>202</b>	<b>100</b>

Table 4.3 shows that out of the 202 respondents 18(8.9%) had worked for less than 1 year, 35(17.3%) had worked for 1-5 years, 72(35.6%) had worked for 5-10 years and the majority 77(38.1%) had worked for more than 10 years.

Based on these results, it can be concluded that majority of the respondents, 144 (73.7%) had worked for 5 or more years, so they had enough experience in the implementation of FPE which was introduced in 2002, and were in a position to give useful insights into the challenges experienced especially with regard to co-curricular activities.

#### **4.3 The influence of enrolment levels and participation in co-curricular activities**

The researcher sought to find out the pupils' enrolment levels and number of teachers' in primary schools in Gatanga Sub-County in the sampled primary schools. The

introduction of free primary education was aimed at improving enrolment and retention rates in primary schools. The study aimed at establishing the enrolment numbers in primary schools and their influence in participation in CCAs. In order to understand the pupils' enrolment levels and how this impact on their participation in co-curricular activities in primary schools in Gatanga Sub-county, the respondents were asked to provide data on pupils' enrolment in their schools.

**Table 4.4 Distribution of the pupils' population**

<b>Number of pupils</b>	<b>Frequency</b>	<b>Percentage</b>
Below 200	57	28.8
200-500	117	59.1
501-800	24	12.1
<b>TOTAL</b>	<b>198</b>	<b>100</b>

Table 4.4 shows that majority of the primary schools, 117(59.1%) enrolment was between 200-500. Another 57 (28.8%) schools had enrolment of less than 200 students while 24 (12.1%) schools had more than 500 pupils. This shows that the primary schools recorded a high enrolment levels which can be attributed to the introduction of free primary education. While this is commendable, it would be a problem if important CCAs resources like pitches, balls, nets, patrons to different clubs and teachers who double as coaches were not increased or provided to a level that would be viewed as adequate.

The DQASO on his part noted that *“FPE meant more pupils especially those from the marginalized areas gaining access to basic education, but it also led to congestion due to increase in enrolment and strain on the limited CCAs resources in primary*



*schools in Gatanga sub-county”.*

The study also sought to find out whether the number of teachers in the schools influenced pupils participation in CCAs. The TAC officers in an interview, stated that the issue of staffing in Gatanga county had become worse with the introduction of FPE, in fact one of them noted that *“the rise in enrolment is not commensurate with staffing, also the few teachers in primary schools, also lacked enough time to attend to CCAs as required due to the pressure of teaching workload”.*

**Table 4.5.Number of teachers in primary schools**

<b>Number of Teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Below 10	109	55.1
11-20	78	39.4
21-30	11	5.6
<b>Total</b>	<b>198</b>	<b>100</b>

Table4.5 shows that majority of the primary schools 109(55.1%) in Gatanga county had less than 10 teachers while 78(39.4%) of the schools had between 11-20 teachers. A mere 11(5.6%) of the schools had 21-30 teachers.

This was an indication that the number of teachers did not match the increased enrolment occasioned by FPE. This shows that teachers found it difficult to balance between teaching and co-curricular activities. The DQASO was asked how they deal with shortage of teachers/coaches and club patrons to ensure that the standards of co-curricular activities are maintained and pupils benefit from CCAs. He said that they encourage the head teachers to look for part-time coaches in their neighborhoods or ask volunteer coaches to assist in guiding the pupils in sporting activities.

While this could be a good idea to partner with the public, the use of volunteer coaches may not be effective because they may not be fully committed as would be teacher- coaches/patrons.

Further the teachers were asked to indicate whether the enrolment levels influence pupils and teachers participation in CCAs in their schools. The results are shown in table 4.6

**Table 4.6 Influence of Enrolment Levels on pupils and teachers participation in CCAs in their schools**

	<b>Frequency</b>	<b>Percentage</b>
Strongly influence	127	64.1
Influence	58	29.3
Undecided	9	4.5
Weakly influence	2	1.0
Does not influence	2	1.0
<b>Total</b>	<b>198</b>	<b>100.0</b>

Table 4.6 shows that cumulatively 185(93.4%) of the teachers indicated that the enrolment levels influence pupils participation in CCAs, while a mere 2(1%) indicated that enrolment levels do not influence pupils participation in CCAs.

The study shows that there is sufficient evidence to show that there is a relationship between pupil's enrollment levels and their participation in CCA'S

#### **4.4 The influence of funding on pupils' and teachers' participation in CCAs.**

The second research question sought to find the influence of funds to the development of co –curricular activities on pupils and teachers participation in CCAs in Gatanga

sub-county. The respondents were asked to indicate the source of funds for CCAs in their schools.

**Table 4.7. Distribution for source of funds for CCAs**

	<b>Frequency</b>	<b>Percentage</b>
Government	178	89.9
NGOs	11	5.6
Companies	5	2.5
Individuals	4	2.0
<b>Total</b>	<b>198</b>	<b>100.0</b>

Table 4.7 shows that most of the respondents 178(89.9%) said that funds for CCAs come from the Government,11(5.6%) said funds come from NGOs,5(2.5%) said funds come from companies and 4(2%) said CCAS are funded by individuals.

The respondents were also asked to indicate the form of funding they received in their schools.

**Table 4.8 Distribution of the forms of funding**

	<b>Frequency</b>	<b>Percentage</b>
Funds in terms of money	81	40.9
Certificates and trophies	62	31.3
Provision of uniforms	26	13.1
Sponsoring training	29	14.6
<b>Total</b>	<b>198</b>	<b>100.0</b>

Table 4.8 shows that 81(40.9%) said that funding is in form of money, 62(31.3) said funding is in form of certificates and trophies, 26(13.1%) said funding is in form of

sports uniforms and 29(14.6%) indicated that funding is in form of sponsoring training.

All the head teachers 43(100%) indicated that funds for FPE were always late and were inadequate to cater for all CCAs.

On their part, the TACs officers and DQASOs noted that the primary schools in Gatanga County were struggling to meet their budgets in CCAs indicating that funding for CCAs was inadequate.

The head teachers were asked how they cope with inadequate funds especially for CCAs. One of them said that, he seeks CDF sponsorship, uses PTA funds, organizes small fundraisings or even acquires CCAs materials on credit from suppliers which he pays whenever funds are availed by the Government.

The teachers were asked to indicate whether funding influenced the participation of pupils in CCAs. The responses were shown in table 4.9

**Table 4.9 Effects of funding on Co-curricular activities**

	<b>Frequency</b>	<b>Percentage</b>
Strongly influence	128	64.6
Influence	58	29.3
Undecided	4	2.0
Weakly influence	4	2.0
Does not influence	4	2.0
<b>Total</b>	<b>198</b>	<b>100.0</b>

Table 4.9 shows that cumulatively 186 (93.9%) of the teachers indicated that funding influenced the participation of pupils in CCAs in Gatanga Sub-county.

The study shows that there is an association between funding of primary schools CCA'S and the level of participation of pupils in CCA'S in Gatanga Sub-county.

#### **4.6 The influence of resources allocation on pupils' and teachers' participation in CCAs**

The third research question sought to evaluate the influence of resources allocation on pupils' and teachers' participation in CCAs in Gatanga Sub-county.

To determine this, the teachers were asked to indicate the type of resource that is commonly used by pupils for CCAs in their schools. The results are shown in table 4.10

**Table 4.10 : Resource allocation**

	<b>Frequency</b>	<b>Percentage</b>
Soccer Pitches	62	31.3
Volleyball pitch	67	33.8
Netball pitch	24	12.1
Running track	28	14.1
Hall for Music and drama	17	8.6
<b>Total</b>	<b>198</b>	<b>100.0</b>

Table 4.10 shows that soccer pitches 62(31.3%) and volleyball pitches 67 (33.8%) are available in most of the primary schools in Gatanga Sub-county. They were followed by running tracks and netball pitches at 28(14.1%) and 24(12.1%) respectively. Halls for music and drama were the least at 17(8.6%).

The teachers were then asked if the CCAs resources were adequate in their primary schools and their responses were shown in table 4.11

**Table 4.11 : Availability of Resources**

	<b>Frequency</b>	<b>Percentage</b>
Yes	19	9.6
No	179	90.4
<b>Total</b>	<b>198</b>	<b>100</b>

Table 4.11 shows that majority of the teachers 179(90.4%) indicated that CCAs resources were inadequate in the primary schools while 19(9.6%) indicated that the CCAs resources were adequate.

One of the Games master noted that they face an increasing number of administrative challenges. These include inadequate and badly maintained playgrounds; shortage of training materials such as balls, nets, kits and poor or sometimes non-existent maintenance and repairs. Shortage of these resources compromises the quality of CCAs standards in Gatanga Sub-county.

This inadequacy of CCAs resources could make it difficult for coaches and drama and club patrons to train the pupils effectively. This implies that it would not be easy for the coaches and patrons to identify and develop special talents in the pupils.

The TACs Officers and DQASOs concurred with the teachers by noting that most of the primary schools had inadequate CCAs resources in the Sub-county. They added that free primary education had made the situation worse because of rise in enrolment in all the primary schools in the Sub-county. Shortage of CCAs facilities, according to the TAC officer, had an adverse effect on representation of the Gatanga Sub-county at National level competitions in sports, drama and music.

Further the teachers were asked to indicate whether the availability of CCAs resources influenced participation of pupils and teachers of in CCAs. The results are shown in table 4.12

**Table 4.12 : Influence of Funding on CCAs**

	<b>Frequency</b>	<b>Percentage</b>
Strongly influence	122	61.6
Influence	59	29.8
Undecided	14	7.1
Weakly influence	3	1.5
Does not influence	0	0.0
<b>Total</b>	<b>198</b>	<b>100.0</b>

Table 4.12 shows that out of the 198 teachers 181(91.4%) agreed that adequate CCAs resources influenced participation of pupils and teachers of in CCAs. Only 3(1.5%) of the teachers felt that availability CCAs resources weakly influenced participation of pupils and teachers of in CCAs in Gatanga Sub-county. The study concludes that there is evidence that availability of CCA’S training facilities influence the participation of pupils in CCA’s in Gatanga Sub-county.

#### **4.7 The influence of coaches training on pupils’ and teachers’ participation in CCAs.**

The fourth research question sought to find the influence of coaches training on pupils’ and teachers’ participation in CCAs in Gatanga Sub-county, Murang’a County, Kenya.

To determine this, the respondents were asked to indicate whether they have acquired professional training in any coaching field. The results are shown in table 4.13

**Table 4.13 : Level of Training of coaches**

	<b>Frequency</b>	<b>Percentage</b>
Yes	33	16.7
No	165	83.3
<b>Total</b>	<b>198</b>	<b>100</b>

Table 4.13 shows that 165(83.3%) of the teachers in Gatanga Sub-county do not have professional training in coaching while 33(16.7%) have acquired professional training in coaching.

The study sought to find out if teachers were able to identify and nurture talents in co-curricular activities given that majority of them did not have professional training in CCAs.

**Table 4.14 Identification of talents**

	<b>Frequency</b>	<b>Percentage</b>
Yes	94	47.5
No	104	52.5
<b>Total</b>	<b>198</b>	<b>100</b>

Table 4.14 shows that 104 (52.5%) of the coaches and patrons are unable to identify and nurture talents in co-curricular activities. Another 94(47.5%) of the coaches and patrons are able to identify and nurture talents in co-curricular activities. This shows that despite the large number of professionally untrained coaches and patrons, teachers are determined to assist pupils to discover the special talents in sports, drama and music.

The teachers were asked to indicate whether professional training of coaches influences pupils' and teachers' participation in CCAs.



**Table 4:15 Influence of professional training of coaches on pupils and teachers participation on CCAs.**

	<b>Frequency</b>	<b>Percentage</b>
Strongly influence	71	35.9
Influence	31	15.7
Undecided	1	0.5
Weakly influence	60	30.3
Does not influence	35	17.7
<b>Total</b>	<b>198</b>	<b>100.0</b>

The findings showed that there was a divided opinion on the influence of professional training of coaches and pupils' and teachers' participation in CCAs. 71(35.9%) indicated that of professional training of coaches strongly influenced and pupils' and teachers' participation in CCAs.60(30.3%) indicated that of professional training of coaches weakly influence pupils' and teachers' participation in CCAs.

This shows that the coaches and patrons involved in CCAs are not necessary motivated by the training. It implies that the teacher- coaches/patrons are driven by passion for the CCAs that enables them to participate in the activities even without professional training.

The study shows that, there is no sufficient evidence to associate professional training of team coaches and club patrons and the level of pupils' participation in CCA'S.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

The general objective of this study was to examine the influence of FPE funding on pupils' participation in CCAs in primary schools in Gatanga Sub-County, Murang'a County in Kenya.

#### **5.2 Summary of the findings**

Below are summary of findings on free primary funding on the participation of teachers' and pupils' participation in CCAs in Gatanga sub-county of Murang'a county. The results of this findings can be summarized as follows:-

##### **5.2.1. The influence of enrolment levels on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

The results findings showed that in the majority of the primary schools, 117(59.1%) enrolment was between 200-500. This is an indication that most of the primary schools recorded a high enrolment levels which can be attributed to the introduction of free primary education. With such pupils populations, teachers may not have enough time to attend to CCAs due to increased teaching workloads. This is likely to affect the standards of co-curricular activities as teachers may give priority to teaching hence the failure to have pupils representing the county at National level competitions in CCA'S.

Further, the study found that majority of the primary schools 109(55.1%) in Gatanga Sub-County had less than 10 teachers while 78(39.4%) of the schools had between 11-20 teachers. This poses a challenge given the central role played by teachers in primary schools especially in guiding pupils in CCAs.

Further, the number of teachers did not match the increased enrolment occasioned by FPE. This makes it difficult for the teachers to balance between teaching and co-curricular activities.

The study also found that 93.4% of the teachers indicated that the enrolment levels had a negative influence on pupils and teachers participation in CCAs.

This shows that there is evidence to associate pupils enrollment in primary schools and the participation of pupils in CCA'S in Gatanga Sub-County.

### **5.2.2. The influence of funding on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

The study finding was that about 90% of the funds for CCAs were from the Government of Kenya and all the head teachers said that the CCAs are always released late by the Government. This is also a challenge in the management and participation of pupils and teachers in CCAs in Gatanga Sub-County. The head teachers seek for alternative sources funds to enable the pupils to participate in CCAs as they wait for the disbursement of FPE funds. The study also found that 94% of the teachers indicated that funding influenced the participation of pupils and teachers in CCAs in Gatanga Sub-County.

The study concludes that teachers and pupils participation in CCA'S is related to the availability of funds in the primary schools.

### **5.2.3 The influence of resources allocation on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

Another finding of the study was that in regard to resources, soccer pitches (31.3%) and volleyball pitches (33.8%) were the most commonly used co-curricular activities in the primary schools in Gatanga Sub-County. They were followed by running tracks and netball pitches at (14.1%) and (12.1%) respectively. Halls for music and drama were the least at (8.6%). However, 90.4% of the teachers indicated that such CCAs resources were still inadequate.

The study also found that 91.4% of teachers agreed that adequate CCAs resources influenced participation of pupils and teachers of in CCAs.

The study shows that there is evidence to associate teachers and pupils participation in CCA's and the availability as well as variety of CCA's facilities

### **5.2.4. To determine the influence of coaches training on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

Finally, the study found that 83.3% of the teachers in Gatanga Sub-County do not have professional training in coaching. They relied on the formal training gained while training as teachers to guide pupils in CCAs.

The study findings show that there was a divided opinion on the influence of professional training of coaches and pupils' and teachers' participation in CCAs. 71(35.9%) indicated that of professional training of coaches strongly influenced and pupils' and teachers' participation in CCAs. 60(30.3%) indicated that professional training of coaches weakly influence pupils' and teachers' participation in CCAs.

Despite the lack of professional training, the teachers were able to identify and nurture talents in CCAs. About 36% indicated that professional training of coaches

strongly influenced and pupils' and teachers' participation in CCAs and 30.3% indicated that professional training of coaches weakly influence pupils' and teachers' participation in CCAs.

The study shows that training of coaches and patrons is not strongly related to participation of teachers and pupils in CCA's in Gatanga Sub-County.

### **5.3 Discussions of the research findings**

#### **5.3.1. The influence of enrolment levels on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

The study found that the number of teachers did not match the increased enrolment occasioned by FPE. This makes it difficult for the teachers to balance between teaching and co-curricular activities.

The study also found that 93.4% of the teachers indicated that the enrolment levels had a negative influence on pupils and teachers participation in CCAs.

The study findings are consistent with the findings of Karinya, Mapuranga and Maphosa (2013) study in South Africa on towards a holistic curriculum: How significant is learners' participation in co-curricular activities? The study made the following observations: there is a curriculum policy that make it compulsory for learners to participate in at least one co-curricular activity; the curriculum policy explicitly make schools aware that co-curricular activities are important elements of the curriculum and should not be treated as extra activities; resources are made available to schools so that learners' participation in co-curricular activities is made more meaningful; schools offer a variety of co-curricular activities so that learners are able to choose activities that they are interested in and learners who excel in co-curricular activities are given the same recognition as those who excel in other school

activities particularly in academics.

The study concluded that students in schools with small enrolments seem to be more actively involved in activities that develop leadership qualities and close working relationships than those in schools with larger enrolments.

### **5.3.2. The influence of funding on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

The study also found that 94% of the teachers indicated that funding influenced the participation of pupils and teachers in CCAs in Gatanga Sub-County.

The study concludes that teachers' and pupils' participation in CCA'S is related to the availability of funds in the primary schools.

The findings are consistent with Wangai (2012) study on determinants of the development of students' talents in co-curricular activities. The objective of the study was 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 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 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.

Wangai' (2012) study recommends that each of the cost of each co-curricular activity should be properly computed and adequately funded to ensure that all students have an opportunity to participate.

### **5.3.3 The influence of resources allocation on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

The study also found that 91.4% of teachers agreed that adequate CCAs resources influenced participation of pupils' and teachers' in CCAs.

The study shows that there is evidence to associate teachers' and pupils' participation in CCA's and the availability of resources as well as variety of CCA's facilities

The findings are consistent with the findings of study of Chege (2013) conducted on the implementation of co-curricular activities in secondary schools in Kikuyu Division, Kiambu County. Implementation was based on four variables which are planning, resource allocation, actual/physical implementation and monitoring of the activities. One major finding of the study was that there is evidence that a variety of co-curricular activities are being carried out in schools and their implementation is influenced by several factors. These factors are resource allocation, pre-planning of the activities, training of student leaders and teacher patrons of CCA, monitoring and evaluation of the CCA. Teachers' and students' perception regarding the value of CCA also affected CCA effective implementation.

### **5.3.4.To determine the influence of coaches training on pupils' and teachers' participation in CCAs in Gatanga Sub-County, Murang'a County, Kenya.**

The study found that 83.3% of the teachers in Gatanga Sub-County do not have professional training in coaching. They relied on the formal training gained while training as teachers to guide pupils in CCAs.

The study shows that training of coaches and patrons is not strongly related to participation of teachers and pupils in CCA's in Gatanga Sub- County.

The findings are supported by Kumar and Bahadur (2004) study that sought to

identify the qualification and training level of teachers involved in CCAs. Teachers unanimously claimed that they did not have training of extra-curricular activities like-games and sports, music, arts and handicraft, dance etc., and whatever the training they had taken they were subject based. During the discussion all the teachers claimed that program and courses offered on training was more theoretical and the time given for practical activities was not sufficient.

#### **5.4 Conclusions**

Based on the findings of the study as summarized above, it can be concluded that FPE enabled more pupils to access basic education. Such increase in enrolment was not matched with increase in teachers and co-curricular activities resources. As result the standards of CCAs in Gatanga Sub-County has been declining.

#### **5.5 Recommendations**

Based on the analysis the study recommends the following:

- i. The government should allocate enough funds in time to schools to ensure that FPE co-curricular activities runs smoothly without compromising the standards.
- ii. The government should partner with NGOs, and other sponsors to put more CCAs facilities and employ more teachers to meet the increased demand for CCAs in primary schools.
- iii. Schools should sponsor game's teachers and other coaches/patrons to attend professional workshops and training programmes in CCAs to acquire skills needed in CCAs.



## **5.6 Areas for Further Research**

The researcher suggests that;

- i. A study should be conducted on the strategies being employed by school administrators to cope with the increased enrolment in primary schools so as to improve the standards of CCAs
- ii. A study to establish the relationship between academic performance and pupils participation in CCAs

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## APPENDIX 1: Questionnaire for Teachers and Head teachers

Kindly answer the following questions by ticking within the spaces provided [√]  
where appropriate or fill the information in the spaces provided. **PART [A]**

### BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 25 years

25 - 35 years

36 - 45 years

Above 45 years

3. What is your level of education?

Certificate

Diploma

Bachelors

Masters

PHD

Other (specify.....)

4. Indicate by ticking the position you occupy in relation to co-curricular activities

	<b>Position</b>	<b>Tick (✓)</b>
a)	Games/sports master	
b)	Drama patron	
c)	Music patron	
f)	Head teacher	
g)	Any other .....	

5. Indicate the number of years you have served in the position above

- Less than 1 year
- 1-5 years
- 5-10 years
- More than 10 years

6. a) Have you received any professional training in any Co-curricular activity?

- Yes
- No

b) If yes indicate your area of training?

.....

**PART B: Enrolment and pupils' and teachers' participation in co-curricular activities in schools**

7. a) Indicate the pupil population in your school.

- Below 200 ( )
- 201 – 500 ( )
- 501 – 800 ( )
- 801 – 1100 ( )
- Above 1101 ( )

b) Which are the co-curricular activities in your school that pupils are more actively involved?  
 .....

8. a) Indicate the number of teachers in your school

- Below 10 (     )
- 11 – 20 (     )
- 21 – 30 (     )
- 31 – 50 (     )
- Above 50 (     )

b) Are teachers actively involved in co-curricular activities in schools?

If yes, please indicate in which co-curricular activities.....  
 .....

9. Please indicate by ticking the nature of co-curricular activities present in your school.

	Co-curricular Activity	Presence		Condition of facilities			Remarks
		Yes	No	Good	Average	Bad	
a)	Athletics						
b)	Ball games - soccer						
c)	Net ball						
d)	Volley ball						
r)	Drama						
s)	Music						



10. The table below shows to the extent to which pupils' enrolment in school affects participation and performance in co-curricular activities. Please tick according to your level of agreement. (Please indicate by using 1-Yes, 2-Not sure, 3- No)

	<b>STATEMENT</b>	<b>YES 1</b>	<b>NOT SURE 2</b>	<b>NO 3</b>	<b>Remarks</b>
a)	Pupils are actively involved in co-curricular activities in schools.				
b)	The facilities such as playing ground, pitches in volleyball, netball etc available in school are adequate for pupils' participation.				
c)	There is variety of co-curricular activities in place that ensure pupils enroll in each activity.				
d)	The school policy ensures that each pupil is involved in a co-curricular activity.				
e)	Pupils' enrolment in school has not affected teachers' involvement in co-curricular activities.				
f)	The teachers' teaching word load does not deter teachers from participating in co-curricular activities.				
g)	There are adequate classrooms for various clubs to hold their activities.				
h)	Teachers involved in co-curricular activities find it easy to identify and nurture pupils' talents with the introduction of Free Primary Education.				
i)	There are enough teachers assigned to various co-curricular activities in schools.				

11. In your opinion, has pupils' enrolment due to Free Primary Education encouraged participation and performance in co-curricular activities? .....

If yes, please explain .....

**PART C: Influence of FPE funding and pupils’ and teachers’ participation and performance in co-curricular activities.**

12. Indicate the sources of funding for co-curricular activities in your school.

- Government (FPE) (     )
- LATF (     )
- NGOs (     )
- Companies (     )
- Individuals (     )

13. Indicate by ticking the type of funding or resources provided in aiding the implementation of co-curricular activities in your school

	<b>Funds or resources</b>	<b>Tick ( ✓ )</b>
a)	Funds in terms of money	
b)	Financing trips (transport)	
c)	Provision of balls	
d)	Nets and posts	
e)	Uniforms or jerseys	
f)	Meals	
g)	Providing cleaning materials for clean ups	
h)	Sponsoring workshops/trainings	
i)	Offering scholarships	
j)	Sponsoring tournaments	
k)	Providing certificates and trophies.	

14. The table below shows to the extent to which Free Primary Funding in school affects participation and performance in co-curricular activities. Please tick according to your level of agreement. (Please indicate by using 1-Yes, 2-Not sure, 3- No)

	<b>STATEMENT</b>	<b>YES 1</b>	<b>NOT SURE 2</b>	<b>NO 3</b>	<b>Remarks</b>
a)	Funds for Free Primary Education are usually availed on time.				
b)	Availability of funds necessary for FPE and co-curricular activities implementation encourages pupils and teachers to participate in co-curricular activities.				
c)	There is adequate funding of co-curricular activities in schools.				
d)	The budgets prepared by teachers for various co-curricular activities are approved after a discussion with the head teachers of schools.				
e)	Budgets for co-curricular activities are prepared and approved on time to ensure pupils and teachers carry out the necessary preparations.				
f)	Schools provide necessary resources and funds for co-curricular activities.				
g)	Patrons of clubs and coaches receive necessary training and support in co-curricular activities that they are in charge of.				
h)	The school is involved in the acquisition of necessary materials and costumes for various co-curricular activities.				

15. In your opinion, has funds made available in Free Primary Education encouraged pupils' and teachers' participation and performance in co-curricular activities?

.....

If yes, please explain your response .....

.....

**PART D: Effects of resource allocation and coaches training on pupil's participation in co-curricular activities in schools**

16. Are the following facilities available in your school? Please tick either **Yes** or **No** and indicate the number.

<b>FACILITIES</b>	<b>YES</b>	<b>NOT SURE</b>	<b>NO</b>
Soccer pitch			
Volley ball pitch			
Net ball pitch			
Running track			
Halls for drama and music			
Others (Specify)			

17. Indicate by ticking (✓) if these facilities adequate?

Yes .....

Not sure .....

No .....

18. i) The table below shows to what extent resource allocation influences participation and performance in CCAs in schools, tick according to your level of agreement.

(Please indicate by using 1-Strongly influence, 2-Influence, 3- Undecided,

4- Weakly influence, 5- Does not influence)

	STATEMENT	SI 1	I 2	U 3	WI 4	DI 5
a)	Adequate resources such as sports facilities present in schools ensure that pupils' participation in CCAs.					
b)	Availability of a variety of CCAs such as soccer, net ball, volley ball etc ensure pupils have a choice of activities to participate in.					
c)	Availability of athletic kits, costumes and props for drama make pupils and teachers are actively involved in CCAs.					
d)	Presence of auditoriums and drama halls in schools encourage pupils and teachers to rehearse and participate in drama and music effectively.					
e)	Proper maintenance of sports facilities such as pitches, balls, nets etc encourage pupils to participate in CCAs.					

ii. Other than the effects listed above, identify other effects resources for CCAs have on pupils' participation in CCAs

.....  
 .....

19. Are there coaches involved in training of pupils in various CCAs offered in schools?

Yes .....

Not sure .....

No .....

20. Which CCAs require coaching to encourage pupils' participation and performance in primary schools?

.....

.....

.....

21. The table below shows to what extent coaches influences participation of pupils in CCAs in schools, tick according to your level of agreement. (Please indicate by using 1-Strongly influence, 2-Influence, 3- Undecided, 4- Weakly influence, 5- Does not influence)

	STATEMENT	SI 1	I 2	U 3	WI 4	DI 5
a)	Funds set aside in FPE are adequate for teachers and coaches to receive training in CCAs.					
b)	Proper training of coaches ensures that teachers and coaches equip pupils with skills and techniques that encourage them to participate in CCAs.					
c)	Coaches provide adequate guidance that encourages pupils to participate in CCAs.					
d)	Coaches ensure that pupils have an equal change of participating effectively in CCAs.					
e)	The training provided by coaches helps in team selection and meaningful participation and performance in CCAs such as ball games.					

f)	Coaches help in organization of CCAs in schools that help pupils to participate in various activities such as tournaments.					
g)	The practical provided by coaches during training encourage pupils to participate and excel in CCAs.					
h)	Coaches' instructional style helps pupils build their self esteem that finally translates to effective participation and performance in CCAs.					

17. In your opinion, what are some of ways that can enhance pupils' and teachers' participation and performance in co-curricular activities in schools?

.....

.....

*(End of the questionnaire)*

*Thank you very much for taking your time to fill this questionnaire.*



**APPENDIX 2: Interview schedule for Zonal TAC officers and DQASOs.**

**PART A: BIO DATA**

1. Gender: Male ( ) Female ( )

2. Age:

30- 35yrs ( )

36-40yrs ( )

41-45yrs ( )

46-50yrs ( )

Over 51yrs ( )

3. Academic qualification(s)

Masters Degree ( )

Post graduate Diploma in Education ( )

Degree ( )

Diploma in Education ( )

Other (specify).....

4. Working experience:

1-5yrs ( )

6-10 yrs ( )

Over 11yrs ( )

5. Indicate the pupil enrolment in public primary schools in the district

.....

6. Indicate the co-curricular activities offered in primary schools in the district

.....

7. Are pupils actively involved in co-curricular activities in schools? If yes, which activities? .....
8. Are teachers actively involved in co-curricular activities in schools? If yes, which activities? .....
9. Has enrolment levels due to FPE affected pupils' participation in various co-curricular activities in primary schools in the district?  
.....  
.....
10. What are the sources of funding for co-curricular activities in primary schools in the district?  
.....  
.....
11. Which other sources can be exploited to encourage pupils and teachers participate in co-curricular activities?  
.....
12. What are the resources allocated to CCAs in schools? (Probe on whether these resources are adequate and what can be done to ensure resources in schools leads to meaningful participation in CCAs).  
.....  
.....  
.....  
.....

13. How can coaching results to effective participation and performance of pupils in CCAs in schools? (Probe on the current situation in schools, the challenges schools face in acquisition of coaches and what needs to be done).

.....

.....

.....

.....

*Thanks for your cooperation*

**APPENDIX 3: TABLE FOR DETERMINING SAMPLE SIZE FROM**

**A GIVEN POPULATION**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

*S* is sample size.

#### APPENDIX 4: LIST OF SCHOOLS

NO.	NAME OF SCHOOL	ZONE
1.	Mabanda	Gatanga
2.	Kirwara	Gatanga
3.	Rwaitira	Gatanga
4.	Ithang'arari	Gatanga
5.	Muthuri	Gatanga
6.	Gakurari	Gatanga
7.	Ng'ate	Gatanga
8.	Thamuru	Gatanga
9.	Makongo	Gatanga
10.	Ngungugu	Gatanga
11.	Kathambara	Gatanga
12.	Gatanga	Gatanga
13.	Kigio	Gatanga
14.	Rwegetha	Gatanga
15.	Gichumbu	Gatanga
16.	Muteria	Gatanga
17.	Chomo	Gatanga
18.	Gatunyu	Gatanga
19.	Giatutu	Gatanga
20.	Mwiting'iri	Gatanga
21.	Kiama	Gatanga
22.	Mabae	Gatanga
23.	Iganjo	Kariara
24.	Kanunga	Kariara
25.	Gatunguru	Kariara
26.	Ndaka-Ini	Kariara
27.	Gatura	Kariara
28.	Karangi Kiana	Kariara
29.	Ndunyu Chege	Kariara
30.	Gitiri	Kariara
31.	Karega	Kariara
32.	Kamunyaka Kiumu	Kariara

33.	Mbugiti	Kariara
34.	Giachuki	Kariara
35.	Giteme	Kariara
36.	Kimandi	Kariara
37.	Mwagu	Kariara
38.	Elimambo	Kariara
39.	Wanyaga	Kariara
40.	Kagarii	Kariara
41.	Kiarutara	Kariara
42.	Gataka-Ini	Kariara
43.	Kiunyu	Kihumbu-ini
44.	Kihumbu-Ini	Kihumbu-ini
45.	Paul Mbiu	Kihumbu-ini
46.	Gathanji	Kihumbu-ini
47.	Thare	Kihumbu-ini
48.	Gatha-Ini	Kihumbu-ini
49.	Kibaaka	Kihumbu-ini
50.	Thuita	Kihumbu-ini
51.	Githambia	Kihumbu-ini
52.	Gathuthu	Kihumbu-ini
53.	Gatiiguru	Kihumbu-ini
54.	Nyaga	Kihumbu-ini
55.	Gituamba	Kihumbu-ini
56.	Mbari Ya Ruga	Kihumbu-ini
	<b>56 Schools</b>	