

**FACTORS INFLUENCING STUDENTS' PARTICIPATION
IN CO-CURRICULAR ACTIVITIES IN PUBLIC SECONDARY SCHOOLS IN
LAMU COUNTY KENYA**

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DECLARATION

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

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This project report is dedicated to my wife Ann Chemutai Kisango and our children; Alan Kisango, Dorcase Ondisa, Magdalene Kasaya, Lindsay Makungu and Salma Kasandi.

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To all of you, may God bless you.

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ABSTRACT

Schools offer after school activities for the benefit of the children. The purpose of the study was to establish the factors influencing students' participation in co-curricular activities in secondary schools. The study sought to establish the influence of funding; infrastructural facilities; teachers' roles and parental involvement on student's participation in co-curricular activities in secondary schools in Lamu County, Kenya. The study used descriptive survey design. The study respondents included principals, teachers and students in secondary schools in the County. A total of 170 students from 17 schools in the County and 17 co-curricular teachers were sampled as the respondents. In addition, three randomly selected secondary school principals acted as key informants in the study. Data was collected using questionnaires from the three different types of respondents. The data analysis included both qualitative and quantitative methodologies. Content analysis was used to analyze the qualitative responses, while descriptive statistics was used to analyze quantitative data. Use of computer aided tools of SPSS helped in hypotheses testing. The researcher believed that the present study will encourage students to introspect and find out their innate co-curricular activities. The findings indicated that 60 percent of students stated that funding for co-curricular activities was inadequate which affected their participation in games and sports. 71 percent of students felt that there were no adequate co-curricular infrastructural facilities in their schools. 76 percent of students thought that there was no positive parental involvement in co-curricular activities. The research had the following recommendations: Each of the co-curricular activity should be bought 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 activities; career guidance on co-curricular activities to talented and gifted children be offered regularly in the school. The researcher recommended for further research in the following areas: development of children' activities from early childhood centers, primary schools and institutions of higher learning; The transition of talented learners from formal schools to professional co-curricular clubs; The operationalization of the Ministry of Education talent centers in Secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------------|---|
| ANOVA | Analysis of Variance |
| FPE | Free Primary Education |
| FSE | Free Secondary Education |
| MANOVA | Multi-Factorial Analysis of Variance |
| NCES | National Centre for Educational Statistics |
| NFHS | National Federation of State High School Associations |
| PE | Physical Education |
| SEAs | Structured Co-curricular Activities |
| SPSS | Statistical Package for Social Sciences |
| US | United States |

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a broad concept which transcends the four walls of a classroom. Total education is the type that focuses on the overall development of the child. Such education comprises of curricular and co-curricular activities. Co-curricular activities (CCA) were previously known as extra-curricular activities. They pertain to activities contributing to the academic learning experience especially activities that provide students with opportunities to learn and develop skills through active participation. CCA and programs may be led by faculty or staff, or by students themselves, but they must have stated goals and measured outcomes. CCA foster the development of co-operation and establish important social negotiation skills within the peer group (Eccles & Templeton, 2002).

Globally, different activities, in which students participate, both inside and outside the school itself, are among the multiple situations or agents that can have effect on performance. In the USA, co- curriculum activities have been associated with an improved education level, more competences that are interpersonal, higher aspirations and a better attention level (Mahoney, Cairos & Farwer, 2003). Increased critical thinking and personal and social maturity (Bauer & Liang, 2003), higher motivation (Hallway, 2002), and benefits that serve to bridge school activities with those performed outside the academic setting (Noam, Biancarosa & Dechausay, 2003). A study by Chege (2013), showed that there is a variety of CCAs 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 students and patrons of CCA, monitoring and evaluation of the CCA. The students' perception regarding the value of CCA also implementation to other students and the rest of the school.

Most of the classical and almost all modern educationists admit that education is not just the memorization of certain facts, figures and skills but it is all-round development of the students. So it is logical to think that co-curricular activities are the integral part of educational system. Kumar et. al (2004) commented that co-curricular activities hold a place of great importance in the field of education for the all round development of children. In Pakistan, mentions have been made in various educational books, commission reports and educational plan regarding the policy, programme, activities and significance of these activities. They further added that for social, physical and spiritual development co-curricular activities are prerequisite. Co-curricular activities are the activities performed by students that do not fall in the realm of the ordinary curriculum of educational institution (Bashir, 2012).

Whether these activities have any relation with academic achievement or not, these are important in their own right due to many reasons. Many educationists believe that these active increase social interaction, enhance leadership quality, give a chance of healthy recreation, make students self-disciplined and confident (Bashir, 2012). Marsh and Kleitman (2002) tested whether participation in co-curricular activities influences academic outcomes even when the effects of a student's ability, school, personal and family characteristics, and numerous other factors are controlled. They find that joining more co-curricular activities and spending more time participating in them is associated

with higher grades, more difficult courses selected, more time spent on homework, more curricular applied to, a higher likelihood of starting and finishing school, and a higher final degree earned, even when other factors are controlled.

According to Broh (2002) researchers have found positive associations between co-curricular participation and academic achievement. Darling et al. (2005), compared the students who participated in co-curricular and who did not participate in these activities and commented as, “students who participated in school-based co-curricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in co-curricular activities at all” Thompson and Austin (2003) found no significant relationship between co-curricular activities and the academic grades, Mahoney et al (2003) found a positive relationship between co-curricular activities and inter-personal competencies, high aspiration and better attention level. Hollway (2002) studied effect on motivation and found it positive too. Similarly Bauer and Liang, (2003) showed positive effect on critical thinking, social and personal maturity.

According to Ongonga, Okwara and Okello (2010) almost every student in the Kenyan education has experienced co-curricular activities either as a spectator or participant. Yet, outside athletic participation, research on the effects of participation in specific school activities (e.g. music, drama, netball, basketball, football and volleyball) is scant. History suggests that participation in such activities as band, choir and orchestra have a positive effect on everything from academic achievement to self-discipline and from citizenship to personal hygiene (Morrison, 1994). Besides, Ongonga et al. (2010) while

addressing the relationship between music and academic achievement argued that music enhances knowledge in the areas of mathematics, science, geography, history, foreign language, physical education and vocational training. Consequently, the recent emphasis on interdisciplinary studies, along with the uncertain future of many school subjects, has provoked renewed interest in cross cultural research.

Despite this knowledge, sport participation has been viewed in two different perspectives in Kenyan secondary schools as far as their contribution to academic performance is concerned. Some perceive sports to have positive effect on students' academic performance while others view it as a hindrance to academic success and a waste of students' precious time. Therefore, this duality in the perception of the contribution of sports should be corrected through research findings. Besides, it is important to note that sports can assume other functions other than the traditional function of entertainment and leisure. These functions include; supporting academic objectives, boosting students' self-concept, self-efficacy, affective needs, behavioural needs, social needs, discipline, retention rates among others.

Consequently, it was the intention of this study to find out the perception of teachers and students on the impact of co-curricular participation on students' self-concept and academic performance in Kenyan secondary schools on the educational process. Furthermore, research studies on the influence of co-curricular participation in the development of students' self-concept have not been conclusive. In addition, their impacts on academic performance and students' wellbeing have been scant in Kenya. There was need therefore, to analyze students' and teachers' perceptions of the impact of

co-curricular participation on students self-concept and academic performance, because they are directly involved in the educational process. Overwhelming scientific evidence highlight the health, social and psychological benefits associated with active lifestyles (Matano 1992; McInally, 2003; Bulinde, 2006; Ongonga et al., 2010). Besides, the health, social and psychological contributions of co-curricular participation to the educational process have been identified by studies in the western countries as reported by Tucker (1999), Arnoldy (2005), Marsh and Kleitman (2002), and reported by Ongonga et al. (2010), Bulinde (2006), and Chesire (2007) in Kenya. These benefits are in three fold; the health benefits which include; good body physique or posture, that is, a balanced development of the whole body, the strength and fitness of all muscles. The social factors include; the transmission of values, norms and knowledge of the society, which leads to social harmony in the society. Moreover, the psychological benefits include: positive attitudes towards sports participation, positive correlation with academic performance, student's increased vigor and alertness, and internalization of mental strategies.

Although education is divided into two parts; curricular activities and co-curricular activities in Kenya, many researchers like Ongonga et al. (2010), McInally (2003) and Newman (2005)¹³ have observed that participation in co-curricular activities is not fully supported by most schools and the contribution of it to the students' self-concept and academic performance have not been clearly articulated to the educators, teachers, students and even parents. Yet, the experiences and opportunities provided by secondary schools through curricular and co-curricular participation also influence students' development. Furthermore, direct interaction with the school curriculum in schools such

as the degree of success or failure in various subject matters and the degree of encouragement provided for academic effort influence self-growth, educational aspirations and values of students. Besides, no research has addressed itself to the impact of co-curricular participation on academic performance and looked at it from the perspective of enhancing the self-concept for better performances in both academics and sports, as well as providing opportunities to the less endowed academically student to succeed. Nonetheless, success and failure in life largely depend on the levels of self-concept of the individual concerned. Furthermore, the more the students discover this level and its relationship to the world, the more they know themselves. Moreover, such knowledge provides them with a measure of internal stability and security.

Consequently, there was need therefore, to undertake a study that would take into perspective students' perceptions because they are directly involved in the educational process. In addition, they were the recipients of whatever policies concerning co-curricular and academic performance made by the Ministry of Education, yet they rarely get the chance to express their views and opinions. They were therefore, on the receiving end of policy implementation, coupled with varying levels of facilities and infrastructure. Moreover, their perceptions of the impact of co-curricular participation on students' self-concept and academic performance were sought. Hence, the findings would become the basis for understanding the perceived contribution of co-curricular participation to the educational process and institutions.

Students who participate in co-curricular activities have higher levels of social, emotional and healthy behaviors than those who do not. Co-curricular activities are a

part of students' everyday life. In Lamu students participate in co-curricular activities namely athletics, sports, music and drama. These activities have enhanced academic performance in most schools.

1.2 Statement of the problem

The function of education is to bring changes in child behaviour and personality in a more desirable form. The development of a child's body and mind demands proper nurturing of physical and intellectual qualities as few of the major determinants of their personality. This broad aim of education falls in line with the purpose of introducing economics in s high schools. Thus, co-curricular activities participation make a significant contribution to the overall development of students and is congruent with the major goals for elementary and secondary education (Buckles, 1991; Huang, 1997). Buckles (1991) noted that secondary education promotes careful thinking and logical reasoning. The analytical skills and rational thinking gained through education could be used to solve various life problems over a broad range of situations. Greenspan (2003) also noted that education enhances students' fundamental mathematics and problem-solving skills that will benefit them as lifetime decision makers. Therefore, modern approaches of education must emphasize all round development of the child. One way of achieving this is to allow economics students to get involved in co-curricular activities.

Co-curricular activities are recognized as a source of enrichment and vitalization of the school curriculum, mainly through the cultivation of hobbies, interests, etc. These activities are no longer looked upon as extras but as an integral part of the school programme (Acquah & Anti Partey, 2014). Participation in co-curricular activities

provides many important outlets for students in today's world. It provides them with challenges, alternative resources, and life-long learning experiences. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and may include; sports, athletics, scouting, clubbing, excursions debates and various hobbies to bring social and physical adjustments in the child. The basic idea behind such activities in educational institutions is to build up students' character and personality as well as to train their minds in order to facilitate academic achievements of the child. Yet, many stakeholders in the school system seem to be of the belief that co-curricular activities consume academic time unnecessarily. This study intended to solicit information on factors influencing learners' participation in co-curricular activities in secondary schools.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing students' participation in co-curricular activities in public secondary schools in, Lamu County.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To assess the influence of funding on students participation in co-curricular activities in secondary schools in Lamu County, Kenya.
- ii. To establish the influence of infrastructural facilities on students' participation in co-curricular activities in secondary schools in Lamu County, Kenya.
- iii. To establish how role of teachers influence students participation in co-curricular activities in secondary schools in Lamu County, Kenya.

- iv. To examine how parents involvement influence students' participation in co-curricular activities in secondary schools in Lamu County, Kenya.

1.5 Research questions

The study was guided by the following research questions:

- i. To what extent does school funding influence students' participation in co-curricular activities in secondary schools in Lamu County, Kenya?
- ii. What is the role of infrastructural facilities on students' participation in co-curricular activities in secondary schools in Lamu County, Kenya?
- iii. What is the role of teachers on students' participation in co-curricular activities in secondary schools in Lamu County, Kenya?
- iv. What is the influence of parents' involvement on students' participation in co-curricular activities in secondary schools in Lamu County, Kenya?

1.6 Significance of study

The findings are significant not only to students but also to teachers, curriculum planners, parents and educators as they provide an empirical data on importance of sports to teachers upon which to base their future judgements and decisions. The findings may also assist school administrators in making policies on using facilities and equipment to improve students' participation in competitive sports. This will help to promote a sense of belonging to schools and eventually control indiscipline. The study found out that there is a strong relationship between participation in competitive sports and school connectedness. The implication of this finding to school management and education sector is that there is need to invest heavily in facilities and equipment in order

to promote competitive sports participation leading to school connectedness and eventually address cases of indiscipline, strikes and reduce truancy in the schools. This study suggest that schools should have more organized school sports programmes' such as inter-houses, inter-classes, inter-streams and so on. It would be prudent for all schools to encourage every student to be registered to participate in at least one sport and schools should allocate more time for their participation in competitive sports. The findings of this study will be useful to assess far co-curricular activities impact on students' performance raising awareness on the advantages or disadvantages of being active in co-curricular activities and how to manage time between co-curricular activities and the normal curricular with the information at hand several precautions can be taken on being an active student.

1.7 Limitations of the study

The study sought to establish factors that influence students' participation in co-curricular activities in secondary school in Lamu County. The findings mainly reflected the situation in Lamu County and may not be generalized to other counties due to diversities in other counties.

1.8 Delimitations of the study

The scope of this study revolved around participation in co-curricular activities among students in secondary schools. The geographical scope was all the secondary schools in Lamu County, Kenya. The study targeted teachers and students involved in co-curricular activities in secondary schools in the County.

1.9 Basic assumptions of the study

The study was based on the following assumptions:

- i. That the respondents' indicated genuine attitude towards co-curricular activities.
- ii. That the school principals have enough information on their schools' participation in co-curricular activities.

1.10 Definition of significant terms

The following terms are defined within the context of this study:

Academic performance refers to the grades students get in examinations.

Co-curricular activities refer to non-academic experiences sponsored, sanctioned, or supported by the school.

Co-curricular refers to planned activities that fall outside the realm of the normal curriculum.

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

Student involvement refers to students' participation in co-curricular school activities

1.11 Organization of the study

This study is organized into five chapters. Chapter one contains background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumption of the study, and definition of the significant terms.

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

Chapter three describes the research methodology. It includes: research design, target population, sample size and sampling procedures, research instrument, validity of the instruments, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covers, data analysis presentation and interpretation. Finally chapter five consists of the summary, conclusions, and recommendations. .

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents literature review starting with a review of co-curricular activities in secondary schools and their impact on students. Literature on the influence of funding, infrastructural facilities, teachers' role, parents' involvement on students' participation in co-curricular in secondary schools has been provided. Theoretical framework and a conceptual framework drawn from the study variables were presented to show the relationship between dependent and independent variables.

2.2 Concept of co-curricular activities in schools

Educationists say that co-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1963) that stated that to act civically, to live as friendly neighbors and to develop a sense of responsibility through accepting responsibility. Better achievement in co-curricular activities not only gives satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit should help every activity or pastime undertaken by the students of the school.

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

personal and social development, academic achievement, and participation in activities related to delinquency.

In one study, Silliker and Quirk (1997) examined the effects of co-curricular activity participation on the academic achievement of high school students. Participants consisted of 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not involved in any co-curricular activity during the second quarter. The results of the studies indicated that participants had higher grade point average in the first quarter for instance, during soccer season than in the second quarter -outside soccer season- and the student attendance was also found higher during the soccer season.

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

In one of the studies, Jha (1990) expressed that before the execution of New Education System Plan co-curricular activities in school was not well organized as a regular school

program due to the lack of implementation of systematic school curriculum. Bhullar et al. (2002) in their study concluded that parents in most of the areas encouraged their daughters to participate in co-curricular activities and sports competition. The study of Bawa and Debnath (1993) has shown that students suffering from high anxiety got relieved of it through a regular participation in co-curricular participation. Participation in this activity improves self-esteem, self-satisfaction, personal worth and emotional adjustment. Booth (2008), Ikagami (2000), Johnson and Coffey (2004), reported that participation in co-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants.

Schools are more than just places where academic learning occurs. Depending on many factors, they are also complex social environments that can be inviting or alienating. Successful programs for at-risk students attempt to create an environment that helps students develop a sense of commitment to the school community Terenzini et al (1995). Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and internal sports teams have traditionally enhanced students' sense of school membership by providing them with a special position in the school community. Students involved in these kinds of co-curricular activities find opportunities to shine and are less likely to become disengaged from school. Many studies have indicated an association between co-curricular activities in general and positive academic outcomes. For example, one survey showed that high school social participation is positively correlated with high school and post-high school educational achievement, as well as occupational status five years after graduation (Thieke, 1994). Another study of reading skills development showed that the higher students' level of

involvement in organized extracurricular activities, the higher their reading achievement. This study also noted that the effect of these "achievement-related experiences" was stronger among those from lower socioeconomic backgrounds, although all social class and gender subgroups benefitted (as cited in Funkhouser, Humphrey, Panton, & Rosenthal, 1992).

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

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

rates of youth unemployment in Kenya and beyond and consequently attracting in foreign exchange to the country.

2.3 Funding and students' participation in co-curricular activities

Most of the modern games were introduced into Kenya by the British colonialists, settlers and missionaries in the first half of the 20th century. Some of the African (native) activities were termed as evil and salvage and therefore discouraged/neglected. Consequently, during pre-independence and post-independence Kenya, the value attached to co-curricular activities in schools kept on wobbling depending on the government of the day. However, the seriousness of the government as far as sporting activities were concerned was reflected in the different development plans which have continued to underscore the importance of sports in Kenya's development. According to Mahlman, Asembo & Korir (1993), Kenya's second national development plan (1970-1974) emphasized the values of participation in sports as: physical fitness, good health, nation building, co-operation, capacity for excellence and positive image. Some of these values have been able to transcend different development plans in Kenya.

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

physically fit or as one, who associates with athletes, has become an essential aspect of the image making of politicians.

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

2.4 Infrastructural facilities and students' participation in co-curricular activities

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

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

2.5 Teachers' role and students' participation in co-curricular activities

The study also aimed at determining the influence of teachers' role in the development of co-curricular activities among students in secondary schools in Lamu County, Kenya. Emphasis on co-curricular activities has been made because the Ministry knows of the positive effect of students being all-rounder when they excel in academic and co-curricular activities. In some secondary schools, applications for the entrance are judged on the examination of co-curricular activities but great care is taken to ensure that the selected students' are active in curriculum activities too. The concern here is whether students who participate in co-curricular activities are gaining any benefits or is it a mere waste of time and effort by all parties. The importance in education does not only lie in academic but also in all other fields which are required in educating students, which include skills and co curriculum.

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

Competency building begins at school level. There is extensive literature on competency building and co-curricular activities. Green (1998) emphasized that the contents of competency building will finally ensure that the workforce produced will possess the proficiency and literacy that is required for a good performance. A study carried out by Russel, Peter, Donald and Robert (2000) found that extra curriculum involvement in high school produces honesty and fair play needed to prevent delinquency and crime. Previous studies reveal that students' involvement in co-curricular activities makes them stay in school and improve retention rates. Many coaches are teachers in the school, and

they interact with students not only in the classroom but in after school programs as well. Some teachers may become biased toward students who participate outside the classroom, forming bonds that may affect the grades of the individual students.

2.7 Parental involvement and students' participation in co-curricular Activities

This study as well investigated the role of parents on students' participation in co-curricular activities in secondary schools in Lamu County, Kenya. When families are involved in their children's co-curricular talent development in positive ways, research shows that students achieve higher grades have better attitudes and behavior, graduate at higher rates and enroll in higher education in greater numbers. Parents and other family members influence their children's social development by supervising how they spend their time outside of school; fostering the development of their children's confidence and motivation to become successful learners; and influencing the work of schools through their participation in governance, advisory, and advocacy groups.

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

Developing a partnership with the adults who interact with these students outside school is more complicated for the schools as well. As high school students go through

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

Although research indicates that students of all ages develop their co-curricular talent in schools where parents and other family members are involved, few empirical data show which strategies for fostering partnerships with families work best at the secondary school level -thus the need to investigate these strategies. The same principles that govern successful elementary school parent involvement programs appear to hold true for high schools as well. Schools must view parent involvement as a process rather than as a series of isolated events; communication between the school and families should be ongoing and participatory; and a committed leadership must support ongoing parent-involvement efforts and assessment activities to inform future planning.

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

co-curricular selection but also on their career options once they graduate from high school.

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

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

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

Also through giving parents a voice in school decisions. In this case, schools can include parents and other family members in site-based decision-making teams, school-

improvement teams, or steering committees that direct school restructuring efforts. Once family members are informed and involved, the school must listen and respond to their contributions.

2.8 Theoretical framework

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

2.9 Conceptual framework

The conceptual framework for the study on the influence of participation in co-curricular activities on students' academic performance in secondary schools in Lamu County.

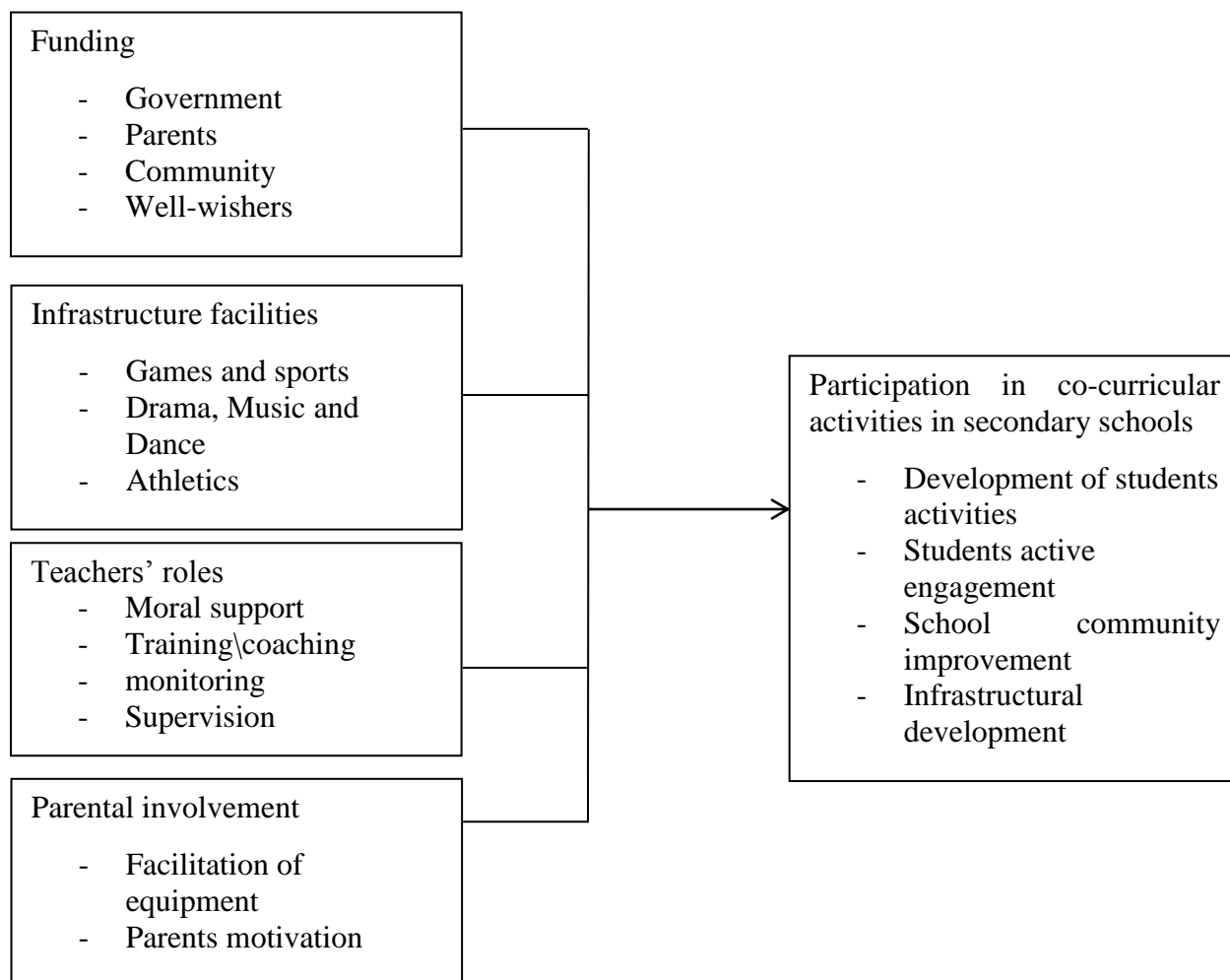


Figure 2.1: Conceptual framework

The conceptual framework has four independent variables; funding, infrastructural facilities, teachers' roles and parental involvement that impact on the dependent variable; while academic performance of students in secondary schools is the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

To address the questions posed in this study, descriptive survey method was used to conduct the study. The study adopted a cross sectional survey approach designed to investigate how the various factors influenced participation in co-curricular activities among students in secondary schools in Lamu County. According to Orodho (2005), descriptive survey is useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not been controlled or manipulated the situation. Using this type of survey the researcher looked at the nature of the existing conditions in the selected schools. The study obtained views from the co-curricular teachers, students and the principals.

3.3 Target population

There were 26 secondary schools with 420 teachers and 5,539 students in the County Education office (2016). Some of these schools were either boarding, day, boys, girls or mixed. The target group comprised students who participated in co-curricular activities (drama clubs, athletics, ball games etc). The group was chosen because it was assumed to have a rich knowledge in determinants for the development of their activities in their

respective schools. The second target population was co-curricular teachers because they were in a position to indicate the different types of activities in their schools as well as providing information on their role, parental role and availability of funds for developing co-curricular activities among the students. They were also in a position to candidly evaluate the schools in terms of availability of facilities to enhance students' involvement in co-curricular activities.

3.4 Sample size and sampling techniques

The researcher used three sampling techniques namely; stratified sampling technique, simple random sampling technique and purposive sampling method. Stratified technique involves dividing the population into significant strata based on levels of profession. Dividing the population into a series of relevant strata means that the sample is more likely to be representative (Saunders et al., 2007). Thus the population was divided into three strata namely; students, teachers and the principals. One co-curricular teacher from each of the sampled schools was considered. A list of students who were involved in co-curricular activities was obtained from co-curricular teachers in the respective schools from where 10 students from each school were sampled using simple random technique. Bryman, (2008), stated that when using similar sample in similar sampling units or a large population, a sample size of at least 10 in every unit randomly sampled was appropriate in research. In addition Simple random sampling was chosen among the objects since it allocated the objects equal opportunity of being sampled (Orodho 2005). There were 17 public secondary schools in the County. Based on the sampling techniques applied, a sample size of 17 co-curricular teachers and 170 students and three

principals were utilized in this study. The principals served as the key informants in the study.

3.5 Research Instruments

The research instruments (questionnaires) were structured and self-administered to the respondents. The researcher held arranged sessions with all the students involved in the research and had them fill the questionnaires within the sessions. Teachers questionnaire had both closed and open-ended questions. The questionnaire was geared towards finding teachers' outlooks on the influence of parental involvement, physical facilities, adequate funding and teachers' roles in the development of co-curricular activities among students. In this case it was hoped that it would be relatively quick to collect information using a questionnaire. As is the case with teachers' questionnaire, this had both closed and open-ended questions. The questions were in simplified form using a simple grammar and aimed at asking the students to provide information based on their experience as the main subjects as well as the influence of parental involvement, facilities, adequate or inadequate funding and teachers' roles in the development of their co-curricular activities. The preference for a questionnaire for them was based on the fact that they were able to complete it without help, anonymously, and it was cheaper and quicker than other methods while reaching out to larger sample (Bryman, 2008; Cohen et al., 2007). A request to answer all questions was made and completed questionnaires collected immediately.

3.6 Data collection procedure

The researcher personally visited the respondents and explained the purpose of the questionnaire. This was meant to assure the respondents of the confidentiality of their

responses. With the help of research assistants, the researcher and the assistants distributed the questionnaires to the respondents. This was done during class time while the students were in their classes. The respondents were required to respond to them for a period not exceeding one hour. Assistance was sought to facilitate the exercise from the concerned co-curricular teachers in every school. By such an administration of the instrument, the researcher hoped to explain or clarify any ambiguities. This ensured that there was a high chance of return rate of the questionnaires as well as treatment of respondents' information in strict confidence.

3.7 Piloting of research instruments

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

3.8 Validity of research instruments

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

validity, the instruments used in the study were examined by the supervisor who is an expert and an authority in research.

3.9 Reliability of research instruments

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

3.10 Data analysis techniques

According to Mugenda (2008), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires were returned, the researcher then checked for completeness, accuracy of information and uniformity. Descriptive statistics such as frequency distribution and percentages was used to analyze the data collected. Tables were used to present responses for each item that was used to answer the study questions. Qualitative data from open ended questions were organized into sub topics and discussed in-line with the research questions.

3.10 Ethical considerations.

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

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. Collected data was analyzed both qualitatively and quantitatively. It was then presented by use of frequency distribution tables.

4.2 Response rate

The study targeted 3 principals, 17 teachers and 170 students, from 17 secondary schools in Lamu County. The researcher and his assistants visited the schools and collected data from the entire targeted sample. This response rates were sufficient and representative and concurred with Mugenda and Mugenda (2008) stipulation that a response rate of 70 percent and over is excellent for analysis and statistical reporting.

4.3 Demographic representation of the population

This study first sought to establish an insight on the study respondents' characteristics and the schools' characteristics which included the school category distribution, pupil enrolment, and teachers' academic qualification and head teachers' length of stay in their current station. This information was to give the study an insight on the characteristics of respondents in secondary schools that participated in the study.

To show the respondent representation in both categories of schools, the study sought to establish the respondents' distribution and presented the findings in Table 4.1.

Table 4.1

Gender representation of the population

| Group | Male | Female | Total |
|---------------|-------------|---------------|--------------|
| Principals | 2 | 1 | 3 |
| Teachers | 10 | 7 | 17 |
| Students | 115 | 55 | 170 |
| Totals | 127 | 63 | 190 |

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

4.4 Funding and students' participation in co-curricular activities

From the data obtained, only 40% of the students thought that there was enough funding for co-curricular activities whereas 60% of the students indicated that there was no enough funding. This is shown in Table 4.2.

Table 4.2

Students' response on funding for co-curricular activities

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

From Table 4.2, it can be observed that 68 (40%) of the students are involved various co-curricular while 102 (60%) indicated that they did not part take in any co-curricular activity. This means that, majority of the students do other things apart from pure academic work. This finding is in sync with the views of Marsh and Kleitm (2002), Broh, 2002, Guest and Schneider (2003) and Darling, Caldwell and Smith, (2005) who all found that majority of students engaged in co-curricular activities. This indicates that economics students do undertake co-curricular activities, however, the 48.7% who responded in the negative can be attributed to the fact that, most of the students might not be aware that the various activities that they do can be classified as being co-curricular activities.

Table 4.3

Students' response on extent at which school funding enhance participation in co-curricular activities

| Extent | School funding | Percentage (%) |
|-------------------|-----------------------|-----------------------|
| No extent | 4 | 2.4 |
| Little extent | 30 | 17.7 |
| Moderate extent | 79 | 46.5 |
| Great extent | 40 | 23.6 |
| Very great extent | 17 | 10 |

From Table 4.3, 46.5 percent of the students thought that school funding averagely enhanced the development of activities in co-curricular activities. Only 20 percent of the students thought that school funding did not contribute significantly to the development of their activities in co-curricular activities.

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

.

Table 4.4**Teachers' response on funding and co-curricular activities among students**

| Statement | Strongly disagree | disagree | moderate | agree | Strongly agree |
|--|-------------------|---------------|---------------|--------------|----------------|
| Government financing for co-curricular activities enhances efficient students participation | 0 (0%) | 4 (23.4%) | 2 (11.6%) | 4 (23.5%) | 6 (35.3%) |
| Funding provides capacity for excellence and positive image | 0 (0%) | 2 (11.64%) | 0 (0%) | 9 (52.9%) | 6 (35.3%) |
| The school allocates a particular amount of money for co-curricular activities | 2 (11.6%) | 0 (0%) | 2 (11.64%) | 2 (11.6%) | 11 (64.7%) |
| Proper funds management leads to effectiveness in utilization. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (11.6%) | 15 (88.4%) |
| Funding allocation depends on the number of activities in the school. | 7 (41.2%) | 0 (0%) | 0 (0%) | 4 (23.5%) | 6 (35.3%) |
| There is need to form a co-curricular funds management committee in the school | 0 (0%) | 0 (0%) | 0 (0%) | 8 (47.1%) | 9 (53.9%) |
| There is adequate funding and thus more students are involved in co-curricular activities | 8 (47.1%) | 5 (29.4%) | 4 (23.5%) | 0 (0%) | 0 (0%) |
| If the government cannot provide adequate materials the burden of provision of the same is shifted to the parents. | 0 (0%) | 0 (0%) | 2 (11.6%) | 4 (23.5%) | 11 (64.7%) |
| Lack of enough funds leads to late delivery of essential facilities. | 0 (0%) | 0 (0%) | 2 (11.6%) | 3 (17.6%) | 12 (70.7%) |

Table 4.4 showed that most teachers agreed that government funding for co-curricular activities enhanced students' participation and it provided capacity for excellence and positive image. As is in the case of students, most teachers also disagreed that there was adequate funding for co-curricular activities. Most teachers also indicated that lack of enough funds led to late delivery of essential facilities.

4.4.3 Principals' response

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

Table 4.5

The relationship between school funding and students' involvement in co-curricular activities

| Extent | Student Involvement | School funding |
|-------------------|----------------------------|-----------------------|
| No extent | 2 | 4 |
| Little extent | 11 | 30 |
| Moderate extent | 53 | 79 |
| Great extent | 68 | 40 |
| Very great extent | 36 | 17 |

Table 4.6**Summary statistics**

| Variable | Minimum | Maximum | Mean | Std. deviation |
|----------------|---------|---------|--------|----------------|
| Student | | | | |
| Involvement | 2.000 | 68.000 | 34.000 | 27.722 |
| School | | | | |
| funding | 4.000 | 79.000 | 34.000 | 28.574 |

Table 4.6 shows the summary of the data that was used to test the correlation between student involvement and school funding. The results of correlation test are as follows:

Table 4.7**Correlation matrix (Spearman)**

| Variables | Student Involvement | School funding |
|----------------|------------------------|-------------------|
| Student | | |
| Involvement | 1 | 0.800 |
| School | | |
| Funding | 0.800 | 1 |

Significance level $\alpha=0.0$

The results of the correlation test are as shown in table 4.7, giving a correlation of 0.8 between student involvement and school funding, calculated with a significance value of 0.05.

Table 4.8

p-values:

| | Student | School |
|---------------------|--------------------|----------------|
| Variables | Involvement | funding |
| Student Involvement | 0 | 0.133 |
| School | | |
| Funding | 0.133 | 0 |

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

Table 4.8 gives the probability value derived from the variables ‘student involvement’ and ‘School funding’ which is 0.133 that shows that the null hypothesis is rejected while the alternative hypothesis was accepted.

Table 4.9

Coefficients of determination (Spearman):

| Variables | Student Involvement | School funding |
|------------------------|--------------------------------|---------------------------|
| Student Involvement | 1 | 0.640 |
| School funding | 0.640 | 1 |

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

4.5 Infrastructural facilities and students' participation in co-curricular activities

4.5.1 Students' response

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

Table 4.10

Availability of enough facilities as indicated by students

| | Yes | No |
|-------------------|------------|------------|
| Frequency | 49 | 121 |
| Percentage | 29% | 71% |

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

Table 4.11**Teachers' responses on influence of physical facilities on participation co-curricular activities among students**

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

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

4.5.3 Response by the principals

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

Infrastructural facilities influenced the development of students' activities in co-curricular activities in secondary schools in Lamu County, Kenya.

It is thus indicated that physical facilities did not significantly influence the development of co-curricular activities among students in secondary schools in Lamu County.

4.6: The role of teachers on students' activities participation in co-curricular activities in secondary schools in Lamu County, Kenya

Table 4.12**Teachers' response on their role on development of students' activities**

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

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

4.6.2: Principals' response

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

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

Table 4.14

Correlation matrix (Spearman):

| Variables | Student Involvement | Teachers involvement |
|----------------------|---------------------|----------------------|
| Student Involvement | 1 | 0.300 |
| Teachers involvement | 0.300 | 1 |

Significance level alpha=0.05

p-values

| Variables | Student Involvement | Teachers involvement |
|----------------------|---------------------|----------------------|
| Student Involvement | 0 | 0.683 |
| Teachers involvement | 0.683 | 0 |

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

Table 4.15

Coefficients of determination (Spearman):

| Variables | Student Involvement | Teachers involvement |
|----------------------|---------------------|----------------------|
| Student Involvement | 1 | 0.090 |
| Teachers involvement | 0.090 | 1 |

The test result showed that there is a weak positive relationship with a coefficient of determination 0.09 between teachers' role and students' involvement in co-curriculum activities.

4.7 Parents involvement on students' participation in co-curricular activities

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

Table 4.16

Response of the students on whether there was positive parental involvement

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

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

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

Table 4.17

Teachers' responses on the effect of parental involvement on co-curricular activities among the students in their schools.

| Factors | Strongly disagree | Disagree | Moderate | Agree | Strongly agree |
|--|--------------------------|-----------------|-----------------|---------------|-----------------------|
| There are logistical barriers to parent involvement as students are with the teachers most the time | 0 (0%) | 0 (0%) | 2 (11.6%) | 12 (70.7%) | 3 (17.6%) |
| Developing a partnership with the parents who interact with these students outside school is more complicated for the schools | 2 (11.6%) | 0 (0%) | 5 (29.4%) | 2 (11.6%) | 8 (47.1%) |
| Parental involvements promote the value of education and are especially important for schools attempting to address school-to-work transition issues | 0 (0%) | 0 (0%) | 2 (11.6%) | 4 (23.5%) | 11 (64.7%) |
| Schools must view parent involvement as a process aimed at student's development | 0 (0%) | 0 (0%) | 0 (0%) | 5 (29.4%) | 12 (70.7%) |
| Communication between the school and families should be ongoing and participatory | 0 (0%) | 0 (0%) | 3 (17.6%) | 0 (0%) | 14 (82.4%) |
| Committed leadership must support on-going parent involvement efforts and assessment activities for future planning | 0 (0%) | 0 (0%) | 0 (0%) | 6 (35.3%) | 11 (64.7%) |
| Family members can also exert a powerful influence not only on the children's co-curricular selection but also on their career option once they graduate from secondary school | 0 (0%) | 0 (0%) | 0 (0%) | 10 (58.8%) | 7 (41.2%) |

Table 4.17 above clearly indicates that most of the teachers thought that there were logistical barriers to parental involvement as students were with the teachers most of the time. Most of the teachers also felt that trying to develop a partnership with the parents would turn out complicated to the schools. However, the teachers felt that any attempt by parents to involve themselves in developing the student's activities should be taken positively and such should be encouraged.

Table 4.18

Relationship between student and parental involvement

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

Table 4.18 shows a correlation matrix of the correlation test between student involvement and parental involvement, where a significance level (α) of 0.05 was used.

This gives a value of 0.9, which shows a strong correlation between the two variables.

p-values

| | Student | Parental |
|-------------|-------------|-------------|
| Variables | Involvement | involvement |
| <hr/> | | |
| Student | | |
| Involvement | 0 | 0.083 |
| Parental | | |
| involvement | 0.083 | 0 |
| <hr/> | | |

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

Table 4.19

Coefficients of determination (Spearman)

| | Student | Parental |
|-------------|-------------|-------------|
| Variables | Involvement | involvement |
| <hr/> | | |
| Student | | |
| Involvement | 1 | 0.81 |
| Parental | | |
| involvement | 0.81 | 1 |
| <hr/> | | |

The test showed that there is a strong positive relationship with a coefficient of determination of 0.81 between parental involvement and students' involvement.

This indicates that the null hypothesis should be rejected and the alternative hypothesis accepted.

4.7.4: Principals response on parental involvement

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The major purpose of this study was to examine the influence of students' participation in co-curricular activities on academic performance in secondary schools in Lamu County, Kenya. This was arrived at through the use of research specific objectives out of which the model was used to analyze the data and draw conclusion on the study. The findings indicated that 60 percent of students stated that funding for co-curricular activities was inadequate which affected their participation in games and sports. 86.3 percent of the teachers agreed that funding for co-curricular activities enhanced students' participation and identification of their activities. 71 percent of the students felt that there were no adequate co-curricular infrastructural facilities in their schools. 92.2 percent of the teachers indicated that inadequate sporting materials hindered many students from being involved in co-curricular activities. 88.2 percent of the teachers agreed to the fact that they influenced the students' development of their activities in co-curricular activities. 76 percent of the students thought that there was no positive parental involvement in co-curricular activities. 98.3 percent of the teachers felt that parental involvement influenced the development of students' activities in co-curricular activities.

5.2.1 Funding and students' participation in co-curricular activities

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

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

5.2.2 Infrastructural facilities and students' participation in co-curricular activities

There are many types of co-curricular activities that students can be engaged in. some of them are not capital intensive. From the results of the study indicated that physical facilities did not affect the development of co-curricular activities among students in secondary schools in Lamu County. This therefore showed a negative relationship between infrastructural facilities and development of students' activities in co-curricular activities.

5.2.3 Teachers' role and students' participation in co-curricular activities

The study aimed at determining the influence of teachers' roles in the development of co-curricular activities among students in secondary schools in Lamu County, Kenya. The results implied that though teachers have a role in developing students' activities in co-curricular activities, the role doesn't have major influence on students.

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

It can be concluded that teachers did not play a very important role in the development of students' activities in co-curricular activities in secondary schools in Lamu County, Kenya. From chapter four on data analysis, there existed a weak positive relationship between the role played by the teachers and students' involvement, implying that there is a very small influence on the development of students' activities in co-curricular activities in secondary schools in Lamu County, Kenya.

5.2.4 Parents' involvement and students' participation in co-curricular activities

This study investigated the role of parents on the development of co-curricular activities among students in secondary schools in Lamu County, Kenya. From the above data, parents were seen to contribute positively in their role on

development of students' activities in co-curricular activities in secondary schools in the District.

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

5.3 Conclusions of the study

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

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

curricular activities among students in secondary schools in Lamu County, Kenya was very crucial as from the analyzed data in chapter four above.

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

5.4 Recommendations of the study

- i. Students should be encouraged to engage in various co-curricular activities such as joining social clubs, religious clubs and sporting groups to develop their total personality for the outside world. This can be done by incorporating such activities into the school time table by the school authorities.
- ii. Students participation in co-curricular activities requires funding that will enable schools attend competitions at all levels.
- iii. The government and other stakeholders should increase school funding and allocate a specific amount for each co-curricular activity in the schools and in the districts. This will ensure that resources necessary for students to participate are put in place to increase their participation and consequently develop students' activities.
- iv. The government and the relevant stakeholders; teachers, parents and education officials should cooperate and put the relevant infrastructure in place to encourage students' participation in co-curricular activities and this will ensure that all activities are tapped and students guided to make informed career paths.

- v. The government should train more co-curricular teachers to ensure students get the best training and career guidance on the same.
- vi. Parents should be positive about co-curricular activities in schools and encourage their children to participate in them as some may make a career out of them. They should shun away from the popular believe that they can only succeed in life if they only excel in academics.
- vii. Schools and relevant authorities should hold seminars and training sessions for students in co-curricular activities to broaden their career choices. This will ensure that students make informed choices and have right attitudes towards co-curricular activities.
- viii. Schools should re-evaluate the role of co-curricular activities as a tool to connect students to the secondary schools.

5.5 Suggested areas for further research

The research conducted was to examine the influence students' participation in co-curricular activities in Lamu County, Kenya. The researcher recommended for further research in the following areas:

- i. Development of children' activities from early childhood centers, primary schools and institutions of higher learning;
- ii. The transition of talented learners from formal schools to professional co-curricular clubs;
- iii. A study to look into the long term effects of athletic participation and the relationship to academic success;
- iv. The operationalization of the Ministry of Education talent centers in Secondary schools.

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APPENDIX I: INTRODUCTORY LETTER

University of Nairobi,

P.O Box 160,

Nairobi.

Date.....

Dear Sir/Madam/Student,

RE: Introductory letter

I am a student at University of Nairobi taking masters in Education degree course. As a requirement for the fulfillment of the Masters degree, I intend to carry out research on determinants of the development of co-curricular activities among students in secondary schools a case of schools in Lamu County, Kenya.

Kindly spare some of your time to complete the questionnaire attached herein.

The information given will be handled with utmost confidentiality.

Yours faithfully

Bernard Kisango

E55/83953/2012

APPENDIX II: QUESTIONNAIRE FOR CO-CURRICULAR TEACHERS

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

Section A: Background information

1. Gender

Male []

Female []

2. For how long have you been a teacher?

Less than

1 year []

1-5 years []

6-10 years []

11-15
years []

16-20
years []

Over 20
years []

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

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 20 years []

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

.....
.....

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

.....

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

Head teacher []

School Management Committee []

Teacher []

Head teacher and Teacher []

Others.....

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

Yes [] No []

Section B: Funding

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

The government

School Management Committee

Parents

Community

Donors

Others.....

Is there enough funding for your school's Co-curricular activities? Yes No

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

No extent

Little extent

Moderate extent

Great extent

Very great extent

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

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

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

.....
.....

Section C: Infrastructural Facilities

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

.....
.....

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

No extent

Little extent

Moderate extent

Great extent

Very great extent

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

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| <p>Inadequate knowledge by students on some facilities available leads to underutilization</p> <p>Some of the existing facilities are obsolete thus discouraging students from utilization</p> <p>There is intensified education on facilities that students can use to develop their activities</p> <p>There are few trainers on facilities available</p> <p>Due to insufficiency, the school hire the needed instruments for students to use</p> <p>Good leadership has enhanced proper utilization of facilities in our school</p> | | | | | |

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

.....

.....

Section D: Teacher’s Role

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

.....

.....

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

Yes No

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

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

| | | | | | |
|---|--|--|--|--|--|
| standards; and support students' efforts to find a place in society by forging appropriate links between personal goals and interests. Teacher involvement is undermined by students who rarely respect them | | | | | |
|---|--|--|--|--|--|

Section E: Parental involvement

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

Positive

Neutral

Negative

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

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| There are logistical barriers to parent involvement as students are with teachers most of the time | | | | | |
| Developing a partnership with the parents who | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>interact with these students outside school is more complicated for the schools.</p> <p>Parental involvement promotes the value of education and are especially important for schools attempting to address school-to-work transition issues.</p> <p>Schools must view parent involvement as a process aimed at student's development</p> <p>Communication between the school and families should be ongoing and participatory.</p> <p>Committed leadership must support ongoing parent-involvement efforts and assessment activities for future planning.</p> <p>Family members can also exert a powerful influence not only on their children's co-curricular selection but also on their career options once they graduate from high school.</p> | | | | | |
|--|--|--|--|--|--|

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

Section F: Student’s Attitude and participation

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

Yes [] No []

If yes, in what way?

Active []

Inactive []

Forcible []

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

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

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

APPENDIX III: STUDENT QUESTIONNAIRE

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

Section A: Background information

1. What is your gender?

Male

Female

2. How long have you been in this school?

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

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

.....
.....

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

No extent

Little extent

Moderate extent

Great extent

Very great extent

Section B: School funding

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

Yes [] No []

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

No extent []

Little extent []

Moderate extent []

Great extent []

Very great extent []

Section C: Physical Facilities

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

Yes [] No []

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

.....

Section D: Teacher's Role

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

Yes [] No []

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

Positively

Negatively

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

No extent

Little extent

Moderate extent

Great extent

Very great extent

Section E: Parental involvement

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

Yes No

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

No extent

Little extent

Moderate extent

Great extent

Very great extent

APPENDIX IV: PRINCIPALS' QUESTIONNAIRE

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

Section A: Background Information

- 1. What is your gender? Male [] Female []
- 2. For how many years have you been the Principal in this school?
 - a) Below 10 years [] b) 10 – 20 years [] c) Over 20 years

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

Section B: School funding

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

.....
...

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

.....

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

.....

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

.....

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

.....

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

.....

Physical Facilities

(i) What facilities are available for co-curricular activities in schools?

.....

(ii) To what extent do you think these facilities are sufficient to facilitate proper development of co-curricular activities among the students?

.....

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

.....

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

.....

Teacher's Role

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

.....

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

Yes [] No []

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

.....

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

.....

Parental involvement

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

.....

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

APPENDIX V: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/50690/14863**

Date:

17th November, 2016

Benard Kisango
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of participation in co-curricula activities on academic performance of public secondary schools in Lamu County.”* I am pleased to inform you that you have been authorized to undertake research in **Lamu County** for the period ending **17th November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Lamu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Lamu County.

The County Director of Education
Lamu County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. BENARD KISANGO
of UNIVERSITY OF NAIROBI, 0-8502
LAMU, has been permitted to conduct
research in Lamu County

Permit No : NACOSTI/P/16/50690/14863
Date Of Issue : 17th November,2016
Fee Received :Ksh 1000

on the topic: INFLUENCE OF
PARTICIPATION IN CO-CURRICULA
ACTIVITIES ON ACADEMIC
PERFORMANCE OF PUBLIC SECONDARY
SCHOOLS IN LAMU COUNTY.

for the period ending:
17th November,2017



[Signature]
Applicant's
Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEACH CLEARANCE
PERMIT

Serial No. **A1953**

CONDITIONS: see back page