

Rethinking the Role of Co-Curricular Activities in Developing Students' Talents in Secondary Schools in Tanzania

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Abstract

This study investigated the role of co-curricular activities (CCAs) in developing students' talents in public and private secondary schools in Tanzania. The study employed mixed approach. The participants of this concurrent study design were selected using three techniques: simple random sampling; purposive sampling and convenience sampling. Data were collected using semi-structured interview, Focus Group Discussion, questionnaires, observation checklist and documentary. The findings indicated that there was a positive attitude towards the practice of co-curricular activities in secondary schools prevailing amongst the sampled units of the study such as students, teachers and heads of schools, chairpersons of school boards, school inspector and parents. The findings indicated that (91.4%) of teachers and (85.7%) of students respectively perceived positively and were in favour of the practice of CCAs in schools. In same vein 75.7%, of teachers and 96.9% of students respectively acknowledged that CCAs had major contributions for developing students' talents. Moreover, the study findings show that 60% of teachers thought that administrators encouraged and gave appropriate attention for CCAs in schools, and 39.8% of students thought that school administrators did not encourage and give appropriate attention for CCAs in schools. About 44.3% of teachers felt that parents had positive thoughts about implementation of and participation of students in CCAs in schools. The 42% of the students thought that there was no positive parental involvement for CCAs in schools. The 72% of students thought there were few or no resources for CCAs in schools. 86% of teachers had no training for supervising CCAs in schools. Based on these results, the study recommends that the government should train more co-curricular teachers directly from colleges and universities to ensure that students get the best training and develop career in these activities. Apart from assistance from the government establishment of different projects at school level should be done to fill up the gap in having inadequate resources for co-curricular activities and reduce burden to the government, parents or donors.

Keywords: co-curricular activities, core-curriculum, talents, character, career development, parents

INTRODUCTION

The effort to make school curriculum caters learner's potentiality has been overwhelming issue in the world of knowledge economy and age of globalization. Education is the tool to impart appropriate knowledge and skills which are more practical to help learners to survive in the world of globalization which is more challenging if one lacks the means for survival. The school has been considered the place to identify individual abilities, interests and establish means that develop these abilities and interests to meet educational goal for developing learners holistically. In order to achieve this schools need to extent from what has been written in books by great scholars to make children ready for harmonious and all round development of personality through other activities such as games and sports, tour, social services, cultural activities, dramatics, dancing or music and the like (Sultana, 2012). By treating equally both core-curriculum and

co-curricular activities in schools is what substantiate or entails well-rounded education that accommodates and unfold learner's potentialities. Subjects related skills alone cannot lead to the development of wholesome learners who are capable of attaining balance growth of cognitive, affective, psychomotor, intuitive, aesthetics, social, creative and spiritual capabilities (Puk, 1996).

Tanzania like other developing countries education system relies much on core-curriculum and little emphasis has been placed on co-curricular activities. This has resulted into producing graduates who lack some useful practical skills to compete in the labour market worldwide because of bookish education with less co-curricular activities. Many school systems have downgraded or eliminated co-curricular activities under the assumption that they are waste of classroom instructional time necessary to improve academic performance (Kariyana, Maphosa &

Mapuranga, 2012). Schools have been categorized by society as bad or good on the basis of the quality results they produce, and teachers' performance is measured by students' scores in examinations (Boit, Njoki & Chang'ach, 2012). A school with good educational facilities and highly trained personnel may not be classified as good if its pass rate is low and if its focus is not on the examinations (Hedwick, Mavies, Madungwe & Mandiuzza, 2013).

Since core-curriculum has overcrowded co-curricular activities in school, it has been a tendency for teachers in developing countries not to discuss issues that are not in the syllabus—rather teachers tend to spend more time on school subjects and not in other activities such as co-curricular activities that may lead to self-employment after school life. Hedwick et al.,(2013) note that teachers cannot teach content outside the scope of examinations with the reason those non-examined subjects may lead to unnecessary overload of information on the students. Administrators and teachers have been receiving bonuses for high students' scores or sometimes promoted (assigned) or fired because of low students' scores in examinations (Nichols, Berliner, & Noddings, 2007). Therefore, education system focus more on preparing and orienting students for salaried employment and further education or training like in universities and ignoring other activities that are important for preparing learners for self-employment.

Despite the fact that core-curriculum has dominated co-curricular activities (CCAs) in schools in developing countries, yet in Tanzania schools have been making more efforts to practice co-curricular activities for attaining educational goals to develop learners holistically. The major challenging problem which is emerging is that co-curricular activities have been narrowed to sports as only aspect for developing students' talents. This has been rooted from historical perspectives where writers themselves on co-curricular activities have been writing on sports as one way of enriching the body and the mind of children and youth (Macknown, 1952; Fredrick, 1959; Faunce, 1960; Shehu, 1995). Shayo (1998) and Japhet (2010) reported that in Tanzania's schools sports is the most favourable compared to other co-curricular activities such as athletics, dramatic clubs, music clubs, and debates on different topics. Considering co-curricular activities as only sports is misconception, but sports should be considered as the part of co-curricular activities because co-curricular activities are broader than what students do in a course of co-curricular activities which include participants finding something they enjoy doing and are passionate about (Anderson, 2011).

Teaching of co-curricular activities in schools in Tanzania can be traced back from pre-colonial period through informal physical education (Ndee, 2001).

Physical Education included several activities such as hunting, food gathering, dancing wrestling, walking racing races and other traditional games (Ndee, 2001). According to Nkongo (1993) physical education was the means by which other skills and values would be enforced and as an education packages by itself. After independence Tanzania continued to implement co-curricular activities through physical education curriculum in secondary schools aiming to foster students' fitness, to develop character among students, to promote attitude of self-reliance and socialism and promote cultural aspects among the society (MoEC, 1996, 2005).

The current revised secondary education curriculum for Tanzania mainland 2005 physical education, music and fine art are taught as optional subjects for ordinary level secondary schools (MoEC, 2005). In 2005 and 2007 respectively the Tanzania Institute of Education (TIE) developed curriculum of secondary education in Tanzania for Ordinary level and Advanced level Secondary education that include the aspect co-curricular activities to be implemented in secondary schools. The emphasis is that, time should be made available in the school timetable for co-curricular activities for all students and schools to organize co-curricular activities taking into consideration locally available resources (TIE, 2005; 2007). The big challenge is to what extent the school environments are supported by enough physical facilities and equipment, human resource to supervise, fund, time available and commitment among administrators to allow students to develop talents through co-curricular activities as described in the core-curriculum.

Despite its historical roots CCAs in Tanzania has suffered a lot of bottlenecks in its implementation for developing student talents. For example, the Education and Training Policy (ETP, 1995) insist on screening for talented and gifted children, yet little efforts have been made to ensure the school environments allow learners to show their talents that are hidden. Also the Tanzania Development Vision 2005 which asserts that education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. The major problem in Tanzania is that most schools are faced with inadequate physical, financial and human resources for co-curricular activities to equip learners with the knowledge needed to compete in the labour market (Chilumba, 2007; Japhet, 2010).

The abolition of sports in early 1990's in secondary schools and other level of education in Tanzania it was another challenge for the development co-curricular activities in different level of education and

one way of killing the development of student's talents. Mfulu (2004) argued that the abolition of sports which stood as the only symbol for physical education was not done blindly without consideration of its contribution to the national culture, but it was a purposeful sightless for national culture. This was attributed by emphasis on covering the subjects' syllabi and raising students grades (Shuyler, 2008) and lack of interests of staff and students (Osaki, 2000). The emphasis on teaching core-curriculum only and ignoring other co-curricular activities in secondary schools in Tanzania has shown that school curriculum does not cater learners' interests. In *Guardian* (February 9th 2012, p.4) it was reported that student who set for National Examination in October 2011 drew cartoons and footballs pictures and others wrote expletives and Bongo Flava scripts where they were supposed to write answers for questions given and earn marks. The reason behind given by students for writing Bongo Flava and drawing pictures in their answer sheets was the toughness of the examinations. This calls up on for policy makers and curriculum developers to revise school curriculum that consider core-curriculum and co-curricular activities as equally important. The current thinking in developing countries that all students can excel in core-curriculum in the current changing globalized world which needs multiple talents to sustain competitive life is uncertain. This therefore calls for strengthening co-curricular activities in schools so that students who cannot excel in core curriculum are likely to supplement their skills through co-curricular activities. Despite students indicating in the examination the missing gap of CCAs, little has been done to address current demand of co-activities as part of the examined school curriculum. Therefore, this study investigated teachers and students perceptions on contribution of co-curricular activities in developing student's talents in secondary schools and also how school administrators' support co-curricular activities in schools. This study was guided by the following research questions:

- a. How do teachers and students perceive the role of co-curricular activities (CCAs) in contributing the development of students' talents?
- b. To what extent do secondary schools' administrators promote co-curricular activities (CCAs) in secondary schools?

LITERATURE REVIEW

Benefit of Co-Curricular Activities In Secondary Schools

Several literatures substantiate the importance of the practice of co-curricular activities in different levels of education for provision of well-rounded education. The primary role education is to guide and control the formation of habit and character on the part of the individual as well as to develop his capacities and powers, so that he/she become an efficient member of

society (Maribeth, 1990). A school role is to offer both core curriculum and co-curricular activities to help learners develop holistically. Therefore, schools should not solely rely on imparting academic content to learners for the purpose of increasing grades, but include co-curricular activities which are significant components of the school curriculum (Sultana, 2012). Participating in co-curricular activities has been linked to greater school attachment and sense of belonging, better academic achievement, higher academic aspirations, and less risky behaviours such as alcohol and drug use, or dropping out of school (Darling, Caldwell & Smith, 2005). Thus, co-curricular activities enhance and enrich the regular curriculum during normal school days (Tan & Pope, 2007). Chickering (1994) notes that, grades alone are poor predictors for success, but successfully careers call for well-developed cognitive skills, interpersonal competence and motivation. He further argued that, academic performance by itself does not carry these qualities and therefore the non-academic effects of co-curricular activities participation must be considered.

Also, after-school programmes are able to teach the discipline and moral values which could not be taught during a normal school session. The study done by Mastufski and Keeter (1999) found that, 91% of police chiefs agree that greater investment should be made in after-school programs to help young people today. After-school programs not only bring many advantages to the individual students involved but that they also have a key role to play in helping the country to overcome problems relating to crime and health and welfare issues. Morrissey (2005) also describes five positive constructs as the result of participating in co-curricular activities which attributes to youth development; (1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character; and (5) caring and compassion. This concurs with Nessian (2009) who pointed out three reasons why students should participate in CCAs; (a) these activities prepares learners for the future life (b) expose learners to wide range of experiences where they will study, live and work once they leave school, and (c) activities offered after school hours activities can be an excellent opportunity to discover new meaning of life.

Shehu (2001) pointed out that co-curricular activities apart from helping students to unfold and develop the skills necessary to cope with challenges in the future, they also build a sense of community among students and staff irrespective of religion, age, status, race or tribe, co-curricular activities benefit the school by raising its profile in the community, enhancing students enrolment, retention and graduation, making it a pleasant and exciting place to get education, and help to attract the support of donors, sponsors,

volunteers and partners. Further, Shehu (2001) argued that for these activities to be successful the role of institution is to develop co-curricular goals and operational framework, and equipping teachers, support staff and volunteers with knowledge, skills and attitudes that will enable them to function effectively and efficiently as co-curricular activities facilitators.

Co-Curricular Activity in Secondary Schools

It is evident that co-curricular activities are found at all levels of the school system, including secondary schools level (Foster, 2008). Historically, the efforts to define the curriculum of secondary schools resulted in the Cardinal Principles of Secondary Education in 1918 (Commission on the Reorganization of Secondary Education) (Foster, 2008). The essence of this was redefinition of the curriculum to include all activities that influence the way others think, feel, believe, and act whereas social events, athletics, clubs, and all the many leisure activities become a part of the values and virtues of the objectives of American education and of democratic life (Foster, 2008). The school may place students at significant risk of underachieving or not completing secondary education, unless appropriate curriculum is provided to engage and challenge their abilities and develop their talents (The Government of South Australia, 2012). Secondary education is the most significant part of formal education which covers the period of adolescents. Secondary schools play a vital role in organizing co-curricular activities for adolescent students because this period brings about the maximum bodily development and they need to participate in various games and sports to make their body active (Sultana, 2012). A differentiated curriculum is needed to help learners to cater for a wider range of learning styles, and ability levels of learners. Therefore, students in schools should be strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and help them to know their hidden talents (Nesan, 2009). Further Nesan argued that it is wrong to force students to specialize too early in specific areas; children have remarkable talents in all sorts of different areas. The school is responsible to prepare environment that offers wide range of talents development at different levels of intellectual potential and ability to accomplish the purpose of education to develop a well-rounded individual. According to South Australia government policy (2012) for gifted and talented children and students, stipulate that gifted and talented learners need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities. Further the policy stipulates that the learning environment needs to provide educational pathways and appropriately challenging enrichment, extension and acceleration experiences.

Scope of Co-Curricular Activities in Secondary Schools

Different literatures categorize co-curricular activities in different groups. Shehu (2001) categorizes these activities into five groups, and UNESCO (2005) categorizes these activities into thirteen groups. This study grouped these activities into eight categories: first, *sports and physical activities*- This includes track and field activities (i.e. running, throwing, jumping), team sports (i.e. football, netball, volleyball), racket games (i.e. table tennis), and water sports (i.e. swimming, surfing, diving, canoeing). Second, *Club activity*-This includes girls and boys clubs, press club, school band, dramatic society, religious/choir group, science club, literacy and debating society, music club, sports club, culture club. Third, *Social/voluntary services*-This includes blood donation/health education, peer counselling, environment conservation, helping the sick, fund raising, and advocacy. Fourth, *Productive activity*-This includes spinning, tailoring, embroidery, knitting, weaving, toy making, basket making, gardening, floriculture etc. fifth, *school governance*-this includes student duties at school, hostel and classroom level, morning assemblies, orientation programme, students unionism, prefects, monitors and team leaders. Sixth, *literacy activity*-this includes publication of school magazine, wall papers, pamphlets and bulletins, essay writings, review and summary of books. Seventh, *special events*- this includes youth seminars, jamboree sports day, field trip, concert, dormitory inspection, special anniversary, class reunion matches, social dance and finally, *Homerom*-This is the family unit within the life of the school, just as the home is the family unit in the life of the community. Homerom can serve to organize activities such panel discussions, debates, guest speakers, intramural sports, contests, excursions and visits (Shehu, 2001; UNESCO, 2005). However, the scopes of curricular activities that are practised in schools differ from one school to another school depending on the availability of physical facilities and other resources in a particular school. Wilson (2009) revealed that, school boards and administrators have the duty of deciding what will stay and what will go. Many times, the extracurricular activities are on the chopping blocks that impact not only the students' participation, but also the teacher as a sponsor or a coach. Keeping these activities needs funding and some schools do not have the resources to employ coaches, purchase equipment, and maintain the necessities to enable these activities to continue.

THEORETICAL STANCES

The study employed three theories that support the practice of co-curricular activities in provision of well-rounded education.

Students Involvement Theory

The theory was developed by Astin (1984) who postulates that there is a positive correlation between students' co-curricular involvement and their college success. The theory views academic experience in a broad sense that encompasses both classroom learning and out-of-class experiences and students' participation in co-curricular activities requires enough time and commitment to invest in better programs that motivate students to make such a commitment.

The Multiple Intelligences Theory

The theory was developed by Gardner (1983) aiming to develop the full potential of the child and as the challenge of the dominant definition of intelligence which limited to mathematical and linguistic abilities. Gardner views intelligence as not something which is in singularity, but pluralistic that everybody has more than one talent which helps an individual to interact with the world. With regard to this, Gardner (1999) came up with eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinaesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. In relation to the practice of co-curricular activities in schools, the theory of multiple intelligence emphasise educators to think of all intelligences as equally important and the school should help students develop a sense of accomplishment and self-confidence on it (Lazear, 1992).

Tinto's Interactionist Theory

Tinto (1989) 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. Students are more likely to stay in schools that involve them as valued members of the institution. The theory insists that the frequent interaction between students and faculty members both inside and outside the classroom is the single strongest predictor of student voluntary participation and independent predictors of student persistence.

RESEARCH METHODOLOGY

Research Approach

The study employed mixed method approach by integrating qualitative and quantitative data. The concurrent triangulation technique was used to enable a researcher to use qualitative and quantitative methods to confirm, cross-validate or corroborate findings within a single case study in concurrent embedded design (Creswell, 2009). The reason for combining both quantitative and qualitative data in this study was to provide better understanding of the research problem by converging both qualitative

(broad numeric data) and qualitative (detailed views) data (Creswell, 2009).

RESEARCH DESIGN

The study employed concurrent embedded research design for gaining a broader perspective on a phenomenon generated by each method through evidence produced by the other. Concurrent embedded design allows researcher to combine both qualitative and quantitative approaches and the data are collected at the same time. It is characterized by having no dominant method, whereas the other methods provide a secondary or supportive role by being embedded or nested within the dominant method (Kroll & Neri, 2009). From this perspective, the qualitative method was dominant in the study in order to provide in depth descriptions and understanding about the phenomena of the study from participants' perspectives. The design was chosen deliberately in this study for three reasons; first collecting data using two methods which were then mixed during the analysis phase (Kroll & Neri, 2009), second, the research gained perspectives from the differing types of data collected (Creswell, 2009), and third the design had a relative shorter timeframe for data collection as both phases were completed at the same time (Creswell, 2009).

The Sample and Sampling Procedures

Simple random sampling, purposive sampling and convenience sampling were employed to obtain a sample of 197 participants from seven schools in Njombe district, who were seven heads of schools, eight chairpersons of school boards, one zonal school inspector, 70 teachers, 97 students and 14 parents. Heads of schools, chairperson of schools board and school inspector were purposively selected and served as the key informants of the study.

Instruments

The study employed semi-structured interview, focus group discussion, structured questionnaires, observation checklist and documentary search to obtain both primary and secondary data. Semi-structured interview and focus group discussion provided qualitative data, whereas structured questionnaires, observation checklists and documentary search provided quantitative data for the study. Questionnaires were administered to students and teachers, focus group discussion was used only for students, semi-structured interview was used to parents, heads of schools, chairperson of school boards and zonal school inspector, documentary review included documents such as meeting minutes, school calendar, daily routine school time table, school budget for co-curricular activities, and observation checklist was used to observe different types of co-curricular activities implemented in each school and co-curricular activities resources including physical and human resources.

Data Analysis

The qualitative data collected from semi-structured interviews, open-ended questionnaires were subjected to thematic analysis. Three coding forms were applied in analysing qualitative data which are (a) open coding (b) axial coding and (c) selective coding (Ary, Jacob, Sorensen, Razavieh, 2010). Furthermore, in qualitative analysis some arguments were presented through direct verbatim quotations of the respondents. In addition to that data from interview and focus group discussion were transcribed and other presented as verbatim or direct quotations. Quantitative data were collected from closed/structured questionnaires and analysed using a spreadsheet application. After that data were coded and entered into Microsoft Excel, they were subjected to descriptive analysis to provide better understanding of the phenomena. The findings were presented in form of percentage and frequencies in the tables. In ensuring trustworthiness of study findings the researcher employed different strategies such as peer debriefing, triangulation technique, member checking, thick description and audit trial strategy (Anney, 2014; Bitch, 2005; Lincoln & Guba, 1985).

RESULTS

Teachers and Students Perceptions For Co-Curricular Activities In Secondary Schools

The findings indicated that 91.4% of teachers perceived positively and were in favour of students’ participation in CCAs in schools, whereas 8.6% of teachers perceived negatively and were not in favour of students’ participation in CCAs in schools. Likewise 75.7% of the 70 teachers acknowledged that co-curricular activities had major contribution for developing students’ talents (see, Table 1).

Table 1 Teachers’ response perception the practice of co-curricular activities in secondary schools (N=70).

	Yes	No
Number of teachers (f)	64	6
Percentage (%)	91.4	8.6

Source: Field data

Whereas 24.3% of the 70 teachers acknowledged that CCAs had no contribution for developing students’ talents in secondary schools (see Table 2).

Table 2 Teachers response towards co-curricular activities and its contribution for developing students’ talents in secondary schools (N=70)

	Yes	No
Number of teachers (f)	53	17
Percentage (%)	75.7	24.3

Source: Field data

Data from Table 1 and 2 respectively indicate that teachers had positive attitudes towards the practice of

co-curricular activities in schools and believed that co-curricular activities strengthened and contributed to the development of students’ talents in secondary schools. Also during interview, one of chairperson of school board contented:

Talents emerge from schools, and schools have greater opportunity to develop student’s talents because most of the time students are at school. In the classroom children are developed academically and outside the classroom children develop other skills for life. ...co-curricular activities help them to fit in different working environment, get more opportunity in the labour market. (School board chairperson from school A)

Another chairperson of school board claimed: “Co-curricular activities are practical oriented, this helps children to learn more quickly and apply them later at home. For example, in our school we are keeping cattle; we have garden for producing vegetables, which helps students to get practical skills”(School board chairperson from school F). The finding asserts most of the time students were in schools and the school was the place where talents emerged and developed.

Difference Between Students Who Participate And Not Participate In Co-Curricular Activities In Secondary Schools

When teachers were asked if they observed any difference between students participated and not participated in co-curricular activities, it was found 70 (100%) of teachers acknowledged that there were differences between students participated and not participated in co-curricular activities in schools. The findings indicated that students participated in co-curricular activities were active in the classroom and outside the classroom, maintain discipline, proper use of time, very social and popular within the school and outside the school ,creative and hard-working spirit. Likewise, students in focus group discussion supported the views on the contribution of co-curricular activities.

I like to participate in some of CCAs like netball, singing and debate helps me to reduce boredom, bring about entertainment, and build confidence and self-expression...participation in religious groups during evening and overweekend teaches me about moral values like hard-working and to love my fellow students and other people. (Student from School F)

Another student added that

My hobbies is singing, and I'm not playing any type of sports in our school, but I usually like to attend to the grounds when my fellow students are playing, because I feel joy and entertained when watching them, charming or talking to each other and singing songs with other students to our favourite team.(Student from school D)

This study finding suggests that there was a difference between students who participated and not participated in CCAs, students who participated in CCAs were more advantageous to develop talents compared to those students who were not participating in CCAs. Students participated in CCAs were able to use time properly and socialize with other students. This is consistent with the study done by Jamal and Fauzee (2007) who found that socializing factors were of key importance to the students who participated in CCAs and that the opportunity to socialize CCAs not only provided them with the opportunity to gain new friends, but also presented them with the opportunity to get to know people from other ethnic groups. However, this is contrary to Roland (2010) who notes that some after-school activities involvement consumes extra time and energy, more than students can handle which leaves them with insufficient time to finish their house chores and homework. Despite of the challenge posed, CCAs in schools remain to be vital for developing a well-rounded individual, school administrators need to balance time for academics and non-activities to avoid one activity to overlap the other and cause tiredness among students. Time and schedule set for co-curricular activities should be time convenient to students and teachers as they do activities in their free time (UNESCO, 2005).

Importance of Teachers' Participation in Co-Curricular Activities in Secondary Schools

The findings indicated that 70 (100%) of teachers confirmed that it was important for them to participate in supervising co-curricular activities in schools. Through the interview with heads of schools it was found that teachers' participation in co-curricular activities was important. Heads of school highlighted the following comments:

Students feel happy when they see their teachers participate in co-curricular activities, teachers are like role model to them and influence them to participate more in co-curricular activities...also this helps the reduce social distance that is always in the minds of students that teachers are always harsh. (HS of school B)

I always encourage teachers to attend in co-curricular activities like sports in order to maintain discipline among students and avoid unnecessary problems which may occur in absence of teachers. For example in football boys always quarrel because of the nature of the game. I sometimes attend with other teachers to motivate students and this shows that we value co-curricular activities (HS from school E).

Sometimes students are lazy and are not interested to participate in CCAs, therefore strong supervision is very important to force them participate (HS from school F)

The information reveals that teacher's participation in co-curricular activities was very important because they were acting as role model to influence students to participate in co-curricular activities in schools and maintain discipline among students when participating in co-curricular activities. In addition to that, participation of teachers in co-curricular activities was very important for socialization which helped to reduce social distance between teachers and students. Acquah and Anti Party (2014) recommended that teachers should be assigned to each of these co-curricular activities to serve as coordinators for each activity that will make students attach importance to the activities, and at the same time the teachers can report to the school authority about the progress being made by students in their respective co-curricular activities. This is consistent with the study of Panigrahi and Geleta (2012) who found that teachers' roles in promoting co-curricular activities in schools were implementing co-curricular activities, give opportunity to students to lead co-curricular activities, acts as role model by voluntarily participating in co-curricular activities and reporting the activities done and the problem they encountered during supervision. Thus, teachers' role for co-curricular activities in schools cannot be ignored for effective implementation of these activities for developing students' talents and other personalities for life.

In the similar vein, the findings obtained from students during focus discussion indicate that although teachers confirmed that it was important for them to participate in supervising co-curricular activities in schools, but the majority of teachers did not participate fully in supervising these activities. One student elaborated:

In our school very few teachers are interested in sports, every day you find the same teacher encourages us to attend to the football or netball grounds, and if he/she is not present other teachers tell us that we should go home because the teacher is not

present. (Joseph, student from school C)

Another student commended:

Teachers are like our parents they want us to study only and pass examinations, if you engage yourself in sports activities they see as wastage of time and discourage us that we will fail examinations ...but they want us to do what they want us to do and not what we are interested to do. (Ali, student from school E)

Another student added:

I don't participate in sports because the school does not support when a student get injuries, they leave you with your parents and sometimes our parents are very harsh and they punish you because you have got injuries when participating in sports. (Sofia, student from school D).

This finding suggests that although teachers perceived positively that CCAs contributed to the development of students' talents, but their support to encourage student in CCAs was very low. Responses from students reflect that they were interested to participate in CCAs, but lack of support from teachers was one of the obstacles for them to participate effectively in CCAs. Also the findings indicate that not only teachers, but also the school managements and parents were not supportive for students to engage in CCAs in schools because they considered it as wastage of time. Teachers and parents must consider interest of learners and not force learners to do what they want such as spending much time in the classroom studying. Shehu (2001) pointed out that administrators need to investigate and analyze clients' interests, wants, needs, values, perceptions and then divide students into groups according to their wants so as to plan according their different co-curricular activities programme for them. Therefore strong supervision of parents and teachers is important to enable learners to acquire both academic and non-academic skills.

Students Perception Towards Co-Curricular Activities in Secondary Schools

The findings indicated that 85.7% of students perceived positively the practice of CCAs in secondary schools, whereas 14.3% of students perceived negatively the practice of co-curricular activities in secondary schools. Likewise it was found that 96.9% of students thought that co-curricular activities strengthened academic and other talents development, whereas 3% of students thought that co-curricular activities did not strengthen academic and other talents developments. Through FGD discussion when students were asked about their perception on the practice of co-curricular activities

in schools towards developing students talents, some of them. Students made the following comments:

Co-curricular activities should continue in school because help us to develop talents and socialize with other students from other schools. For example for me since form one I attend every Easter conference which comprises of students from different schools...this has helped me to get many friends from other schools (Tikiti, student from school C)

Co-curricular activities help us to develop other skills which are not available in the classroom ...taking an example of debate helps us to improve our language skills, and helps us to have confidence to speak in front of others, for example during morning speech. Also helps us to write good language during examinations ... (Kilima, student from school B)

In light to this during interview with heads of schools, one head of school elaborated the following:

Academic clubs in schools help students to revise what they have learnt in the classroom and reduce teaching load to teachers because in subject clubs students with different abilities share knowledge, it is an opportunity for slow learners to learn better from other students through discussion...(HS from school C)

This information asserts that through CCAs students were developed both academic and non-academic skills such as socialization, language skills, self-confidence and improvement performance in academics. Also these activities such as academic clubs helped students to revise what they have learnt in the classroom and provided opportunities for slow learners to capture other things which they were not ready to capture in the classroom. This is in line with theory of Astin (1987) which states that the more students are involved in the academic and social aspects of campus life, the more they benefit in terms of learning and personal development. Students who devote more time and effort to academic pursuits tend to become more isolated from their peers, therefore showing below average changes in personalities and behaviours. Thus, students learning and development will not be impressive if educators focus most of their attention on course content, teaching techniques, laboratories, books, and other resources, but there is a need to focus more to other co-curricular activities in order to develop students' talents (Rosenshine, 1982). At the same time, when students were asked through questionnaires to evaluate to what extent co-curricular activities enhanced the development of their talents, it was found that 30.57% of students

evaluated that CCAs enhancement on talents development was averagely, 23% of students evaluated that CCAs enhancement on talents development was good, and 37.89% of students evaluated that CCAs enhancement on talents development was very good. Data are summarized and presented in Table 3.

Table 3 Students response to the extent co-curricular activities strengthen academic achievement and other talents (N=95)

Extent	Frequency	(f)
	Percentages (%)	
Very poor	7	7.3
Poor	0	0
Average	30	30.57
Good	22	23
Very good	36	37.89

Source: Field data

Data from the Table 3 indicate that students thought that the practice of co-curricular activities in secondary schools apart from developing students' talents also strengthened academic achievements among students. This is similar with the ideas of Allison (1979) who states that learners who involve themselves in CCAs not only do better academically, but also develop other personalities in the processes of involvement such as self-esteem, self-confidence, social cooperation, and leadership skills.

Co-Curricular Activities Available And Co-Curricular Activities Students Participated In Secondary Schools

The study sought to find out what CCAs were available in schools and which CCAs students participated. Students were asked to tick the types of co-curricular activities which were available in their schools and which CCAs they participated. The research findings are summarized and presented in Figure 1 and 2.

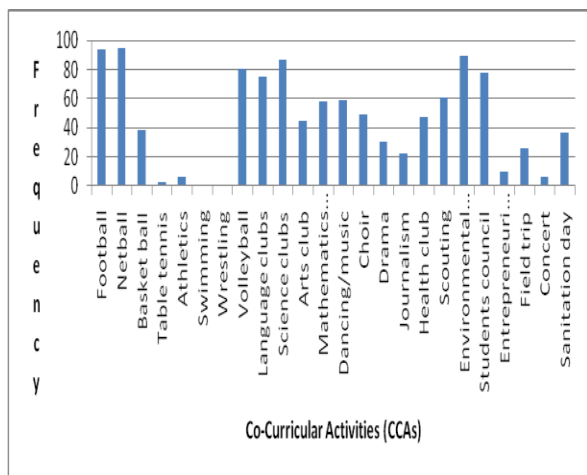


Figure 1: Co-curricular activities were available in secondary schools (N=98)

Data from Figure 1 indicate that the majority of students in both private and public schools ticked similar CCAs available in schools, whereas sports like netball and football were mostly dominant available in schools, followed by environment conservation (cleanliness), students council or government, science clubs, music/dancing and mathematics clubs. Co-curricular activities such as field trip, journalism, and basketball, entrepreneurial activities, athletics, table tennis, swimming and wrestling were not frequent available in schools.

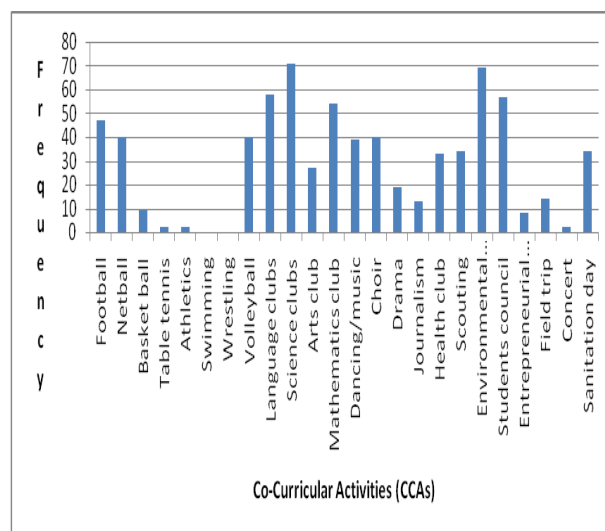


Figure 2 Co-curricular activities students participated in secondary schools (N=98)

Figure 2 indicates students in both public and private schools participated in similar co-curricular activities, whereas most students participated in academic clubs such as science clubs, followed by environmental conservation, language clubs, students' council and mathematics club, football, netball, volleyball and very few students participated in co-curricular activities such as field trip, journalism, basketball, entrepreneurial activities, athletics, table tennis, swimming and wrestling. The finding suggests that students participated more in academics clubs than other co-curricular activities.

With regard to data from Figure 1 and 2 students during focus group discussion elaborated the following:

The status of co-curricular activities in our school is not good because some co-curricular activities are not available in our school, only football and netball given high priority. For example I like playing draughts, but in our school we don't have.(Mhehe, student from school C)

The status of CCAs is not good at all, we like sports but we don't have any

playground. Our school is surrounded by villagers (Makumi, student from school A).

The status of co-curricular activities is low because of poor environment of our school... the focus is on football and other co-curricular activities are ignored (Ilomo Student from school G).

Data obtained from Figure 1 and from students' responses in focus group discussion reveal that sports activities like netball and football were most available in schools as compared to other CCAs. This is similar to what was reported by Shayo (1998) and Japhet (2010) that in Tanzania schools sports is the most favourable when compared to other co-curricular activities such as athletics, dramatic clubs, music clubs, and debates on different topics. This suggests that co-curricular activities related to sport activities are most available in schools and this is attributed by the tendency to narrow CCAs into sporting activities for many years. To continue narrowing CCAs in sporting activity in different levels of education results producing graduates with similar skills, and killing other talents which are not available in sporting activities. Gardner (1983) points out that intelligence are not singularity, but pluralistic that everybody has more than one talent which helps an individual to interact with the world. This postulates that while all students may not be verbally or mathematically talented, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge (Lazear, 1992).

Second, all students from public and private schools participated in similar co-curricular activities and students had an opportunity to participate in more than one co-curricular activity. Data obtained from Figure 2 indicate students in all schools participated in similar co-curricular activities were academic clubs such as science clubs, language clubs and mathematics club students participated more. This implies that students were using most of the time in academic activities than in non-academic activities which are equally important. This is in line with ideas of Akrofi, Janisch, Lesley, Griffith and Liu (2007) who points out that learning has been reduced to studying the text, particularly at the secondary school levels it is because the immediate goal of learning is to pass tests that open doors to higher education and school success is determined mostly by high passing scores on examinations. With regard to this Kariyana, Maphosa and Mapuranga (2013) point out that education that focuses on training the mind only will deprive learners of training in other aspects of their human development. Further, Tan and Pope (2007) asserted that schools should not only concentrate on offering academic studies but should also offer co-curricular activities of which are equally important.

Strategies Used in Schools to Promote Co-Curricular Activities

The researcher conducted interview with heads of schools, chairperson of school boards and school inspector.

Students Opportunity to Participate in Co-Curricular Activities in Secondary Schools

The majority of heads of schools and chairperson of school board confirmed that students were given opportunities to participate in CCAs in schools. One of heads of school claimed that:

We give opportunity for students to participate in CCAs; in our school more than 80% of students participate in sports activities done at once per week on Thursday. Gardening activities and general cleanliness of school environment is done every day either in the morning or evening. (HS from school D)

One of the chairpersons of school board elaborated:

As board members we always advice and insist the management to ensure that all students participate in CCAs as indicated in the school timetable at least one day per week, students should be given freedom to participate in one of the co-curricular activities available in the school. (Chairperson of school board from school A)

On the other hand zonal school inspector added:

Almost in all schools students are given opportunities to participate in co-curricular activities, but the extent of students to participate in these activities vary from one school to another school depending to CCAs available in that school. Some schools have enough facilities and others have few facilities because of lack of fund and poor school environment For example, during school inspections we find most of private schools have enough facilities compared to public schools .(Zonal school inspector southern highland)

The findings revealed that more than 80% of students participated in sports activities compared to other co-curricular activities this has been a critical issue where sporting activities have been considered as only co-curricular activity in schools to complement the formal curriculum for developing students holistically. Shehu (2001) pointed out that one reason why sport is considered a veritable means of bringing about mental, physical, social, emotional and cultural

fitness is because any sporting activity is a process oriented. It was found that private schools had more facilities as compared to public schools. This finding concurs with views from Mann (2013) who recommended that students from private schools are more in favour of the statement that co-curriculum activities are prestigious symbol for schools and these activities give more recognition to students who participate as compared to government schools. It was found that most time teachers preferred teaching in the classroom evening time indicated for co-curricular activities which deprived student's rights to participate in co-curricular activities and develop their talents. With regard to this students contented the following:

I have opted for science subjects...science teachers always use after-class hours and days indicated for CCAs in the school time table for teaching practicals, and if you fail to attend classes because of participating CCAs you are punished and they consider you as truant.(Shayorose, student from school A)

Time is not enough because sometimes we use time indicated for CCAs to do our homework or assignments given by teachers. This limits us to participate in CCAs regularly (Anne, student from school G).

This suggests that students were interested to participate in co-curricular activities, but they were overloaded with academic activities and most of time teachers used time indicated for co-curricular activities for teaching academic subjects and students were overloaded with assignment or homework. This is supported by Ddungu-Mbogo (1993) who point out that teachers' devotion to teaching examinable subjects affects students' participation in co-curricular activities.

What School Administrators Have Done to Promote Co-Curricular Activities in Schools?

The findings indicated that school administration used different strategies to promote co-curricular activities in secondary schools. Amongst the strategies were: Motivation—it was found that administrators both in public and private schools used motivation as catalyst to encourage students and teachers to participate in co-curricular activities at school level and other levels such as inter-district and provincial tournament.

One of the head of school commented:

Each year during graduation, teachers and student are rewarded for their achievement both in academic and co-curricular activities. Teachers are always rewarded money, but for student we prefer to give

them exercise books or books, pens and pencils to motivate them learn more...and each year during UMISETA competitions our school produces players either in football or netball to form the district team for regional competitions. This is because we encourage and motivate them to participate in CCAs... and as the school we feel proud of that because it has made the name of school popular to other institutions for producing best players. (HS from school C)

Another head of school added:

I like my school to shine in different competitions done outside the school like UMISETA, and students like to participate in CCAs when they are motivated... motivation is one way we are using to encourage students to participate more. But not always we are able motivate our students by giving material things, sometimes what we do just congratulate them with good words as sign of appreciation to them. (HS from school G)

The findings indicate that school management used motivation as a key factor for students' participation in co-curricular activities in schools and students were given opportunities to participate in co-curricular activities within and outside the school like during UMISETA competitions. Students were motivated using different rewards as the sign of appreciation and this was done during special occasion or events such as graduation. Yaacob and Haron (2013) recommended that directors and teachers accountability is important for students to build and strengthen their spirit in co-curricular activities that have been developed will produce individuals who are successful in co-curricular activities. On the other hand, UNESCO (2005) asserted that rewards should be planned to active participants in the activities.

Therefore, the more students were rewarded, the more they participated in co-curricular activities. Other different forms of motivation used by school administrators included the following:

Conducting different competitions and rewarding winners: It was found that at school level various competition were conducted and winners were given rewards such as goat and soft drinks. Nevertheless, sports competitions especially football and netball were most practised. One of the head of school elaborated:

Each year during second term we conduct inter-classes competitions, students under supervision of classes' teacher formulate team and winners

always are given things like goat and soft drinks to motivate them and other classes to do better next time. (HS from school D)

Another head of school from private school claimed:

Different competitions are conducted in our schools such as welcoming form one students, wishing farewell to form four students, inter-dormitories and inter-classes competitions, but inter-classes and dormitories competitions are most practised and winners are always given different rewards to motivate them.(Head of school from G)

The findings of this study have established that at school level learners participated in different competitions were practised such as inter-classes, incoming and outgoing students competitions (form one and form four respectively) where different classes were involved by formulating their own teams to compete with other classes and after competitions winners were given rewards such as goat and drinks as a sign of appreciation. Freeman (2001) pointed out that competition can activate and strengthen feelings for a particular subject, provide enrichment skills in a problem solving, perseverance and experimentation. She further argued that during competitions students get opportunity to meet and interact with other exhibitors from other schools and they are interviewed and judged by academics and experts in their chosen projects areas for competition.

In addition to that, students were rewarded other materials such as exercise books, textbooks, writing materials (pens and pencils) and uniforms. Also it was found that certificates of excellence were given to finalist students. One of the head of school disclosed that: *“We give our students rewards as motives to perform better in academics and CCAs. Most of the time rewards are in terms of academic materials”* (HS from school D). Likewise another head of school added that, *“Certificates are always rewarded to finalist students especially during graduation, we believe certificates to finalist students is an added value for an individual CV when searching for jobs”* (HS from school B).

The findings suggest that most of the time students were rewarded academic materials such as books or exercise books, pens, pencil and the like to motivate them participate in co-curricular activities. Also certificates of excellence were given to finalist students as rewards for their achievements either in academics or co-curricular activities to help them for searching jobs after school. This concurs with Nesson (2009) who pointed out three reasons why students should participate in co-curricular activities; (a) these activities prepares learners for the future life (b)

expose learners to wide range of experiences where they will study, live and work once they leave school, and (c) activities offered after school hours activities can be an excellent opportunity to discover new meaning of life. This study views that although the school administrators motivated students in different forms, but some of motivation rewards had no direct impacts in developing an individual talent in that particular co-curricular activity. For example it was observed that students who excelled in football or netball were given exercise books/books and other academic materials as motivation instead of materials related to sports activities such as jerseys, pair of shoes, tracksuits and the like to make that student excel more in sports. This implies that more efforts were academically oriented because most of rewards were for developing students academically.

Assigning Teachers Role to Supervise Co-Curricular Activities In Schools

In interview with heads of school, it was found that assigning teachers role in supervising co-curricular activities in schools was another way for promoting co-curricular activities in schools. One head of school from school F claimed that *“teachers are part of school management, they are involved in planning all school activities to be done in the school, teachers are also involved because are the ones who mainly supervise these activities”*(head of school from school F).And when teachers were asked if the management involved them in planning and executing CCAS in schools, it was found that 55.7% of teachers confirmed that they were involved in planning and executing CCAs programs, whereas 44.3% of teachers thought that they were not involved in planning and executing CCAs program (see Table 4).

Table 4 Teachers’ response on whether the management involved teachers in planning and executing CCAs program in schools. (N=70)

	Yes	No
Number of teachers (f)	39	31
Percentages (%)	55.7	44.3

Data obtained in table 4 suggest that school administrators considered participation of teachers was important for effectiveness implementation of CCAs in schools, also teachers themselves confirmed they were involved in planning and executing CCAs program in schools. This is similar to what was reported by UNESCO (2005) that the school administration should be inviting and creating conducive environment for voluntary participation of students and teachers. Thus, for successful implementation of CCAs in schools lies upon the strong collaboration between school administrators, teachers and students. Therefore, for successful

implementation of CCAs in schools there is a need to have a strong collaboration between school administrators, teachers and students. However, the findings from heads of schools and teachers are contrary from students' response when they were asked through questionnaires if school administrators encouraged and gave appropriate attention for CCAs in schools. Data are summarized and presented in Table 5.

Table 5. Students response towards the extent of school administration encouragement in CCAs in schools (N=98)

Extent	Frequency	(f)
	Percentages (%)	
Very poor	1	1
Poor	0	0
Average	39	39.8
Good	28	28.6
Very good	30	30.6

Data from Table 5 indicate that 39.8% of students thought that school administrators were averagely encouraging students to participate in co-curricular activities. This implies that the encouragement of school administrators towards co-curricular activities was low. This is consistent to the study done by Japhet (2010) found that heads of schools and teachers hindered students from participating in co-curricular activities and students were not allowed enough creativity regarding the type types of activities they wanted. Also Shehu (2001) reported that laissez faire attitude towards co-curricular activities by school authority could lead to exclusion of larger number of students from whole experiences.

On the other hand, zonal school inspector elaborated:

Co-curricular activities are not taken seriously by teachers and heads of school, during school inspection this is an area with more weaknesses and contributes most for school to get low marks for general school inspection. During school inspection you find school grounds are left in poor conditions and there are not maintained. (Zonal school inspector)

This finding asserts that although schools practiced different co-curricular activities, but co-curricular activities in schools are not part of the major focus of school management because the participation is not well organized in schools. Further, it was found that during school inspection, the area related to co-curricular activities had more weaknesses compared to other areas like academics because school administrators and teachers focused more in academics and were less concerned with co-curricular activities. This findings supports the study by Salamuddin, Harun, and Abdullah (2011) who found that "many teachers consider extra-curricular as activities as an onerous task and are less interested and motivated to carry it out" (p.50). This implies that

CCAs is not emphasized as important as academic subjects in study schools.

CONCLUSION

Building on this study findings study the support of CCAs in schools helps to develop students' talents. However, the way co-curricular activities are practised in schools show that they are not linked to academic activities rather as just a leisure activities for the students. Majority of respondents of the sampled units of the study believed that the practice of co-curricular activities in schools was very important for strengthening talents development or personalities; create path for future employment, ability for adjustment for social change, add creativity and improve health of students. Also, the study indicates that teachers' participation in co-curricular activities in schools had greater impacts in creating good image or acting as role model for motivating students to participate and develop talents in co-curricular activities. Moreover, the finding reveals that school administrators set strategies for promoting co-curricular activities in schools through motivation, assigning teachers' roles in supervising co-curricular activities and mobilization of resources was very crucial in the development of students' talents in co-curricular activities.

IMPLICATIONS AND RECOMMENDATIONS

There is a need to establish better system that integrates co-curricular activities with core-curriculum in schools that will help teachers, students and the community at large to find value out of them and make curricular activities compulsory and be examined or given appropriate grades, awards and recognition like other academic subjects. This will be achieved if the government trains more co-curricular teachers directly from colleges and universities to ensure students get the best training and develop career in co-curricular activities. The government should ensure that necessary resources for co-curricular activities are available in schools for students to participate and consequently develop students' talents. It is recommended for further research to study on whether there is a link student academic performance and participation in CCAs.

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