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## Influence of Resources Allocation for Co-Curricular Activities on Academic Performance of Secondary School Students in Aberdare Central Region, Kenya

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### **Abstract:**

*School curriculum is meant to expose learners to both academic benefits and also enable them to unearth their talents. Concerns have been raised about the Kenyan system of secondary education that it is very much examination oriented at the expense of co-curricular activities. The purpose of this study was to examine the influence of co-curricular resources allocation on academic performance of secondary school students of Aberdare Central Region. The study was guided by the following objectives; to assess resources allocated for co-curricular activities, to investigate and examine whether allocated resources influence students' participation in co-curricular activities and to establish whether resources allocation in games and sports as components of co-curricular activities influence their academic performance. Descriptive research design was used. The study was guided by the multiple intelligences theory by Gardner which suggests that the traditional notion of intelligence, based on I.Q. is far too limited and suggested use of eight different intelligences to account for broader range of human potential in children and adults. A sample of 380 students from thirty nine secondary schools, 39 principals, 39 co-curricular activities teachers and one COASO participated in the study. Questionnaires for principals, students and teachers in charge of co-curricular activities and an interview schedule for COASO were used to collect needed data. Descriptive and inferential statistics were used in data analysis and presented in form of frequency tables and charts. The findings indicated that the resources allocated for co-curricular activities were relevant to academic performance since, a correlation of 0.988 and p-value 0.014 were obtained for allocation of funds as a resource and academic performance. The time allocated for co-curricular activities as a resource and academic performance had a correlation of 0.766 and p-value of 0.044, while the physical facilities as a resource had a correlation of 0.963 and p-value of 0.019. The study is beneficial to all stakeholders in secondary education. The study recommends enhancement of resources allocation for co-curriculum activities in secondary schools to enhance improvement in KCSE performance.*

**Keywords:** *Physical and human resources allocation, co-curricular activities, teamwork and team building, problems solving, vocational, academic achievements in secondary schools*

### **1. Introduction**

The history of education reveals that co-curricular activities will always be present but regarded with varying degree of importance. The academic curriculum is meant to provide children with the knowledge and experience necessary to prepare primarily for white collar jobs. Numerous authors and organizations have cited the potential benefits of participation in co-curricular activities. A representative list of such benefits, developed by the World Health Organization (1998) include the Improvement of Motor skills and physical fitness, Enhancement of normal physical and social growth and maturation, improvement of socialization, self-esteem, self-perception and psychological well-being, establishment of a basis of a healthy lifestyle and lifelong commitment to physical activity. Social competence in childhood often is cited as predictor of academic achievement by Marsh [1]. Conversely, socially rejected or aggressive children appear to be at risk for academic failure Brown [2]. Children that are considered successful in schools and integration of academic and social skill sets, often least involve in co-curricular activities as an important part of their lives. Those who do not see themselves as competent in academic, social or other activities such as athletics and sports during their elementary years sometimes report depression and social isolation

more often than their peers, as well as higher levels of anger and aggression Eccless[3]. In Hong Kong, YCIS (Young Chung International School) offers a wide range of co-curricular activities for students through co-curricular programmes. Through various age- appropriate Co-curricular Activities (CCAs), YCIS students not only develop new skills and interest, but also practice social interaction and teamwork in fun way. According to Sybouts and Krepe [4] this informal aspect of education has a good deal to contribute to developing a good environment which enables students to communicate adequately, preparing them for economic independence, developing healthy minds and healthy bodies. This prepares them for family life, directing their use of leisure time, developing a set of moral and ethical values, and social competency. Shiundu and Omulando [5] argued that education in Africa, before the coming of Europeans, was characterized by four main features. It had a collective and social nature, vocational for preparing the youth for specific roles in the society, community's everyday social life and a multiplicity of aims. It was used for molding character and providing high moral qualities of the youth. Occiti [6] noted that in Africa, it was through media of play, work and oral literature among others that children were forced into a ready-made pattern of life. Among the Acholi tribe in Uganda, a child who was not fond of playing after 'work' was normally suspected of being ill or even abnormal.

Traditional games and sports in Kenya before the advent of Westernization and colonialism were geared to the basic needs of the people. Its philosophy was centered on the whole concept of survival of individual, the tribe and the culture. The livelihood depended on hunting, herding and smithing according to Hall [7]. The Phelps Stoke report of 1924 stated that the more emphasis should be placed on the development of the youth and should include physical, mental, moral and spiritual elements. This therefore necessitated the inclusion of physical education and health education in the curriculum. The Kenyan 8- 4- 4 system of education has been criticized for its failure to accommodate co-curriculum programs in schools. This system is said to be overloaded with academic subjects to an extent of offering extra- tuition during week-ends, evening time and thus not allowing time for CCAs, Aduda [8]. Stephen and Schaben [9] indicated that there is a relationship between academic achievement and participation in co-curricular activities.

### *1.1. Co-Curricular Activities*

Sports involve competition or challenge and a definite outcome primarily determined by physical skills in spite of class or race. (Ashworth). It involves set rules, area, time, team players and complex physical activities, serious training and preparation. The development of motor skills and physical fitness and knowledge must begin in the earliest years of primary school. During these years, the students physically and intellectually benefit from instructions of physical education where they are highly motivated and enthusiastic about learning. With these thoughts in mind the department of youth and sports along with other stakeholders has developed a policy for physical education and sports. According to Taras [12] Pediatrician and school health expert, physical activity is likely to help children perform better in school. Since, physical activity improves general circulation of blood flow in the brain, releases brain chemicals which may reduce stress and improve mood, and induce a calming effect.

Dyson [13] revealed that co-curricular activities such as games and sports strengthen the integration of students with severe disabilities as well. Since the ancient the Greeks, there has been a belief that physical activity is linked to intellectual abilities. Ballgames and athletics bring about relaxation and excitement to students from the academic pressure. Bob et al [14] underscore the following factors why games and sports should be encouraged; They provide exercise which keeps us fit and helps us to live healthy lives. They bring people together in common cause and reduce crime and anti-social behavior, the country earns a great deal of money through taxes and tourism and they provide employment. Coakley [15] asserts that ballgames and athletics can help shape and maintain many social values held in high regard. Such values include hard work, and fair play, self-discipline, sacrifice and reliance and a commitment to one's self and others. He urged further that socialization aspect of the mentioned co-curricular activities can be so far-reaching that they affect even individuals who do not actively participate. Spectators learn about the values and attitudes such as respect for authority, teamwork and notions of citizenship. Wuest and Bucher (1999) shows that there has been a lot of debate on whether interscholastic CCAs interferes with learning or not. Whereas proponents of interscholastic CCAs cite valuable contributions to educational mission of the schools, the opponents argue that CCAs interfere with attainment of educational goals. These arguments are summarized in Table 1.

Argument For	Argument Against
1. Involve students in school activities and increase student's interest in academic activities.	1. Distracts the attention of students away from academic activities.
2. Build the responsibility, achievement orientation and physical vigor required for adult participation in society.	2. Perpetuates dependence and immaturity and focuses the attention of students on a set of values no longer appropriate in industrial society.
3. Stimulate interest in physical activities among all students in the school.	3. Relegate most students to the role of spectator rather than active participants.
4. Generate the spirit of unity necessary to maintain the school as a viable organization.	4. Creates a superficial transitory spirit subverting the educational goals of the school.
5. Promotes parental, alumni and community support for all school programs.	5. Deprives educational programs of resources, facilities, staff and community support.

Table 1: CCAS Excellence versus Academic Performance  
Source: COAKLEY (1993)

From the above argument, schools' level of involvement in CCAs will depend on the Manager's School of thought and orientation. She/he must know how to deal with the students and parents so that they can support CCAs implementation in the school.

1.2. Allocation of Resources for Co-Curricular Activities

Nations are investing heavily in CCAs in term of putting in place facilities to enhance performance. The Government of Kenya (GOK) through the Ministry of Education Science and Technology (MOEST), being aware of the importance of CCAs, support co-curricular activities in schools by providing funds through the subsidized secondary education. This is paid under a vote head called Activity Fee. Parents are also expected contribute funds for CCAs.

1.3. Statement of the Problem

CCAs require enough funds in order to acquire sufficient resources for its success implementation in secondary schools. The GoK and parents contribute to CCAs kitty. However, it has not been established whether the resources for CCAs are sufficient in schools. Hence, the study established the extent of CCAs resources in secondary schools in Aberdare Central Region in Kenya.

1.4. Objectives of the Study

The following objectives guided the study.

- To assess resources allocated for co-curricular activities
- To investigate and examine whether allocated resources influence students' participation in co-curricular activities
- To establish whether resources allocation influence academic performance of students in the Aberdare Central Region.

1.5. Conceptual Framework

In co-curricular activities settings, interaction among independent and moderating variables are paramount in order to realize academic performance. Students' participation in co-curricular activities can be influenced by school internal policies, Peer influence and government policies so as to have an effect on academic performance. This will well be described in the conceptual framework as high lightened in Figure 1

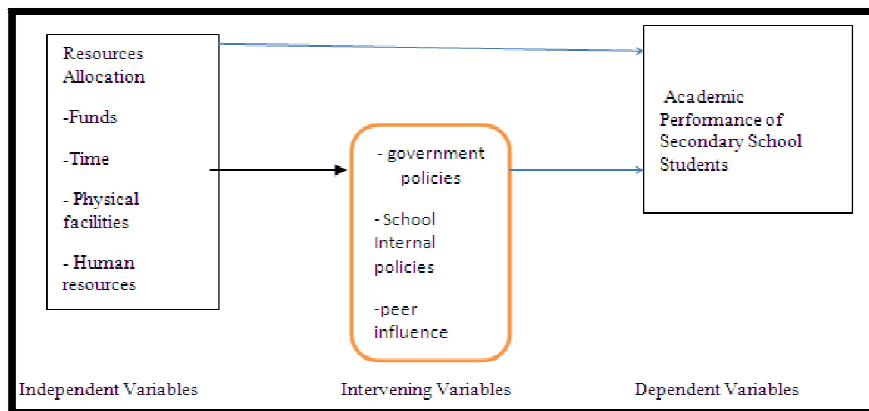


Figure 1: Conceptual Framework

## 2. Methodology

### 2.1. Research Design and Target Population

Descriptive research design was adopted. The form three students were selected to provide the needed data because they had been in school long enough and involved in CCAs and academic curriculum. According to the Education Directors (2015) of Nyandarua, Nyeri and Kirinyaga Counties, there are 34,653 form three students from 385 secondary schools in the Aberdare Region, with 385 principals and 385 co-curricular activities teachers, and three County Quality Assurance and Standard Officers (COASOs) totaling to 35,426. The sample that participated in the study was 380 students, 10 principals, 10 CCAs teachers and one COASO as guided by Krejcie and Morgan [ ] and Gay [ ]. Information on Table 2 shows the target population and the sample size that participated in the study.

Respondents	Target Population	Sample Size
COASO	3	1
Principals	385	10
CCAs Teachers	385	10
Form Three Students	34,653	380
Total	35,426	401

Table 2: Target Population and Sample Size

### 2.2. Instruments and data collection

The instruments used were questionnaires for principals, CCAs teachers and students, and an interview schedule for COASO. Reliability and validity of the instruments were established before they were used. Data was collected from each individual participant by completing the questionnaires. The COASO was interviewed and the responses recorded.

## 3. Data Analysis and Discussion

Descriptive statistics were used to analyze the obtained data with the help of Statistical Packages for Social Sciences (SPSS)

### 3.1. Characteristics of the Respondents

The participants were male 44.4% and female 55.6%. The ages for principals and CCAs teachers, of the sampled schools, are shown on Table 3.

Age Group	Percentage
26 - 35	30
36 - 45	25
46 - 55	35
56 and above	10
Total	100

Table 3: Age of Principals and CCAs Teachers  
Source: Author 2015

Data on Table 3 shows that majority of the respondents were of the age between 46 and 55 (35 %) followed by age between 26 and 35 years (30%). It was also found that teachers entering the teaching profession were active in co-curricular activities. However almost all the teachers are degree holders (89.9%) while a small number have diplomas in education, while 5 % were holders of diploma? Most of the respondents had experience period of between 1-5 years which was represented by the 95%. Those who had been on the job between 6-10 years were not many as per 1.7% representation. The study also showed that those who had worked for 11-16 years were not many according to 2.2% of the respondents

#### 3.1.1. Level of Leadership

The study showed that most of the respondents stated that their level of leadership was at zonal level. This was as per 52.5% of the respondents while 37.8 % of the respondent stated that it was at the sub- county level. A smaller percentage of the respondents which was 4.2% stated that the leadership was at county level.

#### 3.1.2. Position Held

The study showed that the most of the respondents stated that they did not hold any position apart from being club members. This was supported by 79.4% of the respondents. It was also shown that some were captains and prefects and this was also supported by 12.5% of the respondents. Some held both positions. This was supported by 8.1% of the respondents.

### 3.2. Resource Allocation

Most of the student (63.1%) strongly agreed that they were encouraged to participate in CCA. While 17.2% believed that all students joining the school were encouraged to participate in CCAs. Only 13.6 % disagreed that students are encouraged to participate in CCAs, while 3.1% of the respondents strongly disagree. Witt berg et al [ ] (2010)agree with this study that the co-curricular activities provide them freedom and an opportunity for expressing themselves outside the tight formalities of school programmes and, at times, it is more important for their emotional and social health

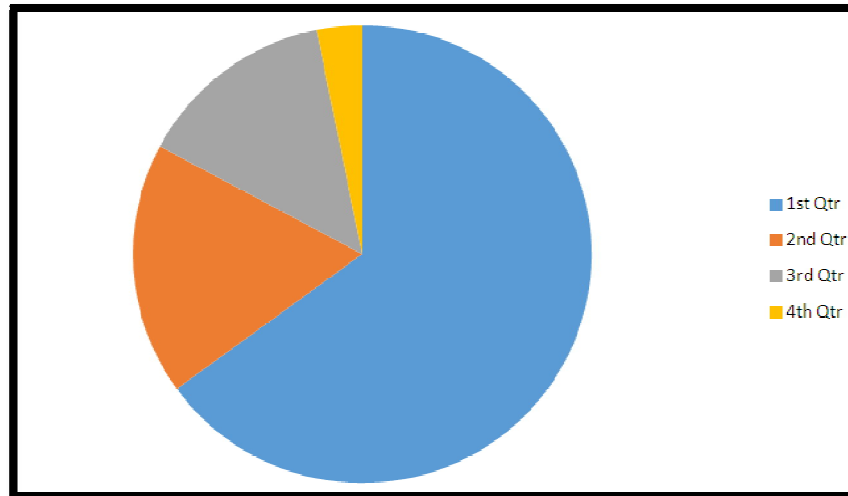


Figure 2: Students Are Encouraged to Participate in CCAs

#### 3.2.1. School Administration Allocate Time for Co- Curricular Activities

From the study it was clear that most of the respondents strongly agreed that administration allocate time for co-curricular activities. This was as per 54.2% of the respondent. Another group agree that co-curricular activities was allocated time, this was supported by 30 % of the respondents. Only 10.3 % disagreed that the while 3.9% of the respondents strongly disagree. Howard Taras in his 2005 study of the relationship between physical activity and student performance just like the findings of this study stated that physical activity help students perform better in school since physical activity improves general circulation of blood flow in the brain" and releases brain chemicals which "may reduce stress and improve mood and induce a calming effect.

#### 3.2.2. There Are Rules on Time Management on Co- Curricular Activities

From the study it was clear that most of the respondents strongly agreed there were rules on time management, this was as per 54.4% of the respondent. Another group agreed that there were rules on co-curriculum activities; this was supported by 28.1 % of the respondents. Only 13.6% disagreed while 1.1% of the respondents strongly disagreed. Dyson [13] findings agreed with this study and revealed that co-curricular activities which include games and sports strengthen the integration of students with severe disabilities as well.

#### 3.2.3. Participation in Co-Curricular Activities a Must to All Students

The study showed that most of the respondents strongly agreed that they participated in co-curricular activities; this was as per 56.7% of the respondents. Another group agreed that the students participated in co-curricular activities; this was supported by 25.6 % of the respondents. Only 13.6% disagreed that it was a must for students to participate in co-curricular activities while 1.9% of the respondents strongly disagreed. Coakley [15] asserts that ballgames and athletics can help shape and maintain many social values held in high regard. Such values include hard work, and fair play, self-discipline, sacrifice and reliance and a commitment to one's self and others

#### 3.2.4. Parents Provide Necessary Requirements for Co-Curricular Activities

The study showed that most of the respondents strongly agreed that parents provide the necessary requirement for the co-curricular activities. This was represented by 65.3% of the respondents. Another group of respondents agreed that parents provided the necessary requirements for co-curricular activities and this was supported by 31.3 % of the respondents. Only 1.6 % of the respondents were undecided whether parents provide the necessary requirements for co-curricular activities. This issue is in line with what Daniel T. Arap Moi, the former president of Kenya, who frequently called for parents and teachers to pay more attention to physical facilities needed in schools.

### 3.2.5. Running Tracks are Available in Good Order

Most of the respondents strongly agreed that running tracks were available and were in good order. This was supported by 62.25% of the respondents. 33.75% of the respondents agreed that running tracks were available and were in good order. Charles and Krotee [22] suggest that establishment such as school charts the course and achieves its objectives depends on availability of resources like running tracks.

### 3.2.6. Football Fields are Available and are in Good Order

From the study it is clear that most of the respondents' strongly agreed that football fields are available and in good order. This is supported by 61.9% of the respondents while 29.4% of the respondents agree that the football fields are available and are in good order. Only 3.6% disagreed that the football fields are available in good order. Charles and Krotee [22] explain that policies shape procedures (specific actions), rules and regulations (what and how an action must be done) of an organization. They conclude that without a policy there is little to guide the activities and conduct of the organization in pursuit of its goals. It is in line with these points that schools provide and maintain running tracks as necessary items or athletics to be practiced competitively in schools, under guided rules from the ministry of sports.

### 3.2.7. Change Rooms Are Available

The study showed that most of the respondents strongly agreed that change rooms were available. This is supported by 57% of the respondents. There were 30.2% of the respondents who agreed that change rooms were available. Only 19% disagreed that the change rooms were available. Thus change rooms are regarded as important for co-curricular activities in schools. In agreement with this study, Wuest and Bucher [23] indicate that facilities such as changing rooms add value in performance improvement.

### 3.2.8. Rooms for Indoor Games Are Available

The study showed that most of the respondents strongly agreed that rooms for indoor games were available. This was supported by 50.6% of the respondents. The 34.2% of the respondents agreed change rooms for indoor games were available. Only 4.7% strongly disagreed that rooms for indoor games were available. MoEST [24] disagreed with this study finding by stating that the availability of indoor games without field tracks is not of much relevance.

### 3.2.9. Schools Provide Uniforms for Extra Curriculum Activities

The study showed that most of the respondents strongly agreed that schools provide uniforms for co-curriculum activities. This was supported by 59.4 % of the respondents. The 33.3. % of the respondents disagreed that schools provide uniforms for games. Only 3.1% disagreed that the schools provide uniforms for extra curriculum activities. According to the MoEST [24] areas to be inspected include a variety of CCAs, students' involvement programs, facility and equipment procurement, level of participation and system of rewarding performance, and added that the mode of dressing need to be given high consideration.

### 3.2.10. Teachers Train Students in Co-Curricular Activities

The study showed that most of the respondents strongly agreed that teachers train students in co-curricular activities. This was supported by 55.4% of the respondents. The 36.1% of the respondents agreed that teachers train in co-curricular activities. But 5.3% disagreed that teachers train in co-curriculum activities. According to by Antony M.W[25] co-curricular activities makes majority of school administrators understand the importance of co-curricular activities in students' social development and this correspond with findings of this study which showed that teachers are committed to train students in co-curricular activities.

### 3.2.11. Instruments for Music, Drama are Available

The study shows that most of the respondents' strongly agreed that the instruments for music and drama are available. This is supported by 54.4% of the respondents. The 2.8 % of the respondents strongly disagreed agreed that instruments for music and drama are available. However 26.9% of the respondents agreed that the instruments for music and drama are available. Thus the instruments are important. Rashida and Sasidha [26] agreed with this study and indicated that more emphasis has generally been given to the curriculum aspect such as music and drama which result from the students' inability to link the excellence in performance academically to the active participation in co-curriculum but these have played a great role in tapping the talents of learners.

### 3.2.12. Facilitators Are Available for Physical Education

Some of the respondents strongly agreed that facilitators were available for the physical education. This is supported by 60% of the respondents. The 5% of the respondents strongly disagreed that the facilitator were available. Only 15% agreed that the facilitators are available. Rashida and Sasidha [26] agreed with this study and states that there is emphasis of facilitation of physical education which supplements students' inability to link the excellence in performance academically but help in tapping the talents of learners.

### 3.2.13. Qualified Teachers Are Available for Music/Drama

The study showed that most of the respondents strongly agreed that the qualified teachers are available for music and drama. This was as per 47.5. % of the respondents. The 31.9% of the respondents agreed that the trained teachers are available for music and drama. Only 12.5% disagreed that there were qualified teachers for music and drama. Rashida and Sasidha [26] indicated that qualified teachers for co-curricular aspect such as music and drama has helped students to a great extent in the discovery of students' talent just like the findings of this study that shows more importance of qualified teachers in co-curriculum activities.

### 3.2.14. School Regularly Participate in National Games

The study showed that most of the respondents strongly agreed that the schools regularly participate in national games. This was as per 57.8. % of the respondents. The 29.7% of the respondents agreed that the schools regularly participate in national games. Only 6.9% strongly disagreed that the schools regularly participate in national games. Thus the participation needed to be enhanced more. Dyson (2002), Rashida and Sasidha [26] agreed with this study and indicated that participation in national events is very important in shaping the learner talent path.

### 3.2.15. Planning is Effective in Co-Curricular

The study showed that most of the respondents strongly agreed that planning is effective in co-curricular. This was as per 57.2 % of the respondents. The 20.6% of the respondents agreed that the planning is effective in extra curriculum activities. Only 13.6% disagreed that planning is effective in co-curricular. Taras (2005) in agreeing with study states that the relationship between physical activity and student performance that; physical activity is likely to help children perform better in school thus need to effectively plan in co curriculum activities.

### 3.2.16. Exist Opportunities for Enhancing Special Interests and Abilities

The study showed that most of the respondents strongly agreed that there exists an opportunity exist for enhancing special interest and abilities. This was as per 50.8. % of the respondents who strongly agreed. The 25.6% of the respondents agreed that there exist opportunities for enhancement of opportunities. Only 5.6% who strongly disagreed that there exist opportunities for enhancement of opportunities. The researcher concluded that the 76.4% of the respondents who strongly agreed and agreed were principals, co-curricular activities teachers and students who actually participated in co-curricular activities and shared a lot with their teachers.

### 3.2.17. CCAS Improve Academic Performance of Students

The study showed that most of the respondents strongly agreed that co-curricular activities improve academic performance. This was well indicated on Table 4.1 as per data collected from principals, students and co-curricular activities teachers.

Wuest and Bucher (1999) shows that there has been a lot of debate on whether interscholastic CCAs interferes with learning or not. Whereas proponents of interscholastic CCAs cite valuable contributions to educational mission of the schools, the opponents argue that CCAs interfere with attainment of educational goals. Coakley [15] summarizes these arguments in the table 4

<b>Argument For</b>	<b>Argument Against</b>
1. Involve students in school activities and increase student's interest in academic activities.	1. Distracts the attention of students away from academic activities.
2. Build the responsibility, achievement orientation and physical vigor required for adult participation in society.	2. Perpetuates dependence and immaturity and focuses the attention of students on a set of values no longer appropriate in industrial society.
3. Stimulate interest in physical activities among all students in the school.	3. Relegate most students to the role of spectator rather than active participants.
4. Generate the spirit of unity necessary to maintain the school as a viable organization.	4. Creates a superficial transitory spirit subverting the educational goals of the school.
5. Promotes parental, alumni and community support for all school programs.	5. Deprives educational programs of resources, facilities, staff and community support.

*Table 4: CCAs Excellence versus Academic Performance  
Source: Coakley (1993)*

From the above argument, schools' level of involvement in CCAs will depend on the Manager's School of thought and orientation. She/he must know how to deal with the students and parents so that they can support CCAs implementation in the school.

	Frequency	Percentage
Strongly disagreed	12	3.0
Disagreed	59	14.75
Undecided	6	1.5
Agreed	121	30.25
Strongly agreed	202	50.5
Total	400	100

Table 5: CCAs Improve Academic Performance Of Students  
Source: Author (2015)

The researcher found out that the 80.75% of the respondents who strongly agreed and agreed that co-curricular activities improve academic performance were involved in drama, music, football and athletics. The researcher concluded that those schools that perform well in co-curricular activities also perform well in academics.

### 3.3. Further Analysis

A further analysis was done to establish whether there was relationship between the dependent and the independent variables and also the strength of the relationship. The level of confidence which the relationship is determined was also considered by considering the error or the significance level in the data analyzed. The findings were as per Table 6

		Co- Curriculum Activities Improve KCSE Grades in Schools	Funds Resource	Time Resource	Physical Facilities
Co- curriculum activities improve KCSE grade in schools	Pearson Correlation	1	.988(**)	.766(**)	.963(**)
	p-value	.	.014	.044	.019
Funds resources	Pearson Correlation	.988(**)	1	-.903(**)	.950(**)
	p-value	.011	.	.000	.000
Time resource	Pearson Correlation	.766(**)	-.903(**)	1	-.872(**)
	p-value	.044	.000	.	.000
Physical facilities	Pearson Correlation	.963(**)	.950(**)	-.872(**)	1
	p-value	.019	.000	.000	.

Table 6: Correlation Analysis of Resources Allocation and Improvement of KCSE Grade  
\*\* Correlation Is Significant at the 0.05 Level (2-Tailed)

The above correlation table shows the resources allocation and KCSE grade in schools. It was established that there is relationship between funds resource and improvement of KCSE grade. Pearson correlation coefficient = 0.988,  $p = 0.011$ . The table also shows that there is effect of availability of time as a resource and improvement on KCSE grade in schools. Pearson correlation coefficient = 0.766  $p = 0.044$ . It is also established that physical facilities resources affects KCSE grade in schools correlation coefficient = 0.963,  $p = 0.019$ . Hence we conclude that there is correlation between allocation of resources and improvement of KCSE grade in schools.

## 4. Contributions of this Study

### 4.1. Summary of the Major Findings

The study was an investigation on the Influence of Resources Allocation on Academic Performance of Secondary School Students in the Aberdare Region; Kenya. The study shows that there is correlate between the allocation of resources and academic performance of secondary school students in the Aberdare Region. From the study it is clear that the recognition of those doing well in co-curricular activities is very essential. The respondents who were in agreement were in excess of 50 %, thus important to embrace the practice. The study shows that most of the respondents strongly agreed that the qualified teachers are available for music and drama. This is as per 47.5 % of the respondents. Thus teachers' training in co-curricular activities being trained is an important aspect. It was also clear that the respondents that there has been an increase in teachers' participation in training on co-curricular activities as represented by 91.2% of the respondents.

The study shows that most of the respondents strongly agreed that planning is effective in co-curricular activities. This is as per 57.2 % of the respondents. The 20.6% of the respondents agreed that the planning is effective in co-curricular activities.



Taras (2005) agrees with study states that the relationship between physical activity and student performance that; physical activity is likely to help children perform better in school thus need to effectively plan in co curriculum activities.

## 5. Conclusions

The results from this study have shown that funds, time and physical facilities have a bearing on academic performance of secondary school students. From the Pearson correlation, funds, time and physical facilities had the strongest relationship as per their coefficient. Schools face a lot of challenges with the co-curricular activities implementation. They were considered to have lagged behind in implementation but the funding played a greater part in co-curricular activities implementation by schools which led to increase in good performance. The resources availability was important if the school was to gain competitive advantage over the others. The fact that the schools have established membership in terms of students' population, they are able to get more funds and therefore they are able to implement strategies related to co-curricular activities and improve academic performance.

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