

FACTORS INFLUENCING TEACHERS' INVOLVEMENT IN CO-CURRICULAR ACTIVITIES IN PUBLIC SECONDARY SCHOOLS IN MATUNGULU SUB-COUNTY, MACHAKOS COUNTY, KENYA.

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A Research Project report Submitted in Fulfillment of the Requirement for the Degree of Master of Education in Education Administration of the South Eastern Kenya University.

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DECLARATION

This project is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offense and therefore I declare that this research project is my original work and has not been presented for the award in any other institution.

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DEDICATION

This project is dedicated to God my father in Heaven and my lovely children Caren, Shalom and Israel.

Acknowledgment

I thank the Almighty God for enabling me to undertake and complete this study, my university supervisors Dr. Gideon Kasivu and Dr. Rose Mwanza for professional guidance, understanding, timely feedback and suggestions regarding my work. I acknowledge my parents, my siblings and their families for their prayers and support. I am deeply indebted to my husband whose sacrifice, inspiration, patience, understanding, encouragement and financial assistance were very instrumental to the completion of this work. My deep appreciation also goes to the principals and teachers of Matungulu Sub-County who gave me their precious time and willingly shared their knowledge and experiences with me during the course of the study. God bless you all.

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ABBREVIATIONS AND ACRONYMS

- BOM** - Board of Management
- CSO** - Curriculum support Officer
- K.C.S.E** - Kenya Certificate of Secondary Education
- K.I.C.D** - Kenya Institute of Curriculum Development
- K.N.E.C** - Kenya National Education Council
- M.O.E** -Ministry of Education
- NACOSTI** - National Council for Science, Technology, and Innovation
- P.E** - Physical Education
- SPSS** - Statistical Package for Social Sciences.
- T.S.C** - Teachers Service Commission.
- UNICEF** - United Nations Children’s’ Emergency Fund
- USA** - United States of America

ABSTRACT

Education should ensure the development of an all-around person. Co-curricular activities are a very important and essential part of education. It prepares learners to be holistic. The purpose of this study was to investigate the factors influencing teachers' involvement in co-curricular activities in public secondary school in Matungulu sub-county, Machakos County, Kenya. The study focused on the following objectives: to investigate the influence of motivation, workload, level of training of teachers and the support of school administration in co-curricular activities on teachers' involvement in the co-curricular activities in public secondary schools in Matungulu sub-county. This study was based on Victor Vroom's expectancy theory of 1964 which emphasizes the importance of forward-looking beliefs about what will occur. The study employed a descriptive survey research design. The target population was 34 principals and 380 teachers from the public secondary schools in the sub-county. Data was collected using questionnaires and observation checklists. The supervisors who are experts helped the researcher in establishing the validity of the instruments and determining the relevance of the content used. Content validity was ensured by conducting a pilot study. Reliability of the instrument was achieved by test-retesting the instrument. The Pearson product moment correlation was employed to compute the correlation coefficient in order to establish the degree to which the contents in the questionnaires were consistent in giving the same results every time the instrument was administered. In this study, the acceptance level was 0.7. Quantitative data was coded and analyzed with the help of SPSS. The data was presented in the form of charts and tables. Qualitative data were presented as per the study objectives. The study revealed that the motivation of teachers involved in co-curricular activities was very essential, it also revealed that teachers were heavily burdened by their workload which hindered their involvement in co-curricular activities, majority of the teachers were not trained in co-curricular activities and this made them not to be involved in the activities and the school administrators supported their schools in co-curricular activities. The study recommended the need for principals to institute mechanisms of motivating teachers, teachers be trained in co-curricular activities and schools' administrators should support the schools through the provision of co-curricular facilities. The suggestions for further study are that the study can be replicated in public primary schools in Matungulu sub-county, Machakos County.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.

Education is a broad concept which transcends the knowledge acquired from a classroom. Holistic education focuses on the overall development of the child (Ogoch&Thinguri,2013).Co-curricular activities are programmes or learning experiences that fall outside the realm of the ordinary curriculum and complement what students learn (Yaacob& Haron,2013).These are programmes or activities out of class supervised and financed by the school which provides curriculum-related learning and character-based experiences(Bashir,2012).Yaacob and Haron further state that co-curricularactivitiescomplement the curriculum or the main syllabi activities and are part and parcel of educational institutions aimed at developing students' personality aswellasstrengtheningthelearning. Booth (2008) states that participation in co-curricular activities especially in sports and yoga reduces anxiety.

Globally, some countries have realized the importance of co-curricular activities. In Nepal,the national education system has made co-curricular activitiescompulsory. The activities done in the schools include literacy, art, craft, debate, gardening, hobbies and dancing. Most of these activities are done by high school students (Jha& Joshi,2004)This has enhanced review of their education system to ensure early identification of their students' talents which has facilitated a good environment for tapping, nurturing and developing the talents at a tender age In Australia, co-curricular activities are emphasized alongside the curriculum for all-round development of children. Astin (1998) in his book on the cornerstone of excellence states that even with the most satisfactory room conditions students need a more direct outlet for their tendencies. Acquah and Anti (2014) also note that co-curricular activities provide students with freedom and opportunities for expressing themselves outside the right formalities of the school programmes and at times these activities are

very important for their social and emotional health because surplus energy is released. Sowa and Gressand point out that nurturing young talents has borne fruits through the production of a mass pool of sports personalities which has, in turn, developed careers for thousands of citizens. An example is Brazil which has produced many renowned professional footballers, playing their trade across the elite European clubs. This, in turn, earns foreign exchange in the form of monies repatriated back to their country. The provisions of co-curricular programs in the United States of America (U.S.A), Jamaica, Germany, England, and China have been recognized as the most essential mechanisms for the psychological and intellectual development of students. Jamalis and Fauzee (2007) state that these activities have evolved as an integral part of their learning process and education has been seen as a creation of a sound mind and body, so children need ways and means of expressing their emotions and learn to adjust themselves in the broad society.

Bashir (2012) adds that co-curricular activities increase social interaction, enhance leadership qualities, and give chances of healthy recreation which make students confident. These activities help students to develop skills through active participation. Co-curricular activities influence directly or indirectly the development of an individual. The school experience can help students grow, develop knowledge, skills, and abilities for success in the workforce and for aspiring career choices. (Croakley, 1993) Kumar and Kumar (2012) argue that the activities form a vital link in the pattern of educational experiences necessary for all boys and girls and also provide students with a network of peers and adults who have interests and talents similar to their own. Students who participate in games and sports have a chance to excel individually, be part of a group and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work. They not only do better academically but also develop other facets of their personalities in the process. In addition, learners who are not strong in academics flourish in the sports fields (Marais, 2011). Students develop self-esteem, self-confidence, social co-operation, and leadership skills and are able to blend aspects of their academic learning into personal actions.

Co-curricular activities have been blended into Malaysia's education system and are a must for every student they take place during normal curriculum hours and sometimes not, which the latter case requires time commitment beyond the regular school hours(Yaacob& Haron, 2013).Often a range of activities in form of classes, clubs and sports activities are available to learners which may occur during normal school hours, lunch break or after school(Marais, 2011; Kumar & Kumar, 2012).

In USA co-curricular activities are found at all levels of the school system especially in secondary schools. They include activities such as debate, athletics, music, drama, school publications, student council, school clubs, contests, and various social events(Storey, 2010).Kumar and Kumar (2012) argue that co-curricular activities depend on the availability of various kinds of school's infrastructural facilities as well as the home atmosphere of the students since the ideal environment of learning depends on both mental and physical development of the student. In Nepal, co-curricular activities include activities such as physical literacy, aesthetic, cultural, craft activities, gardening, folk songs and dances, debates, excursions, and social welfare. Jha&Joshi (2004) points out that the National education system plan in Nepal has made co-curricular activities compulsory and hasgivedirectives to carry on such activities in high schools.

Research on effective schools indicates that there is need to put emphasis on academics, clear expectations and regulations, high levels of student participation, and alternative resources such as library facilities, vocational work, opportunities, art, music and extracurricular activities for exceptional performance(Ogoch&Thinguri,2013). Kenyan education continues to play a crucial role in determining one's vocation. Avenues outside the education system should be adopted as a panacea to identifying talent and development of skill. Several schools running alternative curriculum seem to do better on the co-curricular scope. A good example is St.Andrew'sTuri that has performed well in drama and music for several years.

Kenya has overemphasized academics at the expense of other factors. The Kenyan system of education places a lot of emphasis on academic performance to the detriment of co-curricular activities. Students' talents are neither identified early in life nor fully developed thus denying them an opportunity of earning a living as professional sports people nor joining other related careers (Ogoch & Thinguri, 2013). Several criticisms have been leveled against the Kenyan education system. These include; inefficiency to utilize resources to meet educational needs and waste (Salifu & Agbenyega, 2013). Okwachand Odipo (1999) state that almost every student in the school has experienced co-curricular activities, whether as a spectator or a participant that when students are involved in co-curricular activities there is a positive effect in their academic performance.

Teachers play a very crucial role when the work of the teacher is not recognized they feel overburdened and undervalued. Fostering a sense of school co-curricular engagement an expanded role for the teacher is to influence the students' social and personal development as well as their intellectual growth. The role of a teacher is to transmit knowledge and help create networks of support that foster students' sense of belonging and help them to succeed in school. Many teachers are coaches and interact with the students not only in class but also in after-school programmes. (Acquah & Anti, 2014). Monyatsi (2012) points out that teachers' need to be satisfied with their work in order for them to function efficiently and effectively.

Teachers are required to go beyond their teaching role to achieve the objectives of Kenya's vision 2030. Teachers facilitate the holistic development of the learners and all stakeholders should endeavor to enhance teachers' performance both in curricular and co-curricular activities in achieving the objectives of Kenya's vision 2030. (Kiumi, Chemnjor & Macharia, 2014). When teachers are motivated, they engage actively in co-curricular activities, this gives them a chance to exploit their talents and train the students.

Rewards are a powerful method of compensation that can be applied on a short term basis. Promotion among teachers who are actively involved in sports and other co-

curricular activities to positions such as heads of departments serve as a motivation to them. Motivated teachers may help with producing-round students.(Kamunjeru, Chepkilot, Ochiengand Raja,2012). Ashoro, Wanyoike, andMwangi. (2014) found out that when teachers are motivated, they become more effective, productive and committed in the institution.

Astudydone by Ingvarson, Kleinhenz, Beaves, Barwick, Carthy&Wilkinson(2005) in New Zealand on workload reduction strategy found out that teachers are stressed by a lot of work and choseto give up some of the co-curricularactivities.Some of the workload reduction strategy mentioned by theteacherwasto lessen the time they spent on co-curricular activities or give up these activities.A report in Australia by Pace (1984) appreciates the critical role played by teachers in any educational institution. The report shows that in Australia pressure appears on the teacher as more responsibilities are placed on them. The report shows that teachers with more workload would rather not do other duties These high workloads increased frustration a feeling of being overwhelmed.

Otaala, Maaniand Bakaira (2013) in their study on the effectiveness of university education in Uganda mention that teachers claimed that co-curricular activities used a lot of their time while their workloads were toohigh.They opted to use the time they had for preparing for the classes.Salifu and Agbenyega (2013) point out that the Kenyan education system has been criticized for the number of lessons that overload students and teachers. When teachers have light workloads, they are more likely to be involved in co-curricular activities. With high workloads, they would use the time they had to prepare for the following day's lesson.

In a study on the status of co-curricular activities in primary schools in Nepal, Jha (2004) points out that teachers did not have specific training in the co-curricularactivities but were involved as supervisors of the activities in the schools and they interacted with students not only in the classroom but also after the school programs. Yaacob and Haron (2013) observed that the role of the teachers asa mentor to students' in co-curricular activities was essential and resulted in a high increase in

the number of student participants. When teachers gain skills in co-curricular activities, they become better coaches in specific co-curricular activities. Students look at the teachers involved as their mentors.

Abdullah, Uli, and Salahudin (2007) point out that school administrators should play their role actively and effectively by sending the teachers to attend internal or external courses in order to enhance skills in their respective co-curricular fields. Schools can achieve their goals and missions and contribute to the nations' success. Co-curricular infrastructure includes fields, music room, theatre room, among others, these enable students to participate in different activities which develop them physically, mentally and emotionally (Kheamba, 2012). Well organized and supported co-curricular activities flourish well. The amount and variety of equipment and supplies needed to depend on the budget made. Kiumi(2014) observed that the extent of funding co-curricular activities varies from one school to another. Inadequate materials may hinder the participation of teachers in the activities and in the end, they give up (Okwach&Odipo,1997). The availability of facilities and materials for use in co-curricular activities do not only encourage students to get involved in the activities but also encourage teachers too, for example, co-curricular activities in Kenyan secondary schools are not well developed (Khaemba, 2012). In Matungulu sub-county, the participation of the public secondary schools in co-curricular activities is not well developed as shown in table 1.1

Table 1.1 Students' Performance in co-curricular activities in Matungulu Sub-County.

YEAR	NUMBER OF PARTICIPANTS		
	At National level	At Regional level	At County level
2015	15	13	
2016	1	7	2

2017	1	1	1
TOTAL3 23	16		

Source: Sub- County Education Office Matungulu (2018)

The results shown in Table 1.1 indicate that; there has been a decline in the performance of co-curricular activities for the last three years in public secondary schools in Matungulu Sub-County, Machakos county. From the report, the Sub-County only presented one student to participate in co-curricular competitions at the national level for three consecutive years. This is an indication of dismal performance in co-curricular activities in Matungulu sub-county. Coaches and trainers of these activities are teachers who when involved in school activities help to motivate students to participate and become more competitive in the activities. It is for this reason why there is a need to establish whether teachers are involved in co-curricular activities and the factors that influence their involvement in the co-curricular activities in Matungulu Sub-County Machakos County, Kenya.

1.2: Statement of the problem

Co-curricular activities are an integral part of students' holistic education. The development of a child's mind and body demands proper nurturing of physical and intellectual qualities (Acquah & Anti, 2014). Participation in co-curricular activities provides important outlets for students in today's world. Kenya is a powerhouse of games and sports and any world athletics championships are incomplete without Kenyan participants (Ikagami, 2004). At the secondary school level where learners are at the peak of their growth and are energetic, they are not adequately involved in games and sports. The teachers who should coach and supervise these co-curricular activities at the school level are rarely involved.

Assessment reports in Matungulu sub-county education office done by the curriculum support officer hold that there is a decline in the performance of co-curricular activities in the sub-county (Matungulu sub-county education office, 2018). As shown in Table

1.1. Good performance in co-curricular activities is indicated by the fact that a sub-county presents more than one student for competitions at the National level. It is for this reason that this study sought to investigate the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county, Machakos County. There are several studies done on co-curricular activities in schools such as the implementation of co-curricular activities in secondary schools, the role of co-curricular activities in students' social Development and determinants of the development of students talents (Chege, 2013, Mutuma, 2005, Mungai, 2011). However, no study had focused on the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county. This study, therefore, sought to investigate the factors influencing teachers' involvement in co-curricular activities in the sub-county.

1.3 General objective of the study.

The general objective of this study was to investigate the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county.

1.3.1. Specific Objectives.

The specific objectives of the study were to;

- i) Determine the influence of motivation of teachers in co-curricular activities on their involvement in the co-curricular activities in public secondary schools in Matungulu sub-county.
- ii) Establish the influence of teachers' workload on their involvement in co-curricular activities in public secondary schools in Matungulu sub-county.
- iii) Establish the influence of teachers' level of training in co-curricular activities on their involvement in co-curricular activities in public secondary schools in Matungulu sub-county.
- iv) Determine the influence of the support of school administration in co-curricular activities on teachers' involvement in the co-curricular activities in public secondary schools in Matungulu sub-county.

1.4 Research Questions.

This study was guided by the following research questions;

- i) To what extent does the motivation of teachers in co-curricular activities influence their involvement in the co-curricular activities in public secondary schools in Matungulu sub-county?
- ii) To what extent does teachers' workload influence their involvement in co-curricular activities in public schools in Matungulu sub-county?
- iii) How does the level of teachers' training in co-curricular activities influence their involvement in the co-curricular activities in public secondary schools in Matungulu sub-county?
- iv) In what ways does the support of school administration influence teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county?

1.5 Significance of the study

The findings of the study would assist the Ministry of Education, Teachers Service Commission (TSC), Kenya Institute of Curriculum Management (KICD) and the Schools' Board of Management (B.O.M) in formulating better strategies of compensating secondary school teachers for extra hours worked for in service delivery so as to increase their involvement in co-curricular activities. The findings are expected to shed light on information regarding factors influencing teachers' involvement in co-curricular activities in public secondary schools and contribute to the existing literature through a better understanding of the factors.

1.6 Limitations of the study

The attitude of the respondents towards the researcher was a limiting factor, they saw the researcher as a stranger with a hidden agenda but the researcher precisely explained the purpose of the study and the confidentiality in treating all the information provided hence positive feedback by the respondents. The researcher also met unwilling teachers mainly because of high workload which did not allow them time to answer the prepared questionnaire immediately, with this the researcher assured the teachers of patience and allowed them to answer it at their own free time.

1.7 Delimitation of the study

This study was mainly delimited to the factors which influence teachers' involvement in co-curricular activities in public secondary schools. It was confined to principals and teachers of Matungulu Sub-County public secondary schools. It focused on the principals and teachers as the respondents. The study was delimited to the following factors, teachers' motivation, teachers' workload, teachers' level of training and support of school administration only.

1.8 Assumptions of the study

The researcher was guided by the assumption that all the teachers in Matungulu Sub-County were involved in co-curricular activities, all the schools in the Sub-County offered co-curricular activities and that all the schools' administration supported co-curricular activities in their schools.

1.9 Definition of significant terms

Curriculum: Refers to subjects that are included in a course of study or taught in school.

Co-curricular activity: Refers to a program or out-of-class activity, supervised and financed by the school, which provides curriculum-related learning and character-building experiences.

Level of training of teachers: Refers to the skills that teachers' gain to enable them to teach the learners through practice effective practice in public secondary schools in Matungulu sub-county.

Syllabus: Refers to an organized plan showing subjects and topics to be taught over a certain level of education

Support of school administration: Refers to the input of the head of the school in ensuring excellent performance in co-curricular activities in public secondary schools in Matungulu sub-county.

Teachers' involvement: Refers to a combination of commitment and active participation on the part of the teacher to the school and to the student in all aspects of their development in public secondary schools in Matungulu sub-county.

Teachers' motivation: Refers to an incentive or a reason for doing something. It can be through verbal recognition or material goods given to a teacher for appreciating the good work done in public secondary schools in Matungulu sub-county.

Workload: Refers to the number of lessons taught by a teacher per week in public secondary schools in Matungulu sub-county.

1.10 Organization of the study

The study was organized into six chapters. Chapter one comprises of background information, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and definition of significant terms. Chapter two presents the literature review; it also presents the theoretical framework and finally the conceptual framework. Chapter three describes the research methodology. Chapter four entails data analysis and presentations, Chapter five presents discussion and interpretation of research findings. Chapter six consists of a conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant literature according to the study objectives. The study reviews motivation of teachers in co-curricular activities and its influence on teachers' involvement, the influence of teachers' workload on their involvement in co-curricular activities, the influence of the level of training of teachers on their involvement in co-curricular activities and the influence of the support of school administration on teachers' involvement in co-curricular activities, summary of literature review, theoretical framework and conceptual framework. Educationists say co-curricular activities play a vital role in helping children develop their personality (Marais, 2011). The author adds that better achievement in co-curricular activities gives satisfaction to students and infuses a sense of pride in the schools. It also helps every activity or pastime to be undertaken by the student of the school.

2.2 Motivation of teachers and their involvement in co-curricular the activities

Motivation refers to an incentive or a reason for doing something. Teacher motivation refers to an incentive or a reward given to a teacher. Teachers' motivation in co-curricular activities refers to the support, recognition, reward or even promotion given to a teacher who is involved in co-curricular activities to enable the teacher to perform better or sacrifice time to get involved in co-curricular activities in school.

Steeves (2014) conducted a study on co-curricular activities and job satisfaction in the USA and established that there is a correlation between increased job satisfaction in teachers who are involved in co-curricular activities with students. The author argues

that there is a relationship between teachers who have more time with students in co-curricular duties compared to those who report high levels of co-curricular activities that do not involve students. The research further indicated that there is a preference for teachers to work with students in areas such as coaching over their regular teaching duties. A study on the effectiveness of administration and curriculum of sports by Yaacob and Haron (2013) in their correlation test results showed that as the role of the mentor increased, the level of involvement in co-curricular activities increased significantly. This shows that there is a significant relationship between the role of motivated teachers as mentors of students' involvement in co-curricular activities. Nadeem, Rana, Lone, Maqbool, and Ali (2011) in their study on teachers competencies and factors affecting female teachers noted that a reasonable salary is one incentive to encourage teachers to work harder and be dedicated. Good pay helps them to concentrate on their work without worry.

Monyatsi (2012) in a study on the level of job satisfaction of teachers in Botswana argues that leadership opportunity can be a means of promotion for teachers and motivation for teachers involved in co-curricular activities. Liang in a study on performance-related pay for teachers in South Africa states that one way of rewarding teachers is through provision of merit pay which rewards outstanding teachers for specific accomplishments such as participating in co-curricular or conducting in-service training. Kamunjeru, Chepkilot, Ochieng, and Raja (2012) in their study on factors that affect teachers' motivation in secondary schools in Nakuru County say that rewarding involves short term incentives that can be given to individuals for exceptional performance not only in academia but also in other related fields like participation in co-curricular activities. Schools participate in co-curricular activities such as science and engineering fair, music and drama festivals, sports and others all of which provide opportunities to reward teachers who participate in such activities. It provides teachers with opportunities to exploit their talents and train students. Rewards can be a powerful compensation method that can be applied on a short-term basis. They can be financial or non-financial in nature. A study by Ashoro, Wanyoike, and Mwangi (2014) on effects of teacher empowerment in public secondary schools

in Nakuru County found out that the more a teacher is motivated the more the teacher becomes effective, committed and productive in the institution.

Kamunjeru *et al.* (2012) add that the promotion of teachers who actively participate in co-curricular activities could be appointed to various leadership positions in the school such as being heads of department, sports and co-curricular activities, discipline or career masters. Teachers need to be motivated in order to get good results in secondary schools both in curricular and co-curricular areas. Motivated teachers help in producing all round citizens. Mugweru (2013) in a study on the promotion of secondary school teachers observed that qualifications sought for promotions according to the school principals are; academic qualifications, experience, participation in co-curricular activities and student's performance in the subject taught by the teacher. Degrees and master's qualifications are prioritized. Teachers' performance in school work is highly valued and is obtained from certificates of co-curricular activities and performance of learners in the teacher's subject in KCSE examination.

In a study on institutional factors that influence teacher to turn over in public secondary schools in Baringo county, Koech, Tikoko, and Chemwei (2014) add that most of the teachers felt that senior teachers are given more recognition yet their effort is not recognized through rewards. This is because recognition promotes self-confidence and boosts the self-esteem of employees and therefore increases productivity. Recognition may take the form of positive comments from principals or giving certificates for excellent performance. According to Kamunjeru *et al.* (2012) opportunities for growth are a method of compensation for example career advancement, training and development fulfill individual self-esteem needs. There is a need to evaluate whether teachers involved in co-curricular activities are motivated or not and thus the need to establish the influence of motivation of teachers' in co-curricular activities on their involvement in the activities

2.3. Teachers workload and their involvement in co-curricular activities.

Workload refers to the amount of work. Teachers' workload refers to the number of lessons allocated for a teacher to teach per week. Nadeem *et al.* (2011) in a study on teachers' competencies and factors affecting the performance of female students argued that a teacher worried about heavy teaching load and combined with frequent involvement in non-teaching tasks does not have sufficient time for lesson planning. In a New Zealand report on secondary teacher workload by Ingvarson, Kleinhenz, Beavis, Barwick, Carthy, and Wilkinson (2005) found out that two out of three classroom teachers without positions of responsibility estimated that they worked for an average of 46 hours in a week; the third teacher estimated she spent 48 hours on average in a week. These estimates included hours of teaching, meetings, preparing and marking and involvement in co-curricular activities. The other responsibilities that increased teachers' workload were; extra work related to the curriculum and to classroom teaching; responsibilities for resources, equipment and maintenance, and co-curricular responsibilities.

With regard to workload, several teachers said that if they felt too much workload pressure, they would choose to give up some of their co-curricular activities and that a couple of teachers had already done so. One of the workload reduction strategy mentioned by some teachers was to lessen the amount of time they spent on co-curricular activities or to give up these activities altogether (Ingvarson *et al.*, 2005). Jha (2004) in a study on the status of co-curricular mentioned that head teachers and teachers of all the selected sample schools claimed unanimously that they had the maximum load. They taught seven periods continuously and sometimes they had to regulate the extra classes in the absence of their colleagues. The high workloads made them not to conduct co-curricular activities.

Otaala, Maani and Bakaira (2013) in their study on the effectiveness of university education in Uganda mention that teachers claimed that co-curricular activities used a lot of their time while their workloads were too high. Salifu and Agbenyega (2013) noted that the Kenyan education system has been criticized for the number of subjects that overloads students and teachers. When teachers have conducive working environments such as light workload, they are likely to be motivated and be satisfied

with their job, however, large class size and unusual hours of work demoralize teachers and kill their motivation for work. When teachers have a high workload, they will lack time to go for co-curricular activities because they would rather spend that time for preparation of lessons. When teachers have a light workload, they are able to get the time and be involved in co-curricular activities either as coaches or supervisors or mentors.

2.4 Level of training of teachers in co-curricular activities and their involvement in the activities.

Training refers to improving one's body fitness. Training in co-curricular activities refers to the acquisition of skills to improve the performance of the trainer in the activity being trained. A study on the status of co-curricular activities in primary schools by Jha (2004) found that all those teachers who were trained did not have specific training on co-curricular activities. During the discussion, all the teachers claimed that the programme and courses offered on training were more theoretical and the time given for practical activities was not sufficient. Besides that, the teachers said that the trainers did not conduct practical work during the training, especially in music, creative art, physical education, games and sports, dance, drawing, and handicraft.

Pejić-Papak and Vidulin-Orbanić (2011) in a study on stimulating active learning in co-curricular activities through contemporary work strategies in Croatia stress that a teacher's enthusiasm is not sufficient for good educational work and management of co-curricular activities, as teachers also need to be qualified for this work because professional knowledge and methodical preparation are necessary. The pupils' creative productivity largely depends on the teacher's professional competences, actions, work methods and his relationship with the pupils. The teachers' knowledge, abilities, and experience are brought forward in their work of informing, orienting, planning, organizing and conducting co-curricular activities with pupils.

The pedagogical role of a teacher involved in co-curricular activities is manifested in assisting, coordinating, counseling, teaching and directing pupils towards the correct,

cultured and rational usage of leisure time. Asaba, (2015) in an article on the death of co-curricular activities in schools in Uganda argues that if training organizations would deliberately train more teachers in co-curricular activities then performance in co-curricular activities would be assured. Teachers who had attended co-curricular courses acquired higher levels of managing the activities after teaching in school. When teachers gain skills in co-curricular activities, they become better coaches in the specific co-curricular activities they are involved in.

2.5 Support of school administration and co-curricular activities.

School administration is a term that is used to refer to those in leadership positions in the school. One of the major factors affecting the operation of successful development of co-curricular activities in schools is the provision of adequate equipment, facilities, and supplies (Sowa & Gressand, 1999). School administrators should support teachers in both curricular and co-curricular activities. Games equipment and materials for co-curricular activities should be provided to make teachers fully participate in activities of their choice. School principals should recognize the outstanding performance of teachers' through promotions, advancement opportunities, and other forms of rewards.

A study in by Jenkinson and Benson (2010) on Barriers to providing physical education and physical activity in the Victorian state secondary schools suggest that teachers must know what to do in order to provide engaging experiences for all young people in physical education and that their ability to do so is influenced largely by the many factors identified by teachers as institutional barriers affecting their provisions of physical education, such as a lack of equipment, facilities, and teaching spaces. Sitra and Sasidhar (2005) in a study on Teachers perception on the effectiveness of co-curricular activities noted that schools play a key role as the heads are able to control and monitor both students' and teachers' participation. The authors add that the school bench is where the molding should begin thus, the importance of students' participation in co-curriculum activities which has proven to churn out better and successful students, as leaders and responsible citizens of tomorrow. They also argue

that in order for students to participate successfully, it is even more important for schools to emphasize and encourage their participation in co-curricular activities.

Yaacob and Haron (2013) established that as the role of the school directors as a co-curricular manager in Malaysia increased, the number of students involved in co-curricular activities also increased. The correlation test results showed that as the role of the director increased, the level of student involvement in co-curricular activities also increased significantly. This shows that there is a significant relationship between the role of the directors as co-curriculum manager and the level of student's involvement in co-curricular activities. Based on a report by Ingvarson *et al.* (2005), the Principal was very keen to ensure that the co-curricular program continued to flourish and every staff was expected to be involved in at least one activity but this had extra stress on teachers. The Principal initiated a scheme of 'rewards and incentives' for staff members who spent 'their own time' on activities like weekend sport. These included holiday weekends for the staff members with friends, spouse or partners. Teachers interviewed said that they enjoyed the activities and found them valuable in forging good relationships with students and colleagues.

Jenkinson and Benson (2010) point out that at the school level, the quality of education offered is determined by the level of material inputs allocated to the school and efficiency with which these materials are organized to teach the students. Massoni (2011) in a study on positive effects of co-curricular activities on students in the USA states that by participating in co-curricular activities, students find something they enjoy and see how they can use it as a career. Participating in certain co-curricular activities in the field that the student is interested in could help them find a job. Sitra and Sasidhar (2005) in their study found out that students' involvement in co-curricular activities enhances their competencies in the four areas tested, namely communication, cognitive, managing self, and academic competency. They argued that significant steps must be taken to ensure that every student participates actively in co-curricular activities, which are headed by teachers who are knowledgeable about that particular activity. Jenkinson & Benson (2010) suggested that barriers experienced

by teachers and students and those imposed by the school as an institution are increasingly impacting on the role that physical education plays within schools.

A study by Samkange (2012) on teacher involvement in decision making in Zimbabwe showed that the degree of teacher involvement differed from area to area and in some places from school to school. The findings suggested that school heads and teachers had different perceptions of what they referred to as “teacher involvement”. Whilst all the school heads noted that they often involved teachers in school development projects, co-curricular activities, lesson planning, preparation, and presentation. The same could not be said about the teachers’ assessment of their involvement in the same areas. Involving teacher’s indecision making was prevalent in areas such as co-curricular activities. The responses by the teachers appeared to concur with those of school heads in many aspects.

Mugweru (2013) observed that co-curricular activities are not supported by most school administrators and their contribution to the student’s self-concept and academic performance have not been clearly articulated by the educators. In some schools, the administration may be reluctant and unwilling to support co-curricular activities. Several factors have been linked to the cause of this, it includes high workload, low collaboration among teachers, low control over work, low participation in school-wide decisions, and other workplace features which are negatively associated with school managers (Finnegan, 2010). The author also argues that co-curricular activities in most schools have become unattractive because of the inadequacy of facilities.

Kiarie (2006) carried out an assessment on the Kenyan athletics training resources available in training camps in Iten town and he concluded that for effective training of athletics in different track and field events training resources were important. Inadequate materials may hinder participation in co-curricular activities (Okwach & Odipo, 1997). Where the school administration is not able to provide infrastructure and materials for co-curricular activities this hinders teachers’ involvement in the

activities but where co-curricular materials and infrastructure are provided teachers involved in the activities is assured.

2.6 Summary of literature review

The motivation of teachers in co-curricular activities refers to giving of an incentive to a teacher for a being involved in co-curricular activities or a teacher being driven to perform a task in co-curricular activities. The motivation of teachers involved in co-curricular activities is very vital because when teachers are motivated through the provision of rewards, recognition, promotions or appreciation by awarding of certificates they feel appreciated and participate in co-curricular activities (Ashoro *et al*, 2014). Monyatsi (2012) in a study on the level of job satisfaction of teachers in Botswana argues that leadership opportunity can be a means of promotion for teachers and motivation for teachers involved in co-curricular activities. Liang in a study on performance-related pay for teachers in South Africa states that one way of rewarding teachers is through the provision of merit pay which rewards outstanding teachers for specific accomplishments such as participating in co-curricular activities. Kamunjeru, Chepkilot, Ochieng, and Raja (2012) in their study on factors that affect teachers' motivation in secondary schools in Nakuru County say that rewarding involves short term incentives that can be given to individuals for exceptional performance not only in academia but also in other related fields like participation in co-curricular activities. A study by Ashoro *et al* (2014) on effects of teacher empowerment in public secondary schools in Nakuru County found out that the more a teacher is motivated the more the teacher becomes effective, committed and productive in the institution.

When teachers have a manageable workload, they may have time for co-curricular activities (Ingvarson *et al*, 2005). Otaala, Maani and Bakaira (2013) in their study on the effectiveness of university education in Uganda mention that teachers claimed that co-curricular activities used a lot of their time while their workloads were too high. Salifu and Agbenyega (2013) noted that the Kenyan education system has been criticized for the number of subjects that overloads students and teachers. When teachers have conducive working environments such as light workload, they are likely

to attend co-curricular activities. When teachers have a high workload, they will lack time to go for co-curricular activities because they would rather spend that time for preparation of lessons. When teachers have a light workload, they are able to get the time and be involved in co-curricular activities either as coaches or supervisors or mentors.

Teachers who have attended in-service courses in co-curricular activities gain skills in the activities and become better coaches and mentors to students (Abdullah *etal*, 2007). The support of the school administration is very vital for teachers' involvement in co-curricular activities. One of the major factors affecting the operation of successful development of co-curricular activities in schools is the provision of adequate equipment, facilities, and supplies (Sowa & Gressand,1999). Games equipment and materials for co-curricular activities should be provided to make teachers fully participate in activities of their choice. Mugweru (2013) observed that co-curricular activities are not supported by most school administrators. In some schools, the administration may be reluctant and unwilling to support co-curricular activities (Finnegan,2010).The author also argues that co-curricular activities in most schools have become unattractivebecause of the inadequacy of facilities.The school administrationmay support co-curricular activities through the provision of equipment, facilities, and space all of which influence teachers' involvement in co-curricular activities in secondary schools (Okwatch&Odipo,1997).Theinvolvement of teachers' in co-curricular activities determines the success of these activities. Their absence leaves the students to develop their own systems which might not lead to success (Solomon,2015). It is for this reason that the study wishes to investigate the factors influencing teachers' involvement in co-curricular activities in public secondary schools inMatungulusub-countyMachakosCounty,Kenya.

2.7 Theoretical Framework

This study was based on Victor Vroom's expectancy theory of 1964 which emphasizes the importance of forward-looking beliefs about what will occur, positing that given a particular outcome two things drive an individual's motivation: the expectation that a particular action will lead to the desired outcome and the value that

the person places on the outcome. The theory is based on three beliefs; these are valence, expectations, and instrumentality. Valence refers to emotional beliefs that people hold with respect to outcomes, the depth of the want for extrinsic or intrinsic for example rewards and promotions. Employees have different expectations and levels of confidence about what they need to do. It is important for management to discover what training employees need. When employees perform well in a given task then their desire would be fulfilled (Ingvarson, 2005). Several factors influence expectancies including “whether the individual believes that he or she has the skills and knowledge required, whether there is a clear understanding about the nature of the performance that is to be attained and it is viewed as attainable, and whether the individual believes that there is situational support for the performance”. Even though expectancies are not always accurate, they drive individual behavior.

This theory provides a framework for thinking about how people make choices based upon expectations. Its strengths are that focusing on expectations allows the theory to account for differences in choices between people despite the actual amount of effort necessary to achieve the rewards and the actual value of the reward, if applied employees willingly and happily participate in projects as the knowledge that the management would motivate and reward them. The employees are boosted by rewards and incentives, this helps to improve performance (Finnegan, 2010). The drawback is that perceptions about effort, performance are done to benefit others without regard for personal and value of rewards are difficult to quantify so comparisons between the different choices or people using the expectancy theory framework may not be accurate. In addition, rewards may not be directly connected to effort and performance. The theory fits in this study because there is need to establish the extent of the motivation of teachers in co-curricular activities, the influence of their workload, level of training and the support of school administration and their influence in the involvement of teachers in co-curricular activities.

2.8 Conceptual Framework

Independent variables

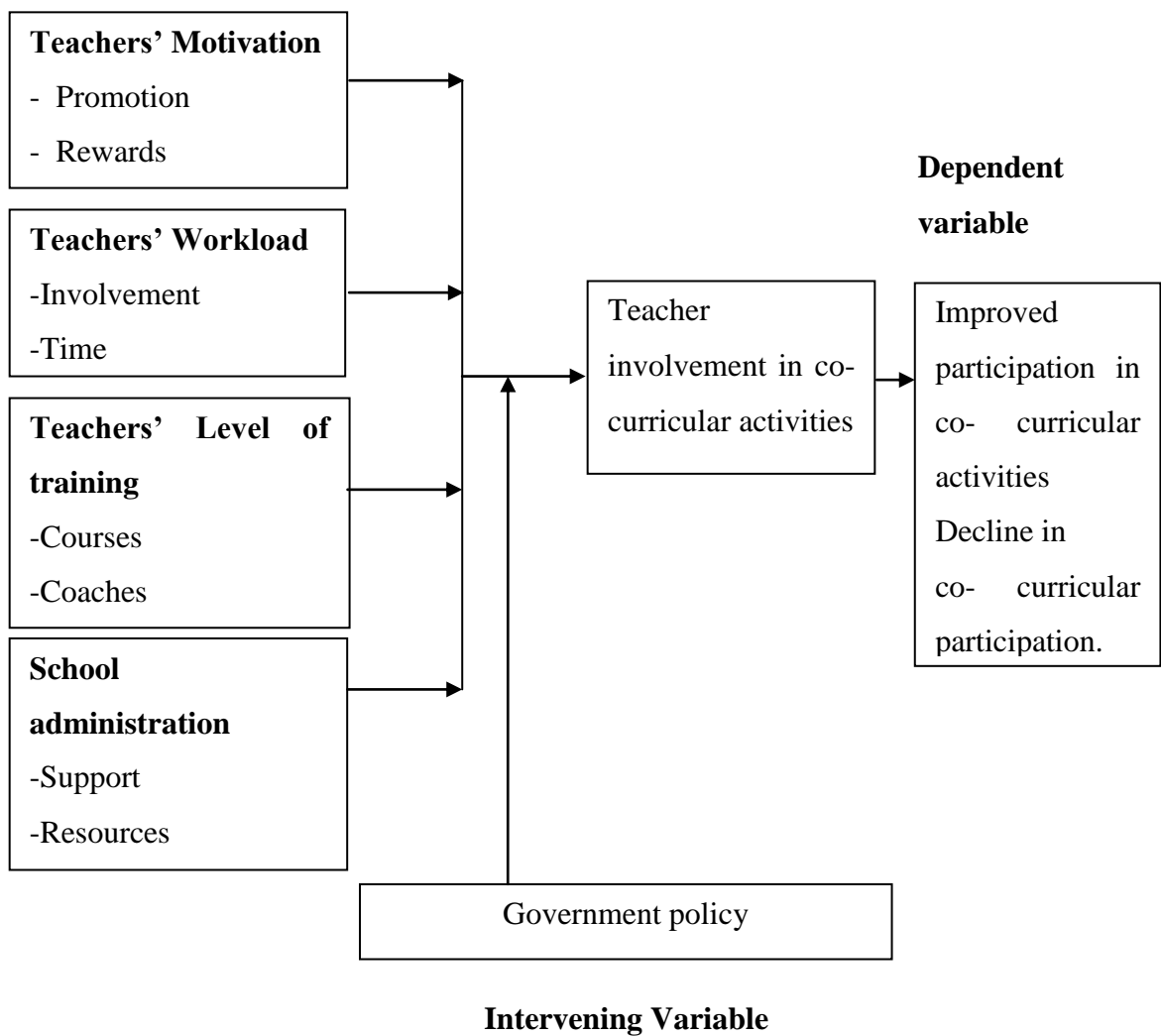


Figure 1: Conceptual Framework showing the factors influencing Teacher Involvement in Co-curricular Activities in Public Secondary Schools.

Teacher involvement in co-curricular activities is dependent on the following factors motivation of teachers on co-curricular activities, teachers' workload, Level of training of teachers in co-curricular activities and the influence of the support of school administration in co-curricular activities. These factors constitute the independent variables and determine the level of involvement of teachers. When teachers are appreciated through rewards, promotions or awarding of certificates this encourages them to participate in co-curricular activities. When they have a light workload, they have time to prepare for lessons as well as get to the field and train students in co-curricular activities, Teachers with skills in co-curricular activities are better coaches and trainers in the specific fields, with the support of the school administration through provision of equipment and facilities the teachers are able to train better in co-curricular activities. The outcome is that teachers will be involved in co-curricular activities. The intervening variable like government policy or external environment will slightly influence the dependent and independent variables. When employees join an organization, they do so with high expectations to fulfill their needs. They expect to offer their expertise and in return, they get compensated for this. On the other hand, the organization has the responsibility to meet the needs of the employees in order to retain a motivated workforce. This helps to achieve high productivity, attain commitment to work and also creates high morale for teacher involvement in co-curricular activities among others.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study. The chapter consists of the research design, target population, sample size and sampling procedure, research instruments, the validity of research instruments, reliability of research instruments, data collection procedures, data analysis and presentation techniques and ethical considerations.

3.2 Research design

According to Kothari (2004) research design is defined as a framework that shows how problems under investigation will be solved. A descriptive survey design was used for this study, Mugenda and Mugenda (1999) argue that descriptive survey is capable of facilitating collection of data that describes specific characteristics of phenomena in order to determine the status of a population with respect to one or more variables. They also argue that it also attempts to describe possible behavior, attitudes, values, and characteristics. The design was deemed appropriate because the main interest was to explore the viable relationship and describe how the motivation of teachers, workload, teachers' level of training and school administration support teachers' involvement in co-curricular activities. The information was gathered by the use of questionnaires and an observation checklist. The study obtained views from principals and teachers.

3.3 Target population

The target population is the group from which information can be obtained and to which the results of the study are intended to apply, (Mugenda&Mugenda, 2008).In

the case of this study, the target population consisted of all the 34 public secondary school principals and teachers in Matungulu Sub-County. Records at Matungulu Sub-County Education offices indicated that by January 2018, the Sub-County had 34 public secondary schools with 380 teachers. Hence, the study targeted 34 principals and 380 teachers from public secondary schools in Matungulu sub-county. (MatunguluSub-county education office-2018)

3.4 Sampling techniques and sample size

Sampling technique is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference (Cooper & Schindler, 2003). The equal allocation was done to select the teachers to participate in each school. Thus $171/34 = 5$. therefore 5 teachers were selected in each school to participate in the study. at the school level, random sampling was done to select teachers in each school. Purposive sampling was done for the 34 principals in the sub-county the reason being that there were few and had the desired information (Kathuri & Pals, 1993). This meant 171 teachers were sampled. This was in line with Gay (2003) who states that a sample of between 30 and 50 % is a good representation of the target population in a descriptive study. The total sampled respondents were 205.

Table 2.1 Sample Size

Principals	100%	Teachers	45%	Equal allocation	No. of teachers
34	34	380	171	171/34	5

3.5 Research instruments

This study used questionnaires and observation checklists for data collection. The researcher used structured questionnaires for both the principals and the teachers sampled in Matungulu Sub-County. An observation checklist was also used in order to

obtain comparable responses. According to Kothari (2004), Questionnaires make respondents feel free to write down their responses because they are not under direct observation by the researcher. Two types of questionnaires were used one for teachers and another for the principals. The questionnaires developed contained both closed and open-ended questions. The questionnaires had five sections. The section contained demographic information such as gender, age, terms of service, qualifications, and length of stay in the school. Section B obtained information on the motivation of teachers and their influence on their involvement in co-curricular activities. Section C obtained information on the influence of workload on teachers' involvement in co-curricular activities. Section D obtained information on the influence of the level of training and how it influences teachers' involvement in co-curricular activities and section E obtained information on the influence of the support of the school administration on teacher involvement in co-curricular activities

An observation checklist was used by the researcher to help observe the facilities and equipment which are used to facilitate co-curricular activities and their conditions. It helped to get data from natural settings. Orodho (2004) asserted that the status of a phenomenon is determined not only by interviewing respondents but also by observing what is there currently. The observation checklist had four sections of getting information on availability, number of equipment and conditions of the physical facilities and adequacy.

3.6 Validity of the research instruments

Validity is a measure of the degree to which a research instrument measures what it is supposed to measure (Orodho, 2006). The instruments should depict what they should measure. The supervisors who are experts helped the researcher in establishing the validity of the instruments and determining the relevance of the content used. Content validity was ensured by conducting a pilot study in order to identify any vague, ambiguous or confusing items in the instruments. The pretest included 10 percent of the teachers in the Sub-County randomly selected. Gay (2003) suggests that 10 percent of a study sample is adequate. After the study, the vague, ambiguous and confusing

items were modified for improvement. This included the observation checklist that had not specified on the state and adequacy of the facilities.

3.7 Reliability of the research instruments.

Reliability is the extent to which repeated measurement yields constant results over a reasonably short period of time during which change would not be expected to occur (Sapsford,2007). Reliability of the instrument was achieved by test-retesting the instruments. Mugenda and Mugenda (2008)noted that test re-testing is essential since it helps to identify errors found in the study instrument which can later be corrected, in addition to assisting in estimating the time needed for administering the instrument. The test-retest method was used with the selected sample during the pilot study. The instruments were administered twice to the same group of respondents. The second came in after two weeks. This involved respondents from one of the schools. The test scores were then correlated to assess reliability. The Pearson product moment correlation was employed to compute the correlation coefficient in order to establish the degree to which the contents in the questionnaires were consistent in giving the same results every time the instrument was administered. Gay (2003) suggests that a coefficient of 0.70 is considered adequate. Reliability of 0.7 indicates that there is a 70 percent consistency respectively in the scores that are produced by the instrument. In this study, the acceptance level was 0.7

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[(N \sum x^2) - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where $\sum xy$ = sum of gross product values of each variable

$(\sum xy)(\sum y)$ = product of the sum of x and the sum of y

N=total no of items

r= Pearsons correlation coefficient

X=score for test 1

y=score for test 2

3.8 Data collection procedures.

The researcher obtained an introductory letter from the Board of Postgraduate studies at the South Eastern Kenya University and a permit from the National Commission

for science, technology, and innovation to enable carry out research in the intended sub-county. The researcher then visited the Sub-county Commissioner to get consent so as to be protected in case of any violence in the schools than to the Sub-County education officer to be granted permission to carry out the research before going to seek permission from the principals of the schools where the research was conducted. During the research, the researcher gave an introduction to the respondents and briefly explained the purpose of the study and clarified any difficult questions. The respondents were given time to fill the questionnaires and thereafter collected. The researchers used the observation checklist to observe whether the school had co-curricular facilities and ascertain if they were adequate and in good condition.

3.9 Data analysis and presentation techniques.

Data analysis refers to examining the collected data and making discussions, inferences, and conclusions (Kothari, 2004). The data was gathered from 34 secondary schools in Matungulu sub-county through the administration of questionnaires to a cross-section of respondents drawn from principals and teachers. After collecting the questionnaires, they were checked for completeness and edited to remove mistakes in the responses and information that was not to be considered necessary or relevant before data entry to enhance data quality. Data were analyzed using descriptive statistics and presented in frequencies, percentages, cross tabulation tables, and charts. Statistical package for social sciences (SPSS) aided in analyzing quantitative data. The observation checklist was used by the researcher to ascertain the presence of co-curricular infrastructure in the schools and if the infrastructure was adequate.

3.10 Ethical considerations

The ethical issues were addressed by maintaining high-level confidentiality of the information volunteered by the respondents to protect their rights by making efforts at all times to avoid procedures that were likely to cause physical or emotional harm

such as violating informants' rights to privacy by posing sensitive questions or accessing records that contained personal data. All the personal details were limited to general information. The researcher requested a consent letter from the institution to the host institution to ensure that data to be collected was for educational purpose only

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter focuses on data analysis and presentation of findings based on the objectives. The study investigated the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county, Machakos County, Kenya. Data was collected from secondary school principals and teachers. Descriptive statistics were used to analyze quantitative data. Frequencies and percentages obtained were presented in Tables and figures. Response rate followed by data on demographic information of the respondents was presented first, followed by analysis and discussion of data on the factors influencing teachers' involvement in co-curricular activities. The results were analyzed and presented as per the study objectives. The chapter concluded by highlighting the main findings

4.2 Questionnaire return rate

The questionnaire return rate is the proportion of the questionnaires filled and returned after they have been issued to the respondents. The study sought information on factors influencing teachers' involvement in co-curricular activities in Matungulu sub-county, Machakos County, Kenya. Questionnaires were administered to principals and teachers sampled in public secondary schools in Matungulu Sub County. A total of 34 questionnaires for the principals and 171 for the teachers were administered. Out of the 34 principals and 171 teachers sampled during the study, 22 principals and 105 teachers filled the questionnaires. The return rate was 64.7% for the principals and 61.4 % for the teachers. The response rates were sufficient and concurred with Mugenda and Mugenda (2008) stipulation that a response rate of 60% is good for analysis and statistical reporting. The response rate is presented in Table 4.1 below.

Table 4.1 Questionnaire return rate

Respondents	Sample	Rate of return	%
Principals	34	22	64.7
Teachers	171	105	61.4

4.3 Demographic characteristics of respondents

The study sought the background information from the principals and teachers on their gender, age, terms of service, highest professional qualification, distribution on the number of years in the current position and their teaching experience. The gender was intended to capture equal attention of males and females in the schools. The age was intended to evaluate their capabilities in terms of handling administrative issues influencing teachers' involvement in co-curricular activities in public secondary schools. Information on their highest academic was intended to establish their expertise in handling management issues. The duration the principals had been heads in their schools intended to determine their level of management experience in handling administrative issues. Information on the number of years in their current stations sought to establish whether the respondents were conversant with the factors influencing teachers' involvement in co-curricular activities in their schools.

4.3.1 Distribution of respondents by gender

The researcher sought to find out the gender of principals and teachers in various schools. The respondents were requested to indicate their gender. The results of gender distribution show that out of the 22 principals, 14 were male while 8 were female. The data indicate that male principals accounted for 63.6 percent while female principals accounted for 36.4 percent of the principals within the area. There were 51 male teachers and 54 female teachers. The proportion of male and female teachers included in the study was 48.6 % and 51.4% respectively. It should be noted that the 30% gender rule, Republic of Kenya (2010) in the public service has been achieved in the study area. The information about this parameter is presented in Tables 4.2.

Table 4.2: Distribution of respondents by gender

Principals Teachers

Respondents	F	%	F	%
Male	14	63.6	51	48.68
Female	8	36.4	54	51.4
Total	22		100	105

4.3.2 Distribution of teachers by age

This study further sought to establish the age distribution of principals and teachers. In line with the study, the age of the principals acted as an indicator that could help explain the administrative issues influencing teachers' involvement in co-curricular activities in their schools. The information on this parameter is shown in Table 4.3 below.

Table 4.3 Distributions of the respondents by Age

Respondents' age in years	Principals		Teachers	
	F	%	F	%
Below 25 years	0	0	5	4.8
25-30 years	0	0	5	4.8
31 -35 years	0	0	20	19.0
36 -40 years	0	0	21	20.0
41 -45 years	2	9.1	30	28.5
46 - 50 years	10	45.4	19	18.1
51 -54 years	8	36.4	3	2.9
Above 54 years	2	9.1	2	1.9
Total	22	100	105	100

Table 4.3 shows the distribution of the respondents by age, it reveals that 2 principals were aged 45 and below, 10 principals were aged between 46-50 years, 8 principals were between 51-54 years of age while 2 principals are above 54 years of age. The results show that a majority of teachers were relatively young, that is, 5 teachers were

below 25 years of age, 5 were aged between 25-30 years, 20 were in the age bracket 31-35 years, 21 were in the age bracket of 36-40 years. This was followed by a declining trend in age. 19 were in the age bracket of 46-50 years, 3 were in the age bracket of between 50- 54 while 2 were above 54 years. This data indicated that the respondents had taught for a period of time and they were able to understand the factors influencing teachers' involvement in co-curricular activities in their schools, thus they were able to respond to the questionnaire.

4.3.3 Terms of service

The study sought to establish the terms of service of the teachers

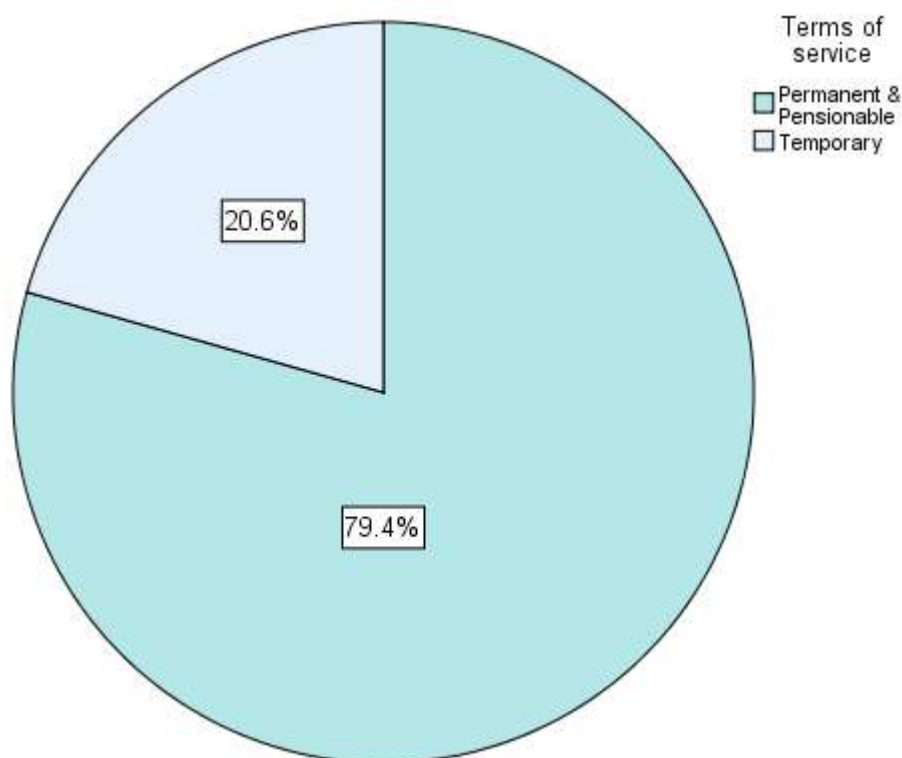


Figure 4.1: Distribution of terms of service for teachers in schools

Figure 4.1 shows that most of the teachers were permanent and pensionable, however, 20 % of the teachers in public secondary schools were temporary. With this, it was assumed that 80% of the teachers who were permanent and pensionable had an experience of curricular activities within their schools and had knowledge on the factors influencing teachers involvement in co-curricular activities in their schools.

4.3.4 Professional qualification of principals

The principals were asked to indicate their highest professional qualification

Table 4.4: Professional qualification of Principals

Professional qualification	F	%
Diploma	0	0.00
Degree	12	63.64
Masters	10	36.36
PHD	0	0
Total	33	100

From Table 4.4 twelve principals had a bachelor's degree which was the basic qualification for heading a secondary school. Ten principals had a master's degree as their professional qualification which showed that they were upgrading their academic status. None had a diploma This was an indication that professional qualification was a consideration of heading a school in Kenya and thus the principals were able to understand the factors influencing teachers' involvement in co-curricular activities in their schools in Matungulu Sub-County.

4.3.5 Number of years in the current position

The study sought to establish the number of years the respondents had served in their current positions. The researcher believed that the experiences they had made them understand the factors influencing teachers involvement in co-curricular activities hence could effectively respond to the research questions from an informed view. The results were presented in Table 4.5 below.

Table 4.5: Distribution on number of years in the current positions

Distribution	Principals		Teachers	
	F	% F	F	%
1 - 5 years	2	9.1	15	14.3

6 – 10 years	8	36.4	25	23.8
Above 10 years	12	54.5	65	61.9
<hr/>				
Total	22	100	105	100
<hr/>				

The analysis is shown in Table 4.5. The findings indicate that 54.5% of the principals in Matungulu Sub-County had served as administrators for over 10 years, 36.4% had served for between 6 -10 years while 9.1% had served for less than 5 years. 61.9 % of the teachers had served in their current positions for over 10 years, 23.3% for between 6 -10 years while 14.3% for less than 5 years, therefore it was assumed that all respondents had served for a relatively long duration in the teaching profession in their current positions and had acquired experience in the teaching profession, hence they were able to understand and provide adequate information on the factors influencing teachers' involvement in co-curricular activities.

4.3.6 Involvement in co-curricular.

The study further sought to find out whether the respondents were involved in co-curricular activities. They were then requested to indicate whether they were involved in co-curricular activities and the duration. Response on the principal's involvement in co-curricular activities is shown in Table 4.6 below.

Response on teacher's involvement in co-curricular and the duration they had been involved in co-curricular activities in their schools in Matungulu Sub- County. This is shown in figure 4.2.

Table 4.6: Principals involved in co-curricular activities

Principals	
<hr/>	
F	%
22	100
<hr/>	

Teachers involved in co-curricular activities **Number of years that teachers have been involved in co-curricular activities in years**

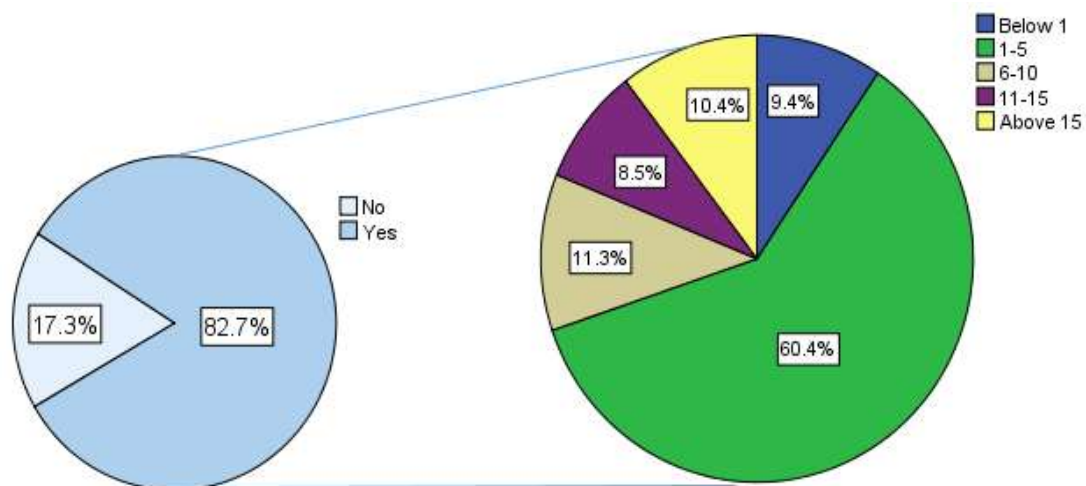


Figure 4.2: Teachers’ involvement in co-curricular activities and the duration

From Table 4.6 above all the principals indicated that they were involved in co-curricular activities. Figure 4.2 shows that 82.7% of the teachers were involved in co-curricular activities while 17.3% of the teachers were not involved in co-curricular activities. All the principals indicated that they were involved in co-curricular activities. 9.4% of the teachers had been involved in co-curricular activities for below one year, 60.4% of the teachers had been involved in co-curricular activities for between 1-5 years, 11.3% of the teachers had been involved in co-curricular activities for between 6-10 years, 8.5% of the teachers had been involved in co-curricular activities for between 11-15 years, 10.4% of the teachers were involved in co-curricular activities for above 15 years. With this, it was assumed that most of the respondents had experience in co-curricular activities and thus they were able to explain the factors influencing teachers’ involvement in co-curricular activities in their schools in Matungulu sub-county.

4.4 Workload of teachers

The study sought to find out the workload of the respondents. The researcher asked the principals and the teachers to indicate their teaching loads. This was believed that with minimum workloads the respondents would attend co-curricular activities. The information on workload is shown in Table 4.7.

Table 4.7: Workload and involvement of teachers in co-curriculum activities

Workload	Principals		Teachers	
	F	%	F	%
4 - 10	7	31.8	0	0
11- 24	15	68.2	20	19.9
25 – 31	0	0	65	62
Above 31	0	0	20	19.9
Total	22	100	105	100

From the results of Table 4.7 it shows that the workload of 15 principals was between 11-24 lessons per week, 7 principals had a workload of between 4-10 lessons per week. Twenty teachers had a workload of between 11-24 lessons per week, 65 teachers had a workload of between 25-31 lessons per week and 20 teachers had a workload of above 31 lessons per week. This revealed that the workloads for the teachers were slightly high.

Table 4.8 Ways of involvement in co-curricular activities in schools

Activity	Principals		Teachers	
	F	%	F	%
Coaching	1	4.54	30	28.6
Training	3	13.64	56	53.3
Financing	18	81.8	0	0
None	0	0	19	18.1

Total 22 100 105 100

4.4.1 Age and Involvement in co-curricular activities

Table 4.9: Cross-tabulation of age and involvement in co-curricular activities.

AGE		RESPONSE					
YES		NO		TOTAL			
F	%	F	%	F	%	F	%
Below 25	3	60		2	40	5	100
25 -29		4	80	1	20	5	100
30- 34		15	71	6	29	21	100
35 -39	18	90		2	10	20	100
40 - 44		31	93.7	2	6.1	83	100
45- 49	25	86.2	4	6.9	29	100	
Above 49		12	80	2	20	14	100
TOTAL		108	82.7	19	17.3	127	100

From Table 4.9, the relatively young teachers were involved in co-curricular activities than the older ones. The data collected shows that above the age of 49 years only 2 teachers were involved in co-curricular activities, between the ages of 25- 49 years 72 teachers were involved in co-curricular activities.

4.5: Motivation of teachers involved in co-curricular

In line with the first objective, the study sought to find out whether the motivation of teachers in co-curricular activities influenced their involvement in the co-curricular activities in public secondary schools in Matungulu Sub-County, Machakos County. Both principals and teachers were asked to give their responses as; S.A =Strongly agree, A=Agree, U =Uncertain, D=Disagree, S.D =Strongly disagree. The results are presented in Tables 4.10 and 4.11

Table 4.10: Principals response motivation of teachers involved in co-curricular activities

	S.A		A		U		D		S.D	
	F	%	F	%	F	%	F	%	F	%
Promotion makes teachers more active	15	68.2	5	22.7	0	0	29.1		00	
Motivation leads to sacrifice of time	20	90.9	2	9.1	0	0	00		0	0
Teachers are not motivated	0	0	22	100	00		0	0	0	0

Table 4.11: Teachers perception of the motivation of teachers involved in co-curricular activities

	S.A		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Promotion makes teachers more active	40	38.0	45	42.9	11	10.5	5	4.8	4	3.8
Motivation leads to sacrifice of time	71	67.6	27	25.7	1	0.9	1	0.9	5	4.7
Teachers are not motivated	21	20	33	31.4	20	19.0	17	16.3	14	13.3

Table 4.10 shows that most of the principals (90.9%) indicated that promotion makes teachers more active, they all felt that motivated teachers sacrificed their time to engage in co-curricular activities and that teachers were not motivated. Table 4.11 shows that 80% of the teachers agreed that promotion of the teachers makes them more active, 93.3% agreed that motivation leads to the sacrifice of time and 51.4 % of the teachers felt that teachers were not in co-curricular activities.

4.6: The workload assigned to teachers in schools

The second objective sought to find out the influence of teacher's workload on their involvement in co-curricular activities in public secondary schools in Matungulu Sub-County, Machakos County. Both principals and teachers were asked to give their responses. The results are presented in Tables 4.12 and 4.13

Table 4.12: Principals response on workload assigned to teachers in schools

	S.A		A		U		D		S.D	
	F	%	F	%	F	%	F	%	F	%
Teachers are heavily burdened	10	45.5	12	54.5	0	0	0	0	0	0
Heavy workload makes teachers not to be involved	20	90.9	2	9.1	0	0	0	0	0	0
Most teachers attend life skills lessons	2	9.1	20	90.9	0	0	0	0	0	0

Table 4.13: Teachers' response on workload assigned to teachers in schools

	S A		A		U		D		S.D	
	F	%	F	%	F	%	F	%	F	%
Teachers are heavily burdened	37	35.5	40	38.1	10	9.5	14	13.3	4	3.8
Heavy workload makes teachers not to be involved	47	44.8	38	36.2	2	1.9	15	14.3	3	2.9
Most teachers attend life skills lessons	8	7.6	34	32.4	27	25.7	28	26.7	8	7.6

From the data in Table 4.12, it is clear that all the principals agreed that teachers are heavily burdened by the allocated workload. They also agreed that heavy workload hindered teachers participation in co-curricular activities and that most teachers attended life skills lessons. Table 4.13 reveals that most of the teachers felt that teachers were heavily burdened by the allocated workload, the majority of them agreed that heavy workload makes teachers not to be involved in co-curricular activities. 40 % of teachers of the agreed that most teachers attended life skill lessons, while 34.3% disagreed to the statement.

4.7: Level of training for teachers involved in co-curricular activities

The third objective sought to find out the influence of teachers training in co-curricular activities on their involvement in the co-curricular activities in public secondary schools in Matungulu Sub-County, Machakos County. Both principals and teachers were asked to give their responses. The information is presented in Tables 4.14 and 4.15

Table 4.14: Principals response on the level of training of teachers involved in co-curricular activities

	S.A		A		U		D		S .D	
Most teachers are not trained in co-curricular	F	%	F	%	F	%	F	%	F	%
	15	68.2	7	31.8	0	0	0	0	0	0
Lack of training makes teachers not to be involved	18	81.8	29	.1	0	0	29.1		00	
Teachers are not committed in co-curricular	00		11	50	0	0	00		11	50

Table 4.15: Teachers opinion on the level of training of the teachers involved in co-curricular activities

	SA		A		U		D		SD	
Most teachers are not trained in co-curricular	F	%	F	%	F	%	F	%	F	%
	45	42.8	48	45.7	5	4.8	2	1.9	5	4.8

Lack of training makes teachers not to be involved	36	34.3	44	41.9	76.7	13	12.3	5	4.8	
Teachers are not committed in co-curricular	4	3.8	34	32.4	22	21	31	29.5	14	13.3

From the data analysis on Table 4.14, all the principals agreed that most teachers were not trained in co-curricular activities, most of them agreed that lack of training makes teachers not to be involved in co-curricular activities. 50 % agreed teachers are not committed in co-curricular activities while 50 % disagreed to the statement. Table 4.15 shows that majority of the teachers agreed that most of the teachers are not trained in co-curricular activities. Most of them agreed that the lack of training makes the teachers not to be involved in co-curricular activities. On the issue of teachers are not committed in co-curricular activities, 36.2% agreed, while 42.8 % disagreed with the statement.

4.8: Support of school administration in co-curricular activities.

The fourth objective sought to find out the influence of school administration in co-curricular activities on their involvement in the co-curricular activities in public secondary schools in Matungulu Sub-County, Machakos County. Both principals and teachers were asked to give their responses. The information is presented in Tables 4.16 and 4.17

Table 4.16: Principals’ response on the support from school administration towards co-curricular activities in their schools

	S.A	A	U	D	S.D
Teachers are supported by admin in co-curricular activities	F % 1568.2	F % 7 31.8	F % 0 0	F % 0 0	F % 00

The school does not offer co-curricular activities apart from PE	0	0	0	0	0	0	731.8	15	68.2
Games equipment should be provided	20	90.9	2	9.1	0	0	00	00	
School has inadequate physical resources	313.6		17	77.3	0	0	29.1	0	0

Table 4.17: Teachers’ perception of the support from school administration towards co-curricular activities in their schools.

	S.A		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teachers are supported by school administration in co-curricular	11	10.5	65	61.9	15	14.3	12	11.4	2	1.9
School does not offer co-curricular apart from P.E	0	0	1	0.9	0	0	54	51.4	50	47.6
Games equipment should be provided	61	58.1	35	33.3	2	1.9	3	2.9	4	3.8
School has inadequate physical resources	35	33.3	57	54.3	5	4.8	4	3.8	4	3.8

From Table 4.16 the data collected reveals that most of the principals agreed that the administration supported teachers in co-curricular activities, It was also evident the school did offer other co-curricular activities apart from physical education. The principals agreed that games equipment should be provided in schools. Majority of the principals agreed that schools had inadequate physical resources. Table 4.17 shows that teachers agreed that most of the teachers agreed that they were not supported by school administration in co-curricular activities, most of them also agreed that the school offered other activities apart from P.E. They also agreed that games equipment should be provided and agreed that the school had inadequate

physical resources. From the observation checklist on table 4.18, it was observed that all classes had been allocated all P.E lessons and there was time allocated for co curricular activities in the master timetable. Most schools had games facilities and equipment which were in good condition though inadequate.

Table 4:18 Observation checklist

Facility / Item	Number per School	State	Adequacy
Availability of P.E			
Lessons	1		Adequate
Time allocated for clubs and movements			
	1hour	Adequate	
Games Equipment (footballs)	1-2	Good	Inadequate
Netballs	1-2	Good	Inadequate
Basketball	0-1	Good	Inadequate
Playing grounds	1	Good	Inadequate
Attendance to clubs and societies	1hour	rarely attended	

CHAPTER FIVE

DISCUSSION, INTERPRETATION OF RESEARCH FINDINGS

5.1: Introduction

This study aimed at investigating the factors influencing teachers' involvement in co-curricular activities in Matungulu sub-county, Machakos County. The study was guided by four objectives which focused on the influence of motivation of teachers', workload, level of training and the support of school administration. The study reviewed related literature by providing an overview of co-curricular activities in secondary schools and findings from previous studies on factors influencing co-curricular activities in secondary schools based on the objectives. In order to achieve the objectives, the study used a descriptive survey research design. The target

population was 34 principals and 380 teachers. The sample size for the study included 34 principals and 171 teachers' equal allocation method was used where 45 % of teachers were chosen from each school in the sub-county. The study embraced a census survey to get the sample for the teachers and purposive sampling technique was used for the principals. Data were collected by administering a questionnaire to the sampled individuals. An observation checklist was also used to observe facilities available, the conditions of the facilities and adequacy. Data analysis was done by use of SPSS programme where data was coded fed into the computer analyzed descriptively and presented by in percentages and frequency distribution tables. The study established that the motivation of teachers, workload, level of training of teachers and the support of school administration influenced teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county, Machakos County, Kenya.

5.2 Major findings of the study

This section provided a summary of the major findings of the study based on the research objectives.

5.2.1: Influence of motivation of teachers in co-curricular activities

The study revealed that the motivation of teachers in co-curricular activities influenced teachers' involvement in co-curricular activities. Tables 4.8 and 4.9 show that 90.9 percent of principals indicated that the promotion of teachers involved in co-curricular activities makes teachers active in the activities. 80.9 percent of teachers affirmed the position. The findings of the study further established that teachers who were motivated sacrificed more time to be involved in co-curricular activities with 100 percent of the principals and 93.3 percent of the teachers attesting to that position. Further findings of the study established that most teachers were not motivated, as indicated by 100 percent of the principals and 54 percent of the teachers. The study findings confirm a study done by Ashoroet al, (2014) on effects of teacher empowerment in public secondary schools in Nakuru who expressed that the more a teacher was motivated the more the teacher becomes effective, committed and productive. Kamunjeru et al, (2012) add that teachers need to be motivated both in curricular and co-curricular activities in order to get good results and that promotion of teachers involved in co-curricular activities in one way of motivating teachers. The

study therefore established that motivation of teachers in co-curricular activities influences teachers' involvement in the activities.

5.2.2: Influence of teachers' workload on their involvement in co-curricular activities.

The study findings showed that teachers' workload influenced their involvement in co-curricular activities. This is shown in Table 4.10 and 4.11 where 100 percent of the principals and 73.6 percent of teachers affirmed that teachers were heavily burdened by their workloads, the study established that heavy workload hindered teachers' involvement in the co-curricular activities this is attested by 100 percent of the principals and 81 percent of the teachers. On the contrary, 17.2 percent of the teachers disagreed to the statement that heavy workload makes teachers not to be involved in co-curricular activities. These findings are in line with the assertion by Salifu and Agbenyega (2013) who observed that the Kenyan education system is criticized over the number of subjects that overload the students and teachers. This study, therefore, reveals that when a teacher has a high workload, they would rather spend the time they have to prepare for lessons than attend to co-curricular activities but when teachers have reasonable workload, they are able to get time to attend to co-curricular activities.

5.2.3: Influence of teachers' level of training in co-curricular activities on their involvement in the activities

The study further established that the level of training of teachers' in co-curricular activities influenced their involvement in co-curricular activities. This is shown in Table 4.12 and 4.13. All the principals indicated that most of the teachers were not trained in co-curricular activities, 88.5 percent of teachers attesting to it. The study further revealed that lack of training makes the teachers not to be involved in co-curricular activities as indicated by 91.6 percent of the principals and 76.2 percent of the teachers. The study results indicated that 42.8 % of the teachers were committed in co-curricular activities while 36.2 percent indicated that teachers were not committed in co-curricular activities. This reflects a study done by Solomon, Asaba (2015) in an article on the death of co-curricular activities who observed that if training organizations would train more teachers in co-curricular activities then performance in the activities would be assured. Teachers who had attended co-curricular courses

acquired higher levels of managing the activities. This study, therefore, reveals that when teachers gain skills in co-curricular activities, they become better trainers in the specific activity they are involved in.

5.2.4: Influence of support of school administration in co-curricular activities.

The study established that the school administration influenced teacher involvement in co-curricular activities. Table 4.14 and 4.15 shows that 100 percent of the principals and 90.9 percent of teachers indicated that the school administration supported co-curricular activities in schools in Matungulu sub-county, however the respondents disagreed that the school did not offer any other co-curricular activity apart from P.E. 100 percent of the principals and 90.9 percent of the teachers indicated that games equipment should be provided they all indicated that the schools had inadequate physical resources and that games equipment should be provided. This study affirms the position held by Okwach and Odipo (1997) who observed that the school administration may support co-curricular activities through the provision of equipment, facilities, and space all of which influence teachers' involvement in co-curricular activities in secondary schools. This study shows that the involvement of teachers' in co-curricular activities determines the success of these activities. Where the school administration support co-curricular activities through provision of adequate facilities and equipment, the performance of these activities is outstanding (Sowa & Gressand, 1999).

CHAPTER SIX

CONCLUSION AND RECOMMENDATION.

6.0 CONCLUSION

In this study, different variables that influence teachers' involvement in co-curricular activities were investigated. The variables that were being investigated include; motivation of teachers, teacherworkload, teachers' level of training in co-curricular activities and support of school administration in co-curricular activities. In view of the findings, it was found out that the variables had a direct impact on the involvement of teachers in co-curricular activities.

6.1 Influence of motivation of teachers in co-curricular activities

The study concluded that the motivation of teachers in co-curricular activities influenced their involvement in the activities in public secondary schools in Matungulu Sub-County. Motivation leads to the sacrifice of time and teachers were not motivated as indicated in the views of the respondents. In particular, the teachers agreed to most of the statements such as the promotion of teachers involved in co-curricular activities makes teachers' more active, motivation leads to the sacrifice of more time this, in turn, would make the teachers have time to coach students. Similar views were expressed by the principals. Overall from the study motivation of teachers was found to be missing implying that it influenced teachers' involvement in co-curricular activities.

6.2 Influence of teachers workload on their involvement in co-curricular activities

The study also concluded that teachers' workload determined their involvement in co-curricular activities in public secondary schools in Matungulu sub-County. It was indicated by the respondents that teachers were heavily burdened by their workload and that heavy workload made the teachers not to be involved in co-curricular activities.

6.3 Influence of teachers level of training in co-curricular activities

The level of teachers training in public secondary schools in Matungulu Sub-county influenced their involvement in the activities. Majority of the respondents agreed that most teachers were not trained in co-curricular activities and that lack of training makes teachers not to be involved in co-curricular activities. On the issue of teachers being committed in co-curricular activities, the respondent's views were that this was slightly affected by the level of training of the teachers. 36% of the teachers agreed with the statement while 46% disagreed with the statement.

6.4 Influence of the support of school administration in co-curricular activities

The support of school administration in the activities was vital in the teacher's involvement in co-curriculum activities. The respondents agreed that schools in Matungulu sub-county had inadequate games equipment and facilities and agreed that such should be provided.

6.5: Recommendations.

The study revealed that motivation of teachers in co-curricular activities is very important hence it recommended that teachers should be encouraged to engage in co-curricular activities within the school so as to mold the students to be holistic.

Since teachers were heavily burdened by their workload and majority were not trained in co-curricular activities, the study also recommended that teachers be allocated reasonable workload and principals organize clinics with an aim of improving skills in co-curricular activities. It was also revealed that most schools had inadequate games facilities and equipment hence recommended that the government should increase school funding in order to allocate specific amounts for co-curricular activities in schools. This ensures that resources necessary for co-curricular activities are bought and relevant infrastructure developed to encourage teachers' involvement in co-curricular activities.

6.6 Suggestions for further research

The researcher suggested the need for further research in the following areas;

1. In public primary schools since the research was done in public secondary schools.
2. In other sub-counties since the research was done in Matungulu sub-county.

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APPENDIX I. LETTER OF INTRODUCTION

SOUTHEASTERN KENYA UNIVERSITY,
P.O. BOX 170-90200,
KITUI.

DEAR RESPONDENT,

I am a student of the South Eastern Kenya University pursuing a Master of Education Degree in the Department of Educational Administration. As part of my course, I am required to collect data and write a report on “Factors influencing teachers’ involvement in co-curricular activities in secondary schools in Matungulu sub-county, Machakos County, Kenya”.

You have been selected to participate in the study and I would appreciate if you will kindly assist me to collect the required data by filling the attached questionnaire.

Your name and that of your school need not appear and the information you will give will be strictly confidential and will only be used for the purpose of this study.

Thank you in advance.

Yours faithfully,

AGNES MUEMA.

APPENDIX II. QUESTIONNAIRE FOR PRINCIPALS.

SECTION A: Demographic information

Please tick/write the appropriate response in the space provided.

1. Gender: Male [] Female []
2. Age in years: i) Below 45yrs []
ii) 46 - 50yrs []
iii) 50 -54yrs []
iv) Above 54yrs []
3. Qualification: Diploma []
Degree []
Masters []
Ph.D. []
4. Number of years as a principal: Below 1-5 yrs []
6 - 10yrs []
Above 10 yrs []
6. Workload per week: 4 – 10 Lessons
11 -17 Lessons
18 -17 Lessons
18 -24 Lessons
25 -31 Lessons
Above 31 Lessons
7. Are you involved in co-curricular activities in the school? YES [] NO []
8. In what ways are you involved in co-curricular activities?
.....
.....
.....

SECTION B

Influence of teachers' motivation on their involvement in co-curricular activities.

In your opinion to what extent do you think teacher’s motivation influences their participation in co-curricular activities in public secondary schools in Matungulu Sub-County.

Use a key, where SA; represents Strongly Agree, A; Agree,U: Uncertain, D; Disagree, SD: Strongly Disagree

STATEMENT	1	2	3	4	5
Promotion makes teachers more involved in co-curricular activities makes them more active.					
The motivation of teachers involved in co-curricular activities influences their involvement in the co-curricular activities					
Most teachers are not motivated					
Teachers are heavily burdened by workload.					
Heavy workload makes teachers not to be involved in co-curricular activities					
Most teachers attend life skill lessons					
Most teachers are not trained in co-curricular activities					
Teachers are not committed to co-curricular activities					
The school administration supports co-curricular activities					

Suggest possible measures to increase teacher involvement in co-curricular activities in public secondary schools in Matungulu sub-county, Machakos County.

.....

APPENDIX III. QUESTIONNAIRE FOR TEACHERS

SECTION A: Demographic Information.

Please tick/write the appropriate response in the space provided

1. Gender: Male []

Female []

2. Age : Below 25 yrs []

25 – 30 years []

31 – 35 years []

36 – 40 years []

41 -45 years []

46 -50 years []

Above 54 years []

3. Terms of service : Permanent & Pensionable []

Temporary []

4. Is the program of co-curriculum activities conducted in your school? Yes /
No

If yes, what activities?.....

.....

5. How long have you been a teacher? 1- 5 years. []

6 -10 years []

Above 10 years []

6. Have you been a co-curricular teacher? Yes [] No []

If yes, for how long? Less than 1 year []

1 -5 years []

6 – 10 years []

11 – 15 years []

Over 15 years []

7. What is your workload? 4 – 10 Lessons

11 -17 Lessons

18 – 24 Lessons

25 -31 Lessons

Above 31 Lessons

SECTION B

Influence of motivation on teachers' involvement in co-curricular activities

Indicate the degree to which you agree or disagree with each statement by ticking the appropriate box using the key below.

1, Strongly Agree. 2, Agree.3, Uncertain.4, Disagree.5, Strongly Disagree

Statement	SA	A	U	D	SD
Promotion of teachers who actively participate in sports / co-curricular activities makes them be more involved in co-curricular activities.					
When teachers are motivated they sacrifice more time to coach students in co-curricular activities					
Teachers are not motivated by the school administration					

SECTION C:

Influence of teachers' workload on their involvement in co-curricular activities

Statement	SA	A	U	D	SD
Teachers are heavily burdened by their workload.					
Heavy workload makes teachers not to be involved in co-curricular activities.					
Most teachers attend life skills lessons					

SECTION D:

Influence of teachers' level of training in co-curricular activities on their involvement in the activities

STATEMENT	SA	A	U	D	SD
Most of the teachers are not trained in co-curricular activities					
Lack of teacher training in co-curricular activities makes them not to be involved in co-curricular activities					
Teachers are not committed in a co-curricular activity					

SECTION E:

The support of school administration in co-curricular activities on their involvement in the activities

STATEMENT	SA	A	U	D	SD
Teachers are supported by the administration in co-curricular activities					
The school does not offer co-curricular activities apart from P.E					
Games equipment should be provided to make teachers participate fully in games and sports.					
The school has inadequate physical resources					

Suggest possible measures to increase teacher involvement in co-curricular activities in secondary schools in Matungulu Sub- County, Machakos County, Kenya.

.....

APPENDIX IV: OBSERVATION CHECKLIST.

Facility / Item	Number per	State	Adequacy
School			
Availability of P.E			
Lessons			
Time allocated for clubs and movements			
Games Equipment			
footballs			
Netballs			
Basketball			
Playing grounds			
Attendance to clubs and societies			

APPENDIX V: TIME FRAME.

	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG
Stating the problem								
Literature review								
Proposal Writing								
Departmental Presentation								
Corrections								
Data Collection								
Analysis of data and compilation								
Presentation of the final document								

APPENDIX VI.



APPENDIX VI1



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No: **NACOSTI/P/18/56811/26302**

Date: **27th November, 2018**


Agnes Kamene Muema
South Eastern Kenya University
P.O. BOX 170-90200
KITUI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing teachers involvement in co-curriculum activities in public secondary school in Matungulu Sub County, Machakos County”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **26th November, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR/STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

National Commission for Science, Technology and Innovation is ISO 9001:2015 Certified

APPENDIX VIII



SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200

KITUI, KENYA

Email: info@seku.ac.ke

Email: directorbps@seku.ac.ke

TEL. 020-4213889 (KITUI)

Our Ref: E55/TAL-IB/20270/2013

DATE: 22nd August 2018

Agnes K. Muema

Re g. No. E55/TAL-IB/20270/2013

Masters of Education in Educational Administration and Planning

C/O Dean, School of Education

Dear Muema

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitle: "*Factors Influencing Teachers' Involvement in Co-curricular Activities in Public Secondary Schools in Matungulu sub-county, Machakos County, Kenya*".

Following a successful presentation of your Masters Proposal, the School of Education in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Gideon Kasivu and Dr. Rose Mwanza. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

PROF. FELIX NGUNZO KIOLI, Ph.D.

DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education
Chairman, Department of Education Administration and Planning
Director, Machakos Campus
Dr. Gideon Kasivu
Dr. Rose Mwanza
BPS Office To file

