CHRISTIAN CHRISTIAN HAULE,
P.O.BOX 19 LUDEWA,
NJOMBE.
09/06/2025

SECRETARY,
PRESIDENT OFFICE,
PUBLIC SERVICE RECRUITMENT SECRETARIAT,
S. L. P. 2320,
DODOMA,

Dear Sir/Madam,

RE: APPLICATION FOR THE POSITION OF TOWN PLANNER II

I am writing to apply for the position of **Town Planner II** at the **Ministry of Lands, Housing and Human Settlements Development**. I hold a **Bachelor's Degree in Urban Development and Environmental Management** from the **Institute of Rural Development Planning (IRDP), Dodoma** completed in 2023.

During my studies, I gained solid knowledge and practical skills in areas related to urban and regional planning. I worked on various planning projects such as site planning, neighborhood design, urban strategy, and general planning schemes. These experiences helped me understand how to prepare planning drawings, development control plans and land use reports as well as contribute to the regularization of informal settlements.

I am also skilled in using planning tools like AutoCAD, QGIS, ArcGIS and other related tools and software to analyze spatial data and support decision making in land and urban development. I work well both independently and in teams and I always aim to deliver quality results with discipline and integrity. I am passionate about sustainable urban growth and believe I can make a positive contribution.

Please find my CV and academic certificates attached for your review. I would welcome the opportunity to discuss how I can support your team.

Thank you for considering my application.

Yours sincerely

Haule

Christian Christian Haule

0752915998

ASSESSMENT OF THE IMPLEMENTATION OF CO-CURRICULAR ACTIVITIES IN PRIMARY SCHOOLS IN MBEYA CITY IN TANZANIA

Salvatory Flavian Mhando

PhD (Education) Dissertation
University of Dar es Salaam
March, 2020

ASSESSMENT OF THE IMPLEMENTATION OF CO-CURRICULAR ACTIVITIES IN PRIMARY SCHOOLS IN MBEYA CITY IN TANZANIA

By

Salvatory Flavian Mhando

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Education at the University of Dar es Salaam

University of Dar es Salaam
March, 2020

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the University of Dar es Salaam a dissertation titled "***Assessment of the Implementation of Co-Curricular Activities in Primary Schools in Mbeya City in Tanzania"*** in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education of the University of Dar es Salaam.

……..

Stephen Mabagala (PhD)

(1st Supervisor)

Date……

……

Devota Marwa (PhD)

(2nd Supervisor)

Date……..

DECLARATION
AND
COPYRIGHT

I, **Salvatory Mhando,** declare that this dissertation is my original work and that is has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature:…….....

ACKNOWLEDGEMENT

I owe deepest gratitude to the Almighty God for endowing me with good health, strength, and intellectual ability that enabled me to complete my studies successfully. I sincerely extend this gratitude to my supervisors, Dr. Stephen Mabagala and Dr. Devota Marwa for their academic support and guidance in developing this dissertation. They gave me proper support, opportunity and strength that helped in shaping this study and appear the way it is. I have a lot to thank you but God will bless you abundantly. I also wish to express my sincere appreciation to my wife Neema Michael Mahenge and our children Herieth Mhando, Junior Mhando and Jolyine Mhando for the love and patience they endured throughout the time I was pursuing my studies. Special thanks are also extended to my parents Patricia Chavala and Charles Magoti for their guidance, encouragement and foundation of my educational path.

I am also indebted to my fellow postgraduate students who were enrolled in the PhD in Education programme in the academic year 2015/2016. In this regard special thanks should go to Dr. Kayombo Joel, Dr. Henry Mng'ong'o, Mariana Mhewa, Adenias Ishabisa, Hamis Mfaume and Eunephas Mwinuka for their endless cooperation and encouragement in reaching this significant point. Moreover, my heartfelt thanks are extended to the administration of Saint Augustine University of Tanzania-Mbeya Campus; Prof. Romuald Haule and Dr. Venance Martin Makilika; the Bishop of Diocese of Mbeya-Bishop Evaristo Chengula and the Catholic Scholarship Programme in Tanzania (CSPT). They facilitated the approval of study leave and granted me the scholarship that helped in fulfilling my dream of studying doctoral degree.

DEDICATION

I dedicate this work to my beloved family (Mhando's family) and the administration of St. Augustine University of Tanzania (SAUT)-Mbeya Campus.

LIST OF ABBREVIATION

CCA	=	Co-curricular Activities
CIPP	=	Context, Input, Process and Product
DAS	=	District Administrative Secretary
DEO	=	District Education Officer
ETP	=	Education and Training Policy
ICT	=	Information Communication Technology
MoEC	=	Ministry of Education and Culture
MoEST	=	Ministry of Education and Sciences
MoEVT	=	Ministry of Education and Vocational Training
NECTA	=	National Examination Council of Tanzania
OST	=	Open System Theory
PEDP	=	Primary Education Development Programme
PrPS	=	Private Primary Schools
PSLE	=	Primary School Leaving Examination
PuPS	=	Public Primary Schools
RAS	=	Regional Administrative Secretary
SAUT	=	Saint Augustine University of Tanzania
SDG	=	Sustainable Development Goals
SPSS	=	Statistical Package for Social Sciences
UDSM	=	University of Dar es Salaam

ABSTRACT

The purpose of this study was to assess the implementation of co-curricular activities in primary schools in Mbeya City in Tanzania. Specifically, the objectives of the study were to determine the co-curricular activities that were being implemented, ascertain how the co-curricular activities were planned, monitored and evaluated as well as establish the extent of success realized in the implementation of co-curricular activities from the perceptions of teachers and pupils, determine the challenges that hinder the implementation of co-curricular activities, determine the strategies to be used for improving the implementation of co-curricular activities in primary schools. The study reviewed different theoretical and empirical literature and it was guided by the Open System Theory and Context, Input Process and Product (CIPP) model developed by Stufflebeam in 1971 and revised in 2000. The study was guided by pragmatism philosophical paradigm, informed by mixed research approach that employed concurrent triangulation mixed research design. The participants in this study were 467 whereas 332 were pupils, 125 were teachers, 8 were school heads and 2 were quality assurers. Pupils were stratified based on type of school (Private and public), class level and gender. Teachers, school heads and quality assurers were purposeful sampled based on their position and responsibilities related to co-curricular in primary schools. The data were collected through questionnaires that were administered to pupils and teachers and interview which was administered to school heads and quality assurers. The researcher also employed non-participatory observation and documentary review methods. To ensure validity and reliability of instruments, the tools were pre tested at two intervals before actual data collection and yielded the reliability index of 0.89. Trustworthiness of qualitative data was ensured through credibility, dependability, confirmability and transferability. The qualitative data were analysed through content analysis to determine the responses from quality assurers and school heads while quantitative data from students and teachers' questionnaire were analysed using descriptive and inferential statistics. The findings revealed that various co-curricular activities were implemented in primary schools, namely; sports and games, subject clubs, fine and performing arts and entrepreneurship activities. It was indicated that private schools were more effective in implementing co-curricular activities than public schools. It was also found out that all schools had a mechanism for planning, monitoring and evaluating co-curricular activities. However, private schools had better strategies for executing those plans compared to public primary schools. Findings further indicated that both teachers and pupils had a positive perception regarding the implementation of co-curricular activities. However, various barriers such as inadequacy of time, inadequacy of skilled teacher and inadequacy supply of facilities and equipment hindered the implementation process of co-curricular activities. It was suggested that more time for co-curricular activities should be provided on school timetable; improve and supply required facilities and equipment; motivate teachers and pupils and; introduce various training on co-curricular for teachers. It was further recommended that co-curricular activities should be implemented as per the directives of Education and Training Policy of 1995 and 2014 as well the primary school curricular. It was additionally recommended that future studies involving wider coverage should be conducted on the implementation of co-curricular activities in various levels of education based on school ownership entities.

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CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study assessed the implementation of co-curricular activities among primary schools by reflecting the context of existing Education and Training Policy statement of 1995, 2014 and the primary education curriculum of 2016. All the three documents direct all schools to identify and develop talents, innovation and creativity through implementation of co-curricular activities (MoEC, 1995 and MoEVT, 2014). Therefore, this chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also presents the significance of the study, limitation, delimitation and operational definition of key terms.

1.2 Background to the Study

Co-curricular activities are regarded as pupil practical-oriented components of the curriculum occurring in the whole process of learning that enable pupils to grasp what they learn during class hours and connect them with other skills that are grasped and gained outside class hours (Ieorge & Thinguni, 2013; Coven, 2015; MoEST, 2016). Co-curricular activities include music, arts, drama, sports and games, debate, subject clubs and vocational clubs. Through core and co-curricular activities, pupils can learn to become useful members of any community and get the opportunity to develop cognitive, affective and psychomotor abilities (Marsh & Kleitman, 2002; Darling, Cardwell & Smith, 2005). This implies that co-curricular activities enable learners to be exposed to various domains that help them to be useful members of the community.

Historically, co-curricular activities are as old as the education system itself. They can be traced back in the era of ancient Greece, China, India and Near East (Wuest& Bucher, 1999). The implemented activities during that era aimed at maintaining religious values, survival, health, active life, recreation and defence (Ndee, 2010; Wuest & Bucher, 1999). Later on, most of the co-curricular activities were included in school curricula to meet the benefits developed through implementation of these

activities (Coven, 2015; Broh, 2012). For example, the United States of America (USA) reviewed their education systems to ensure that co-curricular activities such as quiz bowls, musical groups, sports, games, student governments, school newspapers, science fairs, debate teams and clubs focusing on academic areas are effectively practiced in their schools (Storey, 2010; Haber, 2006; Dhanmeher, 2014).This, in turn, fosters a good environment for tapping, nurturing and developing knowledge, skills and attitudes and generally exposing pupils to the real meaning of education (Darling, Caldwell & Smith, 2005).

England has been using co-curricular activities such as sports and games, debates, subject clubs and pupils' organisations as an integral part of pupils' learning process and an essential mechanism for developing the psychological and intellectual abilities of learners (Ieorge & Thinguni, 2013; Coven, 2015). These activities progress as an integral part of students' learning process in daily learning activities. In this way, education in England is viewed as a creation of a sound mind and sound body (Wuest & Bucher, 1999). Therefore, participation in co-curricular activities helps in holistic development of learners.

In Nepal, co-curricular activities are included in the national education system plan (Coven, 2015). Through the Ministry of Education, co-curricular activities are compulsory in all schools (Ibid). Some of these activities include gardening competitions, quizzes, folk-songs, dances, debates, arts, games and sports. Pupils in Nepal are required to participate in both core and co-curricular activities in schools. It is believed that encouraging co-curricular activities reflects and reinforces the whole process of learning.

In East Africa, Kenya in particular, several schools has been implementing co-curricular activities and has been achieving better results in various areas of learning (Wangai, 2012). Through co-curricular activities, pupils attain various skills such as creative problem solving, entrepreneurship, sports, games, cooperation, communication and leadership (Ndirangu, 2015). However, in the same country, other researchers report that some of the schools spend too little time on co-curricular

activities (Wanyama, 2012; Ndirangu, 2015). Uganda is also implementing co-curricular activities in various schools and the government has arranged special capitation funds for implementing co-curricular activities (Isanga, Ngobi & Waiswa, 2017). The implementation began in the year 1995 after realising that their education system did not favour and prepare learners in all domains.

In Tanzania, co-curricular activities hold a place of great importance in the field of education for developing different careers among learners (Shehu, 2001; Mafumiko & Pangani, 2008; Japhet, 2010; Makwinya & Straton, 2014; Lazaro & Anney, 2016). The Ministry of Education has insisted on the implementation of co-curricular activities in and outside the schools since pre-colonial education. Before colonialism, children participated in informal co-curricular activities such as swimming, dancing, singing and playing by considering the experiences of the surrounding culture and they were informally acquired (Mafumiko & Pangani, 2008; Ndee, 2010). During colonial period, co-curricular activities were introduced in schools, whereby different sports and games were practiced (Kazungu, 2010; Machera, 2012). However, during the period, education benefited mostly pupils from the upper class (German and English families) and middle class (Indians and Arabs) and few Africans, particularly, the children of African chiefs (Mafumiko & Pangani, 2008).

After independence, the government of Tanzania adopted and implemented co-curricular activities in schools (MoEC, 1995). Unlike colonial education, post-colonial education was meant for all Tanzanians who were in schools without prejudice (Mafumiko & Pangani, 2008). Various policies such as Education for Self-Reliance (ESR) of 1967, Education and Training Policy of 1995 and 2014, Basic Education Curricular for pre-primary, primary and secondary education, as well as curriculum for teachers' education were supposed to be implemented parallel with co-curricular activities (MoEC, 1967 & 1995; MoEVT 2014; MoEST, 2016; Lazaro, 2015).

The government of Tanzania has also placed strong emphasis on quality environment that aims at improving learning process and environment that enhances pupils'

learning outcomes (MoEC, 1995&MoEVT, 2014). For example, the Education and Training Policy (ETP) of 1995 emphasises on preparing the pupils with the foundation of self-creativity, self-advancement and self-confidence, which help them to enter into the world of work (MoEC, 1995, MoEVT, 2014 & Ntala, 2016). The government of Tanzania also set the benchmark for establishing good environment for implementation of co-curricular activities such as fields of play, laboratories and libraries (MoEST, 2014). Moreover, the government of Tanzania through the Ministry of Education has developed a curriculum which emphasises the implementation of co-curricular activities in schools such as subject clubs, sports, arts and games, entrepreneurship activities, life skills and other cross cutting activities (MoEST, 2016).

Tanzania is one of the signatories of the United Nations' Organization General Assembly of 25 September 2015 which postulates that all girls and boys should complete a free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030 as one of the Sustainable Development Goals-SDG (UNO, 2015). With progressive emphases, it is therefore, justified that implementing co-curricular activities in schools is seen as the way of laying the foundations for instilling various skills, knowledge, social aspects and attitudes that stimulate and consolidate learning. It is in the light of background that prompted this study was carried out.

1.3 Statement of the Problem

Studies and policies show that Tanzania recognises the importance of co-curricular activities in the school curriculum in order to ensure that pupils access and acquire the best education (Machera, 2012; Sultana, 2012; MoEC-ETP, 1995 & MoEVT-ETP, 2014). Both the Education and Training Policy of 1995 and that of 2014 emphasise on the implementation of co-curricular in schools. Regardless of the recognition and importance attached to co-curricular activities in schools through policy documents and the government directives, the implementation of co-curricular activities in most primary schools is increasingly neglected (Makwinya & Straton, 2014; Machera, 2012; Lazaro, 2015; Juma, 2015; Kibona, 2015). These studies

indicate that in some schools, co-curricular activities are not well implemented for the reason that they are time-consuming and are viewed as a waste of time for learning. In this regard, more effort is directed towards teaching core curricula subjects that are assessed through the National Examinations Council of Tanzania (NECTA) (Machera, 2012 & Kibona, 2015; Juma, 2015; MoEST, 2016; Lazaro, 2015). The foregoing implies that co-curricular activities are under-estimated as an important part of the school curriculum.

Moreover, experience from various studies indicate that some schools face the problem of high enrollment rate, large class sizes, limited time, shortage of teachers, shortage of facilities and equipment which increase the rate of truancy to pupils, drop-out and other delinquency behaviour (Machera, 2012; Makwinya & Straton, 2014; MoEVT, 2014). From these studies, it was recommended for an intervention through implementing co-curricular activities in order to encourage learners' attendance of school.

Apart from under-estimating the co-curricular activities by practitioners and the recommended intervention by researchers, there are limited studies that have assessed the implementation of co-curricular activities in primary schools as stipulated in Tanzania's Education and Training Policy of 1995 and that of 2014. Majority of studies that have attempted to show the implementation status of co-curricular activities in schools have concentrated on colleges and higher learning institutions. Thus, there is a research lacuna on the implementation of co-curricular activities in primary schools. Thus, this study aims at filling this knowledge gap.

1.4 Purpose of the Study

The purpose of this study was to assess the implementation of co-curricular activities in primary schools and adherence to National Education and Training Policy of 1995 and that of 2014 as well as the Primary School Curriculum of 2016 in Mbeya City in Tanzania.

1.5 Objectives of the Study

The objectives of the study were meant to:-

i. Determine the co-curricular activities being implemented in primary schools
ii. Ascertain how co-curricular activities are planned, monitored and evaluated in primary schools.
iii. Establish the extent of success realized in the implementation of co-curricular activities in primary schools from the perceptions of teachers and pupils.
iv. Determine the challenges that hinder the implementation of co-curricular activities in primary schools
v. Determine the strategies to be used for improving the implementation of co-curricular activities in primary schools.

1.6 Research Questions

The following are the research questions that guided this study:-

i. What are the co-curricular activities implemented in primary schools?
ii. In what ways are co-curricular activities planned, monitored and evaluated in primary schools?
iii. What are the teachers and pupils' perceptions on the extent of success in implementing co-curricular activities in primary schools?
iv. Is there a relationship between the perceptions of teachers and pupils on the extent of success in implementing co-curricular activities in primary schools?
v. What are the challenges faced by teachers in implementing the co-curricular activities?
vi. What strategies should be used to improve the implementation of co-curricular activities in primary schools?

1.7 Significance of the Study

The study findings and knowledge generated from this study are significant in many ways: First, the findings of this study add both theoretical and practical knowledge to the available literature on the implementation of co-curricular activities in primary schools in Tanzania. Theoretically, the study contributes in filling the research gaps by highlighting the current situation of implementing co-curricular activities in

primary schools in line with the Education and Training Policy of 2014. The findings may serve as reference materials for further research on co-curricular in primary education in Tanzania.

The findings of this study may guide policy makers and curriculum developers in the processes of designing and developing appropriate curricula for implementation in schools. The findings on how co-curricular activities are planned, monitored and evaluated may assist policy makers and curriculum developers in developing appropriate policy and curricular guidelines on how to implement co-curricular activities in primary schools.

The study findings will help practitioners such as heads of schools, teachers and quality assurers' to understand the implementation progress and status of co-curricular activities in primary schools. The findings may enable them to adopt the appropriate intervention strategies that will enhance the implementation of co-curricular in schools by reflecting on the practices adopted in this study.

The findings of the current study will contribute more information to the already existing body of knowledge on the response of various stakeholders at local, national and international levels regarding the implementation of co-curricular activities in schools. The findings have shed light on the types of co-curricular activities being implemented in primary schools, the perception of teachers and pupils on how various co-curricular activities are implemented and the mechanism of implementing them in schools. Therefore, this study has the potential to stimulate more studies on co-curricular activities by other researchers in the same or other contexts.

1.8 Delimitations of the Study

This study focused on assessing the implementation of co-curricular activities in primary schools only and on standard five and six pupils' in Mbeya City. The study involved primary school teachers, pupils, school heads and quality assurers as respondents. This study also employed interview, field observation, questionnaires and documentary review as tools for data collection.

1.9 Limitations of the Study

The data for this study was collected from teachers, heads of schools, teachers, pupils and quality assurers; therefore, it is possible that some respondents may have given responses that favored their authorities as opposed to the real perception regarding the implementation of co-curricular activities in primary schools. However, this limitation was addressed by using multiple data collection tools, creating good rapport with participants and assuring them of confidentiality.

Another limitation was dearth of relevant literature related to the implementation of co-curricular activities in primary schools in Tanzania. In this case, the study lacked sufficient local literature and compelled the researcher to use literature beyond the primary schools context in Tanzania. However, the reviewed literature was sufficient and helped in isolating the gap that this study intended to fill.

1.10 Operational Definition of Key Terms

Co-curricular activities: Are the activities that are sponsored and recognized by a school or college which are not part of the academic curricula but are acknowledged to be an essential part of the life of any educational institution (MoEST, 2016). In this study co-curricular activities are described as the learning activities sponsored and recognized by primary schools and are offered sometime during class hours and other activities are offered after class hours including game and sports, fine and performing arts, entrepreneurship activities and subjects clubs.

Public Primary Schools: According to Education and Training Policy this is a school in which children receive primary or elementary education from the age of about five to twelve, coming after pre-school and before secondary school educational level and is owned by the government (1995& 2014). In this study, the public primary schools are the post pre-primary schools that educate pupils from the age of six years to twelve and are owned by the government.

Private Primary Schools: According to the Education and Training Policy, private primary schools are schools in which children receive primary or elementary

education from the age of about five to twelve, coming after pre-school and before secondary school and are owned by individual, religious or any non-government organization (1995& 2014). In this study primary school are the post pre-primary schools that train pupils from the age of six years to twelve and are owned either by an individual or non-government institutions.

1.11 Structure of the Dissertation

The dissertation is structured into five chapters. Chapter one is introduction and background of the study. The chapter covers the background to the study, statement of the problem, research objectives and questions and significance of the study. It also describes the delimitations, limitations, operational definition of key terms and the structure of the thesis.

Chapter two is on literature review. It describes the theoretical, conceptual, and empirical literature review. It also covers synthesis and knowledge study gap, as well as the conceptual framework. Chapter three is about research methodology. It focuses on the description of philosophical underpinning of the study, research approach and design, area of study, target population, sample and sampling techniques. The chapter also covers the methods of data collection, validity and reliability of instruments, data analysis procedure and ethical considerations.

Chapter four focused on data presentation, analysis and discussion. Specifically, the chapter covers the findings on the types of co-curricular activities being implemented in primary schools, the practice of co-curricular activities in terms of planning, monitoring and evaluations. Likewise, it presents teachers and pupils perception regarding the implementation of co-curricular activities. Chapter four also establishes the challenges that hinder the implementation of co-curricular activities and the strategies of overcoming those challenges. Finally, Chapter five presents the summary, conclusion and recommendation for action and for further studies.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter is divided into three parts. The first part provides the theoretical underpinning of the study. The second part is a conceptual literature review on the types and implementation process of co-curricular activities. The third part reviews related empirical studies. Finally, the chapter concludes with a synthesis of the literature, identification of research gap and conceptual framework.

2.2 Theoretical Review

Various scholars worldwide have advocated on the importance of applying theory in carrying on any research study. For instance, McGrath (1984) argues that a theory is as important as data because it is used to strengthen the data. It includes a means of identifying a problem and connecting one problem and one piece of evidence with others even if they have been assigned different labels (Schimid, 2005). It is also noted that theories help the researcher to understand, confirm and justify the findings of a study by comparing with other studies (Fusi, 2016). Thus, the theoretical underpinning that guided this study are discussed below.

2.2.1 Open System Theory (OST) and its Application in Co-curricular Activities

This study is framed within Open System Theory that was initially developed by Ludwig Von Bertalanffy (1956) and advanced by Daniel Katz and Robert Kahn (1978). The open system theory conceives school organisation as a combination of parts with interdependent relationships and opens to interaction with external environment (Thien & Razak, 2012). They believe that the system survives if its desired goals align with environmental needs by considering the input, through-put (transformational process) and output. According to this theory, inputs refer to the resources that are received from the external environment. Through-puts are the transformational process of resources within a system while output is the value added or product that is exported back to the environment as feedback.

Moreover, the proponents of Open System Theory suggest that, ideally schools as educational institutions must involve all important components in ensuring smooth running and functioning of the organisation. According to Thien and Razak (2012), these components are inputs, transformational process (throughputs), outputs and feedback. Draft (2008) supports the view that the important components of open school system are input, transformational process, output, feedback and the external environment.

Effective and efficient implementation of co-curricular activities in primary schools depends on the availability and proper functioning of inputs such as teachers, pupils, schools heads, facilities, equipment and budget for co-curricular activities (Lunenburg, 2010). Moreover, the implementation of co-curricular activities in primary schools depends on quality transformational process by having good planning, monitoring and evaluation mechanisms that enhance the implementation status of co-curricular activities (Norlin, 2009). Additionally, the implementation of co-curricular activities is expected to produce a good output (results) from the available input and good transformational process. The output reflects the achievement and attainment of goals and objectives set for implementation of co-curricular activities (Stufflebeam, 2000; Njabili, 1999).

In this study, the school outputs are represented by the ability of pupils to participate in playing with others and make decisions on sports, games and arts. It also includes ability to form, guide and collaborate with others and lead subject clubs, and the ability to participate, organise and lead profitable productive activities. The last part is feedback that assists the researcher to show the strengths, weaknesses and opportunities of the implemented programme.

The use of Open System Theory in guiding this study on assessment of the implementation of co-curricular activities is supported by other theories that emphasise on the implementation of co-curricular activities in schools. These theories include a student involvement theory by Astin (1984) postulate that there are positive correlation between students' involvement in co-curricular activities and

their success. It believes that the amount of physical and psychological energy that the students devote correlate with the academic and non-academic gain, and for the students' growth to take place, they need active engagement in their environment (Astin, 1984).

Tinto's Interactionist Theory also postulates that students' development can be associated with greater connections in their commitment to school opportunities such as inside and outside classroom activities and their desire to graduate (Tinto, 1987). The theory argues that students must be sufficiently involved in the school if an institution has various successful retention programmes. Students are more likely to stay in schools that involve them as valued members.

2.3 Conceptual Review

2.3.1 Concept of Co-curricular Activities

Co-curricular activities are conceptualised differently based on different contexts and nature of researchers. According to McKown (1952), co-curricular activities are as old as the education system itself. They include athletics, music, sports, games, oratorical competitions, and clubs for students, debating, dramatics, honour awards and special day celebrations. These activities are predominantly organised by the pupils themselves. School timetable and equipment are provided, though there is little official recognition and no credit is awarded to participants. In Tanzania, MoEST (2016) delineates co-curricular activities as activities recognised and sponsored as essential part of educational institutions, such as schools or colleges although they are not part of the academic curriculum. Generally, co-curricular activities are activities, programmes and learning experiences that complement some of what pupils are learning in the school core curriculum during class hours.

2.3.2 The Practice of Co-curricular Activities in Schools

It is evident that co-curricular activities are found at all levels of school system (Foster, 2008). Globally, different countries have implemented co-curricular activities from time immemorial to date. These activities have influenced the way others think, feel, believe, and act whereas social events, athletics, clubs, and all

other many leisure activities become part of values and virtues of the objectives of education and of democratic life (Foster, 2008).

Primary education is the most significant part of formal education, which covers the period of early childhood and adolescent stage of human development. Therefore, the organisation of co-curricular activities at this level brings about the maximum bodily development and thus pupils need to participate in various games and sports to make their bodies active (Sultana, 2012). Nevertheless, the school may place students at significant risks of underachieving or not completing primary education unless an appropriate curriculum is provided to engage and challenge their abilities (DECD, 2012).

Nesan (2009) opines that it is wrong to force students to specialise too early in specific areas because children have remarkable abilities in all sorts of different areas. For that case, the school is responsible for preparing a rich learning environment that fosters wellbeing and learning outcomes consistent with learners' abilities. It has to provide educational pathways and appropriate challenging and enriching experiences (Lazaro & Anney, 2016). From these perspectives, different literature classifies co-curricular activities (CCAs) in different categories. Shehu (2001) classifies co-curricular activities into five (5) groups, UNESCO (2005) classifies CCAs into thirteen (13) groups and Sultana (2012) classifies them into eleven (11) groups and MoEST classifies them into two categories. Yet, the implementation of co-curricular activities that are practiced in primary schools differs from one school to another depending on availability of facilities and equipment. Table 2.1 summarises CCAs practiced in primary schools.

Table 2.1 Summary of Co-curricular Activities Practiced in Primary schools.

Types of co-curricular activities	Activities for each categories
Sports and Games	• Track and field activities i.e. running, throwing, jumping • Ball games i.e. football, netball, volleyball, basketball, & handball • Racket games i.e. table tennis and lawn tennis • Traditional games
Club activity	• Girls and boys clubs, press club, school band, drama club, religious/choir group, science club, literacy and debating society, music club, sports club, culture club • Scout
Social and voluntary services	• Blood donation/health education, peer counseling, environment conservation, helping the sick, fund rising, advocacy etc
Productive activities	• Spinning, tailoring, embroidery, knitting, weaving, toy making, basket making, gardening, floriculture
School leadership	• Student duties at school, hostel and classroom level, morning assemblies, orientation programme, students unionism, prefects, monitors and team leaders etc
Literacy activity	• Publication of school magazine, wall papers, pamphlets and bulletins, essay writings, review and summary of books

Source: Adapted and modified from Shehu (2001), Lazaro (2015) & MoEST (2016).

2.3.3 The Role of School Administrators in Implementing Co-Curricular Activities

The school administration is a driving force for effective implementation of co-curricular activities in schools. They enhance proper planning, monitoring and evaluation of any activities in the schools. For instance, the study by Hussin and

Daud (2014) pointed out that if the principal acts effectively as a manager, then co-curricular activities can be considered to be effective in promoting a balance of the mental, spiritual, physical and social development of learners. Likewise, Shehu (2001) argues that the role of institution is to develop co-curricular goals and operational framework, by equipping teachers, support staff and volunteers with knowledge, skills and attitudes that will enable them to function effectively and efficiently as co-curricular facilitators. Furthermore, in similar study, Shehu (2001) points that administrators are needed to investigate and analyse learners' interests, needs, values, perceptions and then divide learners into groups according to their needs so as to plan activities conferring to different co-curricular activities programme.

It is emphasised that for proper implementation of co-curricular activities, the school administration need to consider that there is good planning, good organisation, monitoring and evaluation (Njeri, 2012). The school board as part of school administration may authorise such activities to be conducted under regulations and find the means to obtain resources such as physical, human and financial resources. However, the sources of educational finance at school level can be from the government budget, school's internal income, support from the community and support from NGOs (UNESCO, 2005 &Njeri, 2012).

In organising these activities, school administrators are supposed to ensure that students' participation balances the time between core-curricula and co-curricular activities (UNESCO, 2005). Also, it is asserted that a balance should be kept between classroom teaching-learning programmes and the out-of-class activities. Furthermore, UNESCO (2005) notes that time and schedule set for co-curricular activities should be convenient to students and teachers. The reason is to give more attention because co-curricular activities are practical-oriented. In supporting this, Japhet (2010) observes that poor management of co-curricular resources, specifically time management hinders the participation of students in co-curricular activities. Therefore, it is suggested that administrators should ensure that the timetable for

implementing co-curricular activities is well planned and takes place during the school hours with close supervision.

2.3.4 Challenges Limiting the Promotion of Co-curricular Activities in Schools

Globally, the practice of co-curricular activities in schools has been challenged by various limitations. These limitations vary depending on the nature and location of school. Regassa (2014), in his study on the practice and challenges in the implementation of co-curricular activities in schools in Addis Ababa found that lack of practical and potential participation of teachers and students was the limitation for implementing co-curricular activities. It was also noted that inadequate budget, materials, guidelines, sports and recreational centers limited the proper implementation of co-curricular activities.

Jha et al. (2004), in their study on limiting factors in the implementation of co-curricular activities in primary schools in Nepal, found that lack of budget and trained teachers, heavy teaching workload, overcrowded classes less participation of students and lack of monitoring and evaluation of school programmes limited the implementation of co-curricular activities. Furthermore, in Kenya, Wanyama (2011) found that some of the schools did not properly implement co-curriculum because of school subject competitions at local and national levels. It was noted that the academic subjects that are evaluated by National Examinations Council were highly emphasised because of competition among schools.

Andrew (2012) conducted a study on challenges on the provision of co-curricular activities and future growth in the face of utilization of limited and dilapidated space in primary schools in Muthaiga in Kenya. The study found that there were various challenges such as proximity of playground area, time wastage and periodical congestion, lack of equipment and facilities and poor cooperation between teachers, parents and pupils. The study recommended that for effective implementation of co-curricular activities, the school owners and curriculum developers should make sure that there were good facilities and equipment, fencing of the schools, providing extra land space and re-allocation of current total land as per population trends.

Marias (2011) conducted a study on the significance of students' participation in co-curricular activities in South Africa. He found out that the practice of co-curricular activities was faced with the problem of quality assurance. It was revealed that although co-curricular activities were implemented in all schools, the limitations were seen on the quality assurance office that concentrated on ensuring quality in core curriculum while ignoring the co-curricular activities in most of the schools in South Africa.

Lazaro (2015) conducted a study on the contribution of co-curricular activities in talent development in secondary schools in Tanzania. The findings indicated that inadequacy of resources supplied to those schools and time allocated in school timetable were not adequate to accommodate the implementation of co-curricular activities. It was also found that there was unequal concentration on implementing co-curricular activities. Furthermore, there was negative perception regarding the implementation of co-curricular activities. The study further revealed that majority of the challenges that were unveiled mostly affected the public primary schools.

2.4 Empirical Review

Various studies have been conducted regarding co-curricular activities as presented and discussed below.

Marias (2011) examined the significance of student teachers' involvement in co-curricular activities in South Africa. The study employed qualitative approach and phenomenology research design to obtain an understanding of the views of student-teachers regarding co-curricular activities during their teaching practice periods in schools. The findings revealed that there is positive effect with regard to the value and significance of professional development through involvement in co-curricular activities. They recommended that Open Distance Learning (ODL) is a preferable option for training students to fill the gap left by the shortage of qualified teachers, as well as an effective remedial strategy to enhance the competency of teachers who supervise co-curricular activities.

Susan (2010) examined the relationship between participation in co-curricular activities and academic achievement using data from the National Educational Longitudinal Study (NELS). The NELS project began in 1988, collecting data on 24,599 eighth graders. For this study, African-American and White students (N = 10,944) who attended public schools were selected. Findings indicated that the amount of participation in co-curricular activities was positively related to academic achievement of students. Students who participated in different activities not only achieved better academically but also expressed greater satisfaction with the total high school experience than students who did not participate in any of co-curricular activities.

Lazaro and Anney (2016) conducted a study on the role of co-curricular activities in developing students' talents in secondary schools in Tanzania. The study employed mixed research approach and case study design. The study used purposive and stratified sampling strategies to obtain 120 respondents. The findings showed that there was a positive relationship between students' participation in co-curricular activities and development of their talents. It was noted that students who participated in different co-curricular activities developed different skills such as leadership ability and a sense of belongingness to other members of the community which led them to social, cognitive and psychomotor development. However, in the same study, it was found out that the implementation of various co-curricular activities was not properly supported by schools. This was revealed by the fact that only sports and games were perceived as co-curricular activities.

Marzo (2014) conducted a study on enrollment in pre-school and psychomotor development for three year study programme. The findings revealed that students who enrolled in first year were poorly developed in psychomotor. However, in the second and third year, due to participation in various co-curricular activities, students had positive psychomotor development. The study indicated that when students participate in various co-curricular activities in schools, they are in better position to improve in psychomotor development.

Machera (2012) conducted a study on the impact of school base activities on the academic performance of primary schools in Tanzania. The study employed a case study design that included 86 respondents who were selected through purposive sampling techniques. Data were collected through observation, semi-structured interview and documentary review and was analysed through content analysis. The findings showed that majority of primary schools banned some of the co-curricular activities in order to concentrate on academic core subjects taught in schools. Machera's study testified that practitioners in primary schools had negative perception on the implementation of co-curricular activities.

Ndirangu (2015) conducted a study on secondary schools principal's leadership role and the development of students' participation in non-academic activities in Kenya. The study employed a cross-sectional research design. The findings revealed that the development of learners' talents was affected by inadequate allocation of resources, supervision and motivation to various co-curricular activities. The study recommended that policy-makers, ministry of education officials, principals and teachers should give maximum attention to co-curricular activities. Although, the study revealed that majority of practitioners give little emphasis and concentration on the implementation of co-curricular activities in schools, its focus was on secondary schools and not primary schools. The current study focused on the implementation of co-curricular activities in primary schools.

Mabagala and Mabagala (2012) in the study on the importance of play during childhood, the lesson for care giver, parents and pre-schools in Tanzania revealed that when a child participates in plays they are developed in motor skills, flexibility and speed, eye-hand coordination and control. They can also be able to coordinate large and small muscles and fine and gross motor skills. In the context of this study, play as one of the co-curricular activities that are implemented in primary schools is regarded as an important activity that contributes to psychomotor development.

Brown and Evans (2002) investigated the relationship between youth participation in co-curricular activities and a greater sense of school connection, particularly for non-

European American students. The survey was conducted among secondary school students from inner city, urban and sub-urban neighborhoods. The findings indicated that students who participated in co-curricular activities, regardless of their ethnicity, had significantly higher levels of school involvement and achievements. Therefore, it is imperative that individual schools develop a holistic curriculum that seeks to develop the mental, physical, social and emotional abilities of learners.

Mfuru (2004) conducted a study on the rationale of abolition of sports competition in Tanzanian schools and colleges. The study employed qualitative approach that included 60 respondents. The study used purposive sampling strategy to obtain teachers, heads of schools and students. The findings indicated that the government of Tanzania decided to abolish some of co-curricular activities because it wasted the time for learners to attend the academic subjects. It was also believed that participation in some co-curricular activities led pupils to waste time for studying the academic subjects hence leading to poor performance in national examinations. The findings of the study imply that by then, the implementer of co-curricular activities in schools had negative perception on the implementation of co-curricular activities.

In the context of the raised debate globally and as shown by different empirical studies, the co-curricular activities are said to be integrative in nature because they link together many areas of knowledge and experience, which make learning to be meaningful. This means that co-curricular activities do not provide an isolated piece of learning, but rather synthesise many aspects of real life situations to the pupils by exposing them to social, psychomotor and cognitive development (Uloo, et al, 2013; Juma, 2015). After being developed in all these aspects there will be pupils' improvement through decrease in dropout rate, improved leadership ability, a sense of belonging, raising of academic and social skills as well as academic performance. Also, they raise the learners' popularity, peer status and reduction of delinquent behaviors. Thus, these studies recommended an intervention by implementing the co-curricular activities in schools as compulsory with intentions of reducing the truancy, drop-out rate and other delinquent behaviours.

The empirical studies reviewed have indicated the importance of co-curricular activities to learners. However, some of the reviewed studies have also indicated the negative perception of some school leaders and policy makers on the role of co-curricular activities in students' academic achievement. Furthermore, majority of the reviewed studies were done in secondary schools and teachers' colleges. With mixed understanding on the role of co-curricular activities in students' academic performance, this study became necessary to solve this confusion. Moreover, this study was imperative as majority of the studies on co-curricular activities were conducted in other levels of education other than primary schools. Primary school learners need a number of co-curricular activities for their cognitive, social, psychomotor and emotional developments, hence the need for this study.

2.5 Synthesis of Literature and Knowledge Gap

Both theoretical and empirical studies in this chapter have highlighted the implementation of co-curricular activities and their importance to learners. However, in reviewing the literature, it was noticed that some of the areas have not been adequately addressed hence, the need for the present study. For example, while it is appreciated that various studies (Power-Rose, 2000; Shehu, 2001; Wanyama, 2011; Obike, 2011; Regassa, 2014; Makwinya & Straton, 2015; Kibona, 2015; Lazaro and Anney, 2016) explored the implementation of co-curricular activities by reflecting on the Education and Training Policy of 1995, very few studies have assessed the implementation of co-curricular activities in primary schools by referring to the reviewed Education and Training policy of 2014.

Likewise, the cases and unit of analysis for most of studies reviewed in this chapter included secondary schools, teachers college and university students but little has been observed in the context of primary schools. For example, studies by Machera (2012), Japhet (2010), Makwinya and Straton (2014), Juma (2015), Lazaro and Anney (2016) show a clear picture on how co-curricular activities are practiced in secondary schools and they benefits secondary school students derive from this participation. Therefore, this study became imperative to assess how co-curricular activities are implemented in primary schools.

Further, most of reviewed literature such as Broh (2002), G/tsadik (2012), Mann, (2013), Kamau (2015) and Abrea (2015) focus on the implementation of co-curricular activities in other countries such as USA, Nepal, Ethiopia, Nigeria and Kenya. These countries have different socio-cultural and economic situation compared to Tanzania. Therefore, the implementation process may differ given the differences in human and material resources available in Tanzania compared to other countries.

2.6 Conceptual Framework

The focus of this study was on assessment of the implementation of co-curricular activities in primary schools in Tanzania. The intention was to highlight the implementation progress in tandem with Education and Training Policy statement of 1995 and 2014. In developing this study, the researcher adopted and modified the Context, Input, Process and Product (CIPP) model that was developed by Stufflebeam in 1971 and revised in 2000. The CIPP model assumes that the most important purpose of assessment is not to prove but to improve and make judgments about the worth of a programme. From this model, the researcher developed a conceptual framework that is in line with Open System Theory in order to assist in organising the knowledge for the purpose of enhancing successful completion of an inquiry. This model is supported by Kombo and Tromp (2006) who maintain that conceptual framework should enable the researcher to organize his or her knowledge, and enable the successfully completion of an inquiry. Therefore, the researcher thought to adapt the CIPP model in order to develop the appropriate conceptual framework that suited the organisation and development of this study. The model is illustrated in figure 2.1.

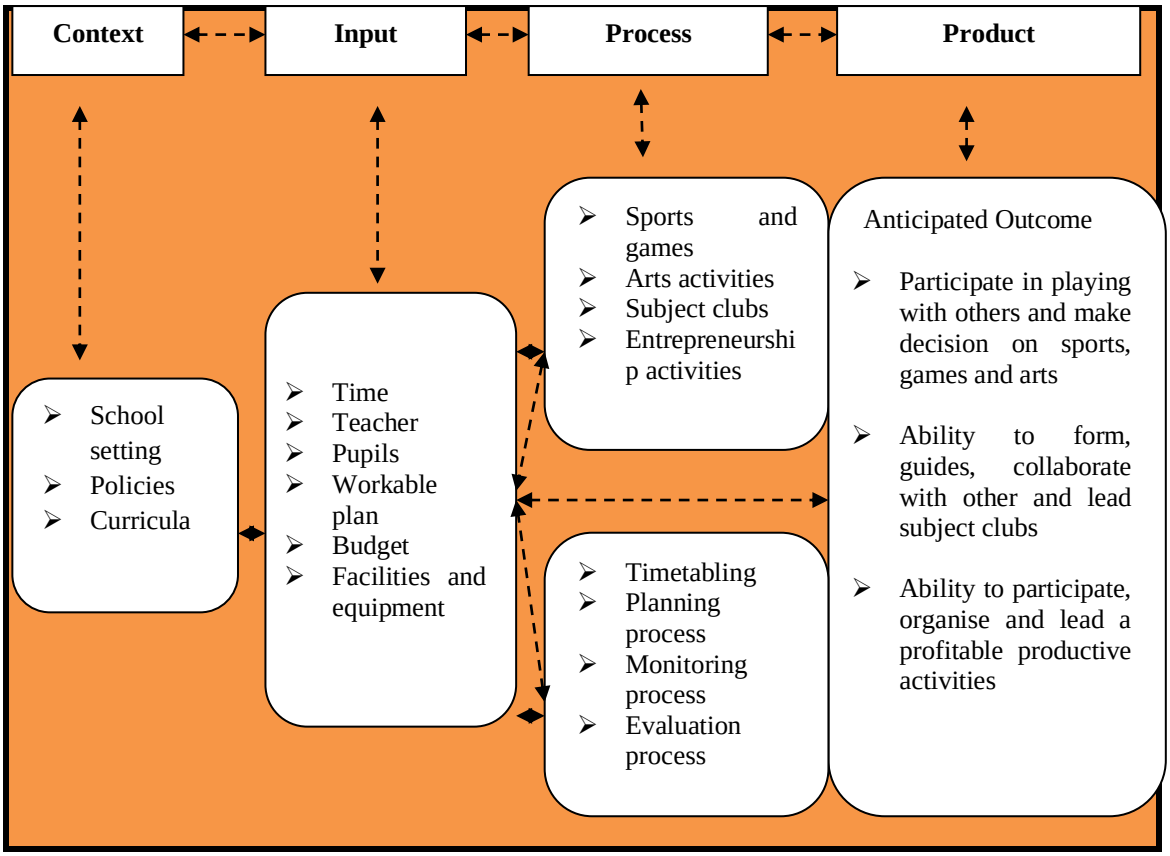

Figure 2.1: Conceptual Framework

Source: Adopted and Modified from the Stufflebeam (2000) CIPP Model

The conceptual framework in Figure 2.1 was adopted and modified from CIPP model with context, input, process and product to guide the researcher in assessing the implementation of co-curricular activities in primary schools in Mbeya City in Tanzania. The researcher used the CIPP model to provide relevant information that addressed all research objectives.

Context Assessment: The main objective in the context assessment was to assess the overall status, identify deficiencies and make an inventory on implementation of co-curricular activities in primary schools. The other aim was to examine the goals, priorities to establish if they align with the identified needs. The results of the context assessment were used to defend the value of school goals and priorities. In this study, the researcher reviewed the policy statement of 1995 and 2014, the primary schools curriculum of 2016 and compared with what exactly took place in the surveyed schools in Mbeya City, Tanzania.

Input Assessment: In the input section, the assessment was on programming decisions that would best serve the implementation of co-curricular activities in primary schools. The researcher assessed the implemented programme by identifying the budget, human resources, facilities and equipment for the implementation of co-curricular activities in primary schools. The intention was to ascertain if the implemented programmes brought about the needed improvement.

Process Assessment: The process assessment was viewed to be important by the researcher because it provided feedback about the implementation and achievement status of the set goals and objectives in an efficient manner. It entails how the participants accept the programme and their ability to carry out the role of implementing the co-curricular activities in primary schools. It provides a record of what is actually implemented against what was initially planned, the costs incurred, the mechanism for planning, monitoring and evaluation on the overall quality implementation of co-curricular activities. During the process assessment, an advisory group which comprised quality assurers helped in identifying the concerns and problems which were addressed in this study. Monitoring and records are useful for promoting improvement, support and accountability which are vital sources of information for interpreting product results.

Product Assessment: The purpose was to measure, interpret and judge the attainment of the objectives of the programme. In relation to this study, the product assessment was extended to assess the long and short term effects and the performance in relation to the identified needs of the programme. The researcher sought the intended and unintended outcomes both negative and positive that resulted due to implementation of co-curricular activities in primary schools. So, the main use of product assessment was to determine whether the programme is worth continuing, modifying, repeating or extending in other settings. Therefore, product assessment was an essential component of accountability and could be used for developing learners in all domains.

In general, the conceptual framework shows that in assessing the implementation of co-curricular activities, a researcher should consider the planning decision in the context stage by reviewing the policy and curriculum statement. Also, should consider the programming decisions that best serve as input by observing the required and available resources for implementation. Moreover, a researcher looks at the implementation decisions which requires the information that indicates how things work and what might be wrong and in the last part of the framework is product that helps the researcher in understanding the worth or success of the implementation of co-curricular activities in primary schools. This conceptual framework is closely related and is supported by Tyler's Goal Attainment Model of 1949 and Countenance Model by Stake (1967). Likewise, most of the aspects in CIPP framework of this study are supported by several theories of learning such as Social Learning Theory by Bandura 1977 and Astin Students' Involvement Theory of 1984.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the philosophical underpinning, research design, research approach, study area, target population and sources of data and methods employed in data collection and analysis. The chapter further explains the sample size and sampling strategies, the methods used for data collection, validity and reliability of instruments, data trustworthiness as well as data analysis procedure. Finally, the chapter describes the ethical considerations that were observed in the whole process of undertaking this study.

3.2 Philosophical Underpinning of the Study

The cornerstone of this study was to critically review both theoretical and practical aspects in reforming and improving the education services that are offered to schools by assessing the context, input, process and product. With this view in mind, the philosophical underpinning that informed this study was pragmatism paradigm. Pragmatism was developed by Charles Sanders Pierce, William James and John Dewey. The main underlying assumption of pragmatism is that reality is a practical effect which works to cause changes (Guba & Lincolin, 1974; Saunders, 2009). The pragmatists believe that any way of thinking or doing that leads to practical solution is useful (Agerfalk, 2010; Mkansi & Acheampong, 2012). Also, the propagators of this paradigm believe in the interaction, intervention and their effect on multiple contexts ((Agerfalk, 2010).

Pragmatism philosophy was chosen by the researcher to guide this study because of the nature of the study, which sought to assess the implementation of co-curricular activities in primary schools. The paradigm draws on many ideas and employs what real works while using diverse approaches and valuing both objective and subjective reality and knowledge (Tashakkori & Teddlie, 2003). Therefore, this paradigm is essentially very practical because it asks the question about the nature of the existences and social world (Denscombe, 2008). In relation to this study, the paradigm helped the researcher in understanding the context of the study. The

researcher was in a better position of speculating what worked in the process of implementing co-curricular activities in primary schools. Thus, the paradigm helped in assessing the objective and subjective reality that helped in developing the practical research study and produce sound knowledge.

The purpose of using pragmatism paradigm was based on its usefulness in mixed research methods. Tashakkori and Teddlie (2003) argue that both quantitative and qualitative research methods may be used in a single study. The emphasis on this argument is that the primary importance in a research study is the research questions than either methods or the philosophical underpinning that underlies the methods (ibid). They argued that the forced dichotomy between positivism and constructivism stances should be abandoned and the practical and applied philosophy should guide the methodological choices (Tiboroha, 2014; Agerfalk, 2010; Saunders, 2009). Therefore, the choice of this paradigm helped the researcher to be flexible and dynamic in choosing the research approach, design, respondents, sampling techniques and methods that reflected the study.

3.3 Research Approach

The study employed mixed research approach by integrating qualitative and quantitative research approaches. The selection of this approach was based on the nature of philosophical underpinnings of this study and its arguments which point out that combining both quantitative and qualitative approaches in a study provides better understanding of the research problem (Clark & Creswell, 2007). Also, mixed research approach was selected because it gives the researcher an opportunity of using triangulation methods through multiple methods of data collection and analysis with the intention of cross-checking the consistency of data and findings. The aim is to make an overall strength of the study (Cresswell, 2009). Therefore, the use of this approach enabled the researcher to utilize different methods of data collection such as interview, documentary review, questionnaire and observation, with the intention of ensuring the consistency, compensation for inherent methods weaknesses and possibly reduce the weaknesses.

3.4 Research Design

The study employed concurrent triangulation mixed research design. The design was used because it focused on collecting, analyzing, interpreting and reporting concurrently both quantitative and qualitative data. The central premise of using this design was to develop better understanding of a research problem being investigated rather than using a single approach (Creswell & Clark, 2011). The design helped the researcher to concurrently collect both qualitative and quantitative data, analyse, interpret and report the data at the same time (Onwuegbuzie et al, 2007). The researcher in this context compared both forms of data from different methods, respondents and analysis for the purpose of developing the congruent findings as indicated in Figure 3.1.

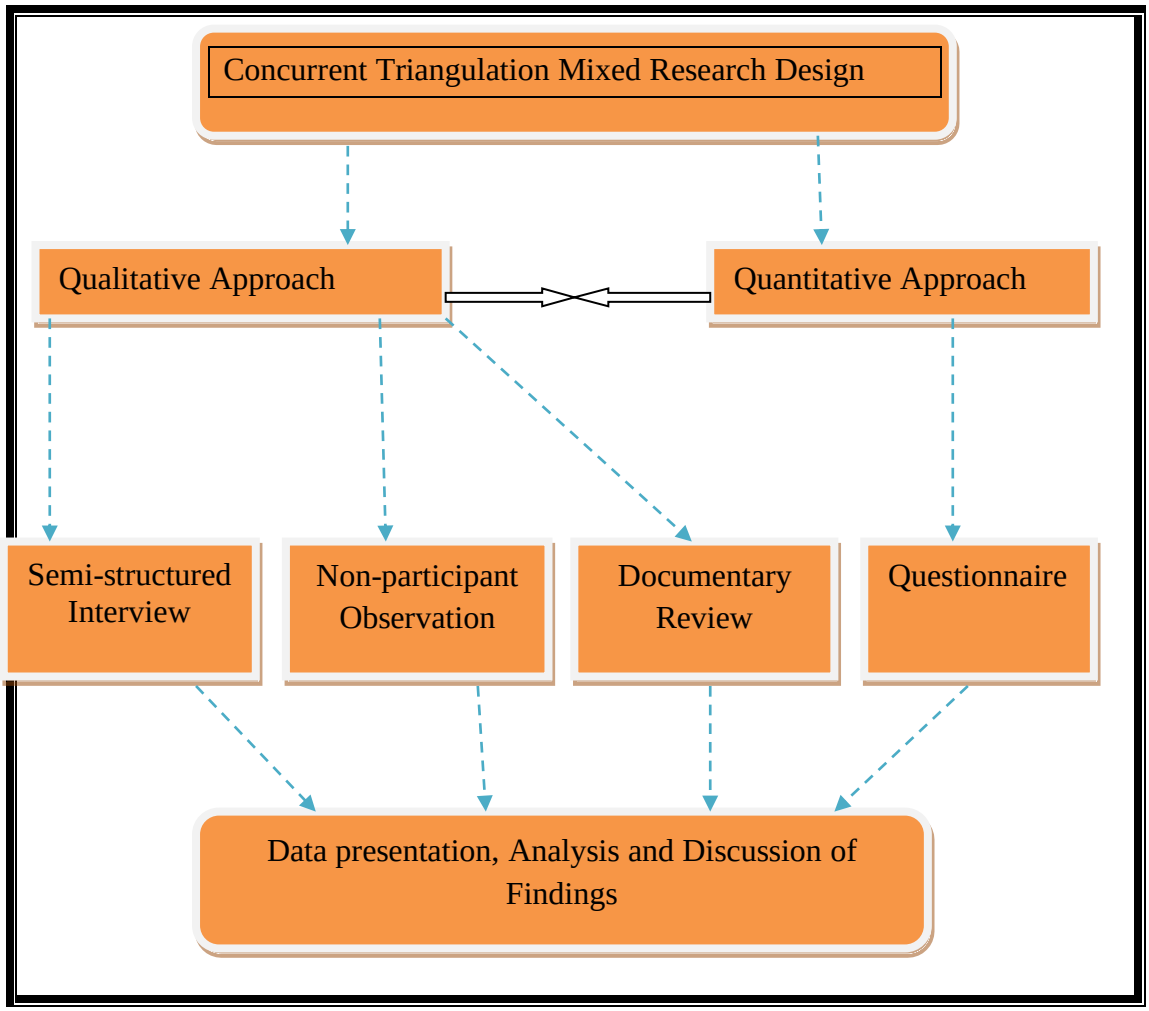

Figure 3.1: Summary of the research Approach and Design

Source: Author's Design (2018)

3.5 Area of Study

This study was conducted in Mbeya Region. The region was purposively selected because of consistent and moderate performance in primary school leaving examinations for five years (MoEST, 2017). By the time this study was conducted, the region was not among the best top five performing regions in the country in the National Primary School Leaving Examination (PSLE), but its performance region-wise was moderate.

The region has seven districts. However, out of seven districts, Mbeya City was purposively selected based on the Primary Education Development Programme (PEDP) report that ranked Mbeya City as the second district in Tanzania for developing good environment for learning especially school construction by having all important facilities like classes, offices, libraries, and fields of play whereas the first district was Masasi (MoEVT, 2007; Matete, 2009).

Moreover, the city was selected due to availability of both public and private primary schools offering co-curricular activities. Mbeya City has a good profile of public-private primary schools compared to other districts of southern highland zone. Additionally, the zonal and district quality assurance offices for inspecting schools in southern highland zone are based in Mbeya City. The availability of quality assurers in Mbeya city enabled the researcher to get relevant respondents in the category of quality assurers.

Furthermore, there was paucity of research on Mbeya City on assessment of the implementation of co-curricular activities in primary schools by reflecting the Education and Training Policy of 1995 and 2014. Thus, those factors made the researcher to select Mbeya City as a study area with the intention of getting accurate information.

3.6 Target Population

In this study, the target population was teachers, pupils, school heads, district education officers and quality assurers of primary schools located in Mbeya City.

This population was suitable because the study intended to assess the implementation of co-curricular activities in primary schools. Teachers, heads of schools and quality assurers were selected because they are important actors in implementing co-curricular activities in primary schools while pupils are the main beneficiaries on the implementation output of co-curricular activities. For these reasons, the chosen population formed the necessary sample for this study.

3.7 Sampling Techniques and Sample Size

3.7.1 Sampling Techniques

Purposive and stratified random sampling techniques were used in selecting the appropriate sample for the study as explained in the following subsections.

3.7.1.1 Purposive sampling technique

Purposive sampling technique was used in selecting heads of schools, teachers and experts from quality assurance office at the zonal and district level. All aforementioned respondents were selected because of their administrative roles and responsibilities of implementing and organising primary education at the district and school levels.

3.7.1.2 Stratified Random Sampling

Stratified random sampling technique was used to select eight (8) primary schools from the strata of public and private schools. The advantage of using stratified random sampling is that it increases the likelihood and equal representativeness of the sample and ensures that all key characteristics of individuals in the population are involved. The strata were based on the type of primary school ownership because, as per government policy, all primary schools are required to implement co-curricular activities. After dividing the schools based on ownership, they were randomly selected in the strata of public and private schools.

Similarly, stratified random sampling technique was used to select primary school pupils of standard five and six based on gender (male & female) from both the public and the private primary schools. The reason for selecting standard five and six pupils

was based on the directives of primary school curriculum that specified the kind of co-curricular activities that are to be implemented in standard five and six. Also, the researcher was of the view that standard five and six pupils are mature enough to provide relevant information on the actual situation in primary schools compared to other lower primary school levels.

In each sampled school, fifty (50) pupils (25 boys & 25 girls) were selected. To get twenty five (25) boys in each class, the researcher prepared fifty (50) cards numbered (1) or (2) that were placed in the container and every card was randomly selected by standard five and six boys. The same procedure was done to girls. After that, a child who picked a card showing number two (2) had a chance to take part in the study

3.7.2 Sample Size

The study population was grouped in two strata based on the type of school ownership in terms of public and private ownership. It is advised that sample size should match with the size of population of which the results are to be considered representative (Cohen, *et al*. 2006; Kombo & Tromp, 2006). Taking a larger sample than necessary is inappropriate while taking small sample makes the results to be of less practical use (Kothari, 2004).

On the basis of the number of the study population, a total of 535 participants were selected. As for teachers 10% of the target population was selected. In this regard, out of 1225 primary school teachers the selected sample was 125 respondents. As for primary school pupils in standard five and six, who were 19860, the formula proposed by Israel (2009) was used to select pupils in standard five and six to be involved in this study. The formula is based on 95% confidence level and p=0.05 read as:

$$n=\frac{N}{1+N(e)^2}$$

Whereby ‘n’ is the sample size to be calculated; ‘N’ is the total population of the study; ‘e’ the level of precision or margin of error measured by probability scale of 5%. Therefore, plugging data into the formula, the following was in order:

{Whereby n=? N=1980; e=0.05}

$$n=\frac{19860}{1+19860\ (0.05)^2}$$

Therefore, n (pupils) =400

Therefore, the sample size for this study was 535 respondents

Table 3.1: Summary of Respondents involved in the Study

	Primary Schools								Total
Categories of Respondents	A	B	C	D	E	F	G	H	
Pupils	50	50	50	50	50	50	50	50	400
Teachers	15	15	15	15	15	15	15	20	125
Head of schools	1	1	1	1	1	1	1	1	8
Quality assurers									2
TOTAL									**535**

3.8 Source of Data and Methods of Data Collection

The study required both primary and secondary data which were based on qualitative and quantitative approaches. The reasons for collecting data using both qualitative and quantitative approaches was to help the researcher to triangulate and confirm the finding by complementing one evidence with another evidence from different sources of data. This is supported by Ulin (2002) who notes that there is no single method that can provide the answers to research problems in all dimensions. Therefore, in this study, the researcher applied four data collection methods, namely; interview, observation, documentary review and questionnaires:-

3.8.1 Interview

In this study, semi-structured interview was used to collect data from school heads and quality assurers. The method was employed because it allowed the conversational mode hence widened the opportunity of two-way interactions between the researcher and the respondents (Yin, 2011). The method was used to collect the data relating to the implementation of co-curricular activities in primary schools specifically with the key informants who were the school heads and quality assurers.

The interview session ranged from one hour to two hours depending on the nature of the respondents and it was conducted with ten (10) key informants.

In the interview process, the researcher employed both English and Kiswahili languages. During interview session the researcher took notes and recorded audio tapes of the interviewee's responses with the permission of respondents. The researcher transcribed the notes and audio-tapes which later were shared with respondents before being used for analysis of the findings (See Appendix D & E).

3.8.2 Observation

In the context of this study, the researcher assumed the role of non-participant observer through transect walk. The researcher developed a checklist that was used in collecting information relating to how teachers implemented co-curricular activities; the implementation of planned period as indicated in the school timetable and the results from various demonstrations such as debate, clubs and in the field.

Likewise, through this method, the researcher observed and noted all co-curricular activities practiced in schools. The researcher also watched the quantity and quality of equipment and facilities used in implementing co-curricular activities and took pictures. To minimize the observer's bias, the researcher visited a school a day before actual observation and made two observations on different occasions. The visit helped the researcher to triangulate some information that was obtained from the interview and questionnaire tools.

This method is supported by Kothari (2004) who argues that observation helps the researcher to eliminate any subjectivity from respondents' views if the methods are accurately used. This method helped the researcher to observe the actual implementation process of co-curricular activities in primary schools by looking at the facilities and equipment used, follow up on timetable, library and whether pupils and teachers participated in various co-curricular activities (Appendix G).

3.8.3 Documentary Review

Documentary review was also used to collect information regarding the implementation of co-curricular activities in primary schools. The researcher reviewed and analysed the documents such as schools' timetable, pupils' results, schools inspectorate reports, school budget plan for co-curricular activities and teachers' work plans. This aimed at confirming whether co-curricular activities were implemented appropriately in relation to core-curricular programmes and other directives from the appropriate authorities such as policies and philosophy of education. Also, the documents helped the researcher to confirm whether schools were inspected especially on the components of co-curricular activities. Furthermore, the aim of the review was to understand whether co-curricular activities were indicated in school timetables and whether the schools had budgets for co-curricular activities.

3.8.4 Teachers' Questionnaire

Through reading several research studies and instruments measuring the implementation of co-curricular activities, the researcher developed a questionnaire that was relevant to this study. Some of the items in the questionnaire were adopted from the standardised instrument that suits the context of primary schools in Tanzania. A questionnaire had three parts with closed and open-ended items. The first part of the questionnaire sought demographic information of the implemented co-curricular activities was measured using short answer questions. Also, a standardized five-point Likert scale was developed where by teachers rated their level of agreement or disagreement on the implementation of co-curricular activities in their primary schools. The last part of the questionnaire contained the open-ended items that required teachers to mention the challenges that hindered the implementation of co-curricular activities in primary schools (See Appendix B).

3.8.5 Pupils' Questionnaire

A questionnaire with closed and open-ended questions was administered to primary school pupils of standard five and six. The questionnaire had four important parts which included the pupils' demographic information, pupils' level of agreement or

disagreement with the implementation of co-curricular activities and the last part had open-ended questions that required pupils to identify the challenges that faced the implementation of co-curricular activities and ways of overcoming those challenges in primary schools (See Appendix C).

3.9 Reliability and Validity of the Instruments

In this study, the validity of the questionnaire was determined by having it undergo a double translation-back-translation process from English to Kiswahili to confirm the meaning of the questions. Kiswahili is the language of instruction in primary schools and pupils are conversant with this language. Ten PhD and Masters Degree holders who are native Kiswahili speakers but have used English as academic language for over 20 years with background in education and teaching were involved. In addition to the double translation, back-translation method involved discussion by the panel of experts who redrafted them and captured the right meaning of the items as accurately as possible.

Also the questionnaire was pre-tested in two primary schools in Mbeya City (public & private primary school) involving 20 pupils to determine whether the questionnaire worked well with the population of interest. These schools were not involved in the actual study with intention of avoiding the influence of results. The intention of carrying out the pre-test was to ensure that the items are very clear and well understood by the respondents.

Likewise, there was a review of the instrument by the two supervisors and the content validity of the tools was achieved by ensuring that the selected items cover all objectives of this study

The reliability of the tools was determined by test re-test method. The same questionnaire was administered twice to the same group of teachers and pupils within the interval of one week. After pre-testing, Cronbach's Alpha coefficient was calculated to establish the level of consistency of the items in the questionnaire. The responses indicated that the reliability value was 0.89 that ranged from 0.80 to 0.90

which implied that there was an adequate internal consistency. The found level of consistency is supported by Jackson (2009) and Tabachnick and Fidell (1989) who argue that if Cronbach's Alpha that is higher than 0.70 indicates that the test was strong. Therefore, the internal reliability coefficients of all measures were satisfactory and accepted.

3.10 Trustworthiness of the Study

A number of criteria were used to ensure data trustworthiness of this study, namely; credibility, dependability, transferability and confirmability. Credibility was ensured through triangulating the data collected using the three tools, respondents and cases. More attention to respondents was given during the interview session and observation process and emerging contrasting issues that strengthened the findings were considered.

Dependability was achieved by ensuring that the collected data was audited and data evidences were obtained using various tools. Transferability was ensured through employing more than one case especially the number of schools, form good number of respondents, by employing more than one method of data collection (triangulation methods), use of appropriate duration for data collection and use of proper method of data analysis that allow and are in-line with mixed approach. Likewise, confirmability was ensured through establishing proper records of data in the field and the two supervisors who guided the researcher audited and traced the logical progress of the study.

3.11 Data Analysis Procedures

Data for this study were analysed both qualitatively and quantitatively. As for qualitative data, the data that were collected in the field were analysed through content analysis. In this study, the analysis involved the extraction of the relevant data that was collected from the field and then compressed, organised and assembled. Finally conclusion was drawn and verification was done. Furthermore, the collected data was coded and categorized in accordance with the research objectives and the respondents' arguments were presented through direct verbatim quotations. The use

of content analysis was a dynamic form of analysing verbal and visual data that are oriented on summarising the informational content of the data (Onwuegbuzie& Byers, 2014; Onwuegbuzie& Leech, 2005; Morgan, 1993).

On the other hand, the quantitative data from questionnaires were analysed with the help of the Statistical Package for Social Sciences (SPSS), version 20. The collected data were subjected to descriptive and inferential statistical analysis with interpretation that was given in terms of frequencies, percentages, mean scores, standard deviations and Chi-square. Finally, both qualitative and quantitative findings were mixed together during the presentation, analysis and discussion of the findings in order to corroborate the results.

3.12 Ethical Considerations

The researcher sought a research clearance letter for conducting the study from the office of Vice-Chancellor, University of Dar es Salaam (UDSM). The letter from UDSM was then sent for approval to the Regional Administrative Secretary (RAS) of Mbeya region and District Administrative Secretary (DAS) of Mbeya City to conduct the study. The letter from DAS in Mbeya City was then sent to District Education Officer, heads of schools and experts from the Quality Assurance office at the zonal and district levels. Moreover, the researcher explained the purpose of the study to the respondents and sought their consent to participate in the study. The respondents were requested to fill in the consent form that requested them to participate in the study (Appendix A). Moreover, during the study, the researcher considered the respondents' confidentiality and anonymity. In reporting, the researcher ensured that data were reported accurately the way they were obtained from the field and secondary sources were acknowledged.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the results, analysis and discussion based on research objectives of this study. The findings that are presented and discussed in this chapter were collected through questionnaires, semi-structured interview, documentary review and observation with the intention of responding to four research objectives of this study, which were to:

i. Determine the co-curricular activities being implemented in primary schools
ii. Ascertain how co-curricular activities are planned, monitored and evaluated in primary schools.
iii. Establish the extent of success realized in the implementation of co-curricular activities in primary schools from the perceptions of teachers and pupils.
iv. Determine the challenges that hinder the implementation of co-curricular activities in primary schools
v. Determine the strategies to be used for improving the implementation of co-curricular activities in primary schools.

The presentation and discussion of findings in this study are informed by pragmatic philosophical paradigm that allows the triangulation of data from different sources presented concurrently in this chapter. The numerical information that was generated from descriptive and inferential statistics is summarized in Tables and Figures while the interview information is presented and analysed through content analysis. In presenting the findings in this chapter, the general information and demographic results are presented first and followed by the results from the descriptive and inferential statistics and content analysis that are presented as per each objective.

4.2 Demographic Information of Respondents

This section presents the demographic characteristics of respondents for this study. The estimated number of respondents was 535. However, the actual number of

participants in this study was 467 (87.3%). The demographic information of teachers and pupils included age, gender and educational level. The information is presented below:

4.2.1 Age Categories of Respondents

The age categories of respondents are as presented in Table 4.1

Table 4.1 Age Categories of Pupils

Age Groups	Pupils	
	Frequency	Percentage
0-10	14	20.5%
11-20	318	79.5%
Total	**332**	**87%**

Source: Field Data (September, 2018)

As indicated in Table 4.1, a total of 332 pupils participated in this study. Majority of the participants were in the age cohort of 11-20 years (79.5%). This shows that majority of participants were adolescents. This group is normally expected to be active in various co-curricular activities.

Table 4.2 Age Categories of Teachers

Age Groups	Teachers	
	Frequency	Percentage
21-30	71	56.8%
31-40	33	26.4%
41-50	12	9.6%
51-60	8	6.4%
61-70	1	.8%
Total	**125**	**100%**

Source: Field Data (September, 2018)

As for teachers, majority of participants in this study were of age between 21-40 years (98.2%). This is the appropriate age for teachers to be active in implementing various co-curricular activities. The age group between 21-60 years is still regarded as an active age (URT, 2014) because in Tanzania teachers retire at the age of 60 years. Therefore, selected teachers could be able to teach co-curricular activities.

Table 4.3 Age Categories of Heads of Schools

Age Groups	Heads of Schools	
	Frequency	**Percentage**
31-40	2	25%
41-50	3	37.5%
51-60	3	37.5%
Total	**8**	**100%**

Source: Field Data (September, 2018)

As for heads of schools, majority of them in this study were aged between 31 to 60 years (100%). The age category is appropriate in supervising various schools activities because of the experience gained in implementing various school activities.

Table 4.4 Age Categories of Quality Assurers

Age Groups	Quality Assurers	
	Frequency	**Percentage**
41-50	1	50%
51-60	1	50%
Total	**2**	**100%**

Source: Field Data (September, 2018)

As for Quality Assurers, participants were aged between 41-60. This age cohort was appropriate for providing the relevant information on how co-curricular activities were being implemented.

4.2.2 Gender of Participants

The gender of the participants in this study is presented in Table 4.5

Table 4.5: Gender of Participants

Gender	Pupils		Teachers		Heads of Schools		Quality Assurers	
	F	%	F	%	F	%	F	%
Male	166	50%	55	44%	5	62.5%	1	50%
Female	166	50%	70	56%	3	37.5%	1	50%
Total	**332**	**100**	**125**	**100**	**8**	**100%**	**2**	**100%**

Source: Field Data (September, 2018)

Data in Table 4.5 show that out of 332 participants who were involved in this study, 166 (50%) were male pupils and 166 (50%) were female pupils. This indicates that the study attained gender balance. As for teachers, Table 4.2 shows that majority of teachers who participated in the study were female 70 (56%). This implies that the teaching profession at primary school level attracted more female teachers than male teachers. As for heads of schools, Table 4.5 indicates that majority of them were male (5, 62.5%). This implies that male teachers were appointed in large numbers to lead primary schools. Lastly, out of two quality assurers, one (1, 50%) was male and one (1, 50%) was female.

4.2.3 Professional Qualifications of Teachers, Heads of Schools and Quality Assurers

The information regarding the professional qualifications of teachers, heads of schools and Quality Assurers was also obtained. The information regarding the professional qualifications of the teachers, heads of schools and quality assurers is presented in Table 4.6:

Table 4.6 Professional Qualifications of Teachers

Professional Qualification Level	Frequency and Percentage
Grade III-A Certificate	55(44%)
Diploma	40(32%)
Degree	29(23.2%)
Masters and above	1(0.8%)
Total	**125(100%)**

Source: Field Data (September, 2018)

Table 4.6 shows that majority of teachers had a certificate of teacher education followed by those with diploma. This was an adequate qualification of teaching in primary school level.

4.3 Types of Co-Curricular Activities Implemented in Primary Schools

The first objective of this study focused on exploring the types of co-curricular activities that were implemented in primary schools. The information that was set to respond this objective was collected through questionnaires that were administered to teachers and pupils as well semi-structured interviews that were conducted with quality assurers and heads of schools. The responses are presented and discussed by taking into account four categories of co-curricular activities which are games and sports, fine and performing arts, subject clubs and entrepreneurship activities as directed by the Ministry of Education through its curriculum of primary schools of 2005, 2016 and ETP statement of 1995 ((MoEC, 1995:74) and ETP of 2014 (MoEST, 2014: 28).

4.3.1 Games and Sports Activities

In responding to objective one, the researcher was interested in determining the types of games and sports activities that were implemented in primary schools as part of co-curricular activities. Questionnaires and interviews were employed to solicit answers from pupils, teachers, heads of schools and quality assurers. Findings from pupils' questionnaires revealed that various games and sports activities such as football, netball, volleyball, handball, basketball, track and field events were

implemented in primary schools. The findings from the pupils' questionnaires indicated that football was the most popular sporting activity being implemented in primary schools (197, 59.3%), followed by netball (99, 29.8%). Other sports and games such as track and field events, volleyball, basketball and other traditional activities were less frequently implemented in those schools.

Apart from the pupils' responses, teachers were also asked to indicate the types of games and sports activities that were implemented in their schools as co-curricular activities. Their responses are presented in Table 4.7:

Table 4.7 Teachers Responses on the Types of Games and Sports Activities Implemented in Primary Schools

Sports and Games Activities	Frequency
Football	110 (88%)
Netball	6(4.8%)
Volleyball	2(1.6%)
Basketball	2(1.6%)
Truck and field events	5(4%)
Total	**125(100%)**

Source: Field Data (September, 2018)

Table 4.7 indicates that football, 110 (88%), was the major sporting activity that was implemented in primary schools followed in a distance by volleyball 6 (4.8%). These activities seemed to have good support from teachers in both public and private primary schools. Other games and sports such as volleyball, basketball, and track and field events were less frequently implemented in the primary schools.

Heads of school were also interviewed on the types of co-curricular activities that were implemented in their schools. Majority of school heads responded that they implemented various types of games and sports activities such as football, netball, volleyball, track and field events. In this aspect, one head of school had this to say:

> …In my school, different games and sports are being practiced although to a large extent the major sporting activities are football and netball. My pupils participate in football, netball, volleyball, athletics, throwing of javelin and discuss depending on the school timetable. I insist my teachers and other supporting staff to follow properly the school timetable…**Head of Private Primary School A)**
> **Source**: Field Data (August, 2018)

The response from the head of school 'A' indicates that various games and sports such as football, netball, volleyball, basketball, track and field events were practiced in private primary schools. Also in another public school, one head of school had this to say:

> Oh…this school has been implementing some co-curricular activities and majority of the activities are done in the last forty minutes (40minutes) from Monday to Friday… These activities are like football, netball and traditional games like bao where pupils randomly participate. But in most cases majority of pupils participate in football and netball… (**Head of public primary School B**).
> **Source:** Field Data, (September, 2018)

The two excerpts above verify that sports and games were implemented in primary schools. However, there was a variation in terms of the frequency of participation in sports and games. It was noticed that students participated more in football and netball than in other activities such as volleyball, basketball, handball, track and field events.

These findings concur with those of Lazaro and Anney (2016), who reported that in secondary schools in Tanzania, football and netball were the major sports. Likewise, Japhet (2010) noticed that although schools were supposed to offer diverse co-curricular activities they implemented few activities that accommodated the choices of many students. From this perspective, it can be concluded that football and netball were the most popular sports and games that were implemented as co-curricular activities in primary schools.

Moreover, it was learnt from the findings that pupils from both public and private primary schools were required to participate in similar co-curricular activities as per

curriculum. Data that were presented from different sources indicated that private primary schools implemented the co-curricular activities better than the public primary schools. These findings are in agreement with those of Lazaro and Anney (2016) and Njeri (2012) who found that majority of private primary school had good environment to implement co-curricular activities.

4.3.2 Fine and Performing Arts

In this category, the intention of researcher was to identify the types of co-curricular activities related to fine and performing arts that were implemented in the schools. In reflection to the curriculum of primary schools, the types of fine and performing arts that were supposed to be implemented in primary schools were painting, drawing, printmaking, pottery, sculpture, dance, singing calligraphy and mosaics. The findings from the questionnaire are presented in Table 4.8:

Table 4.8 Teachers' Responses on the Availability of Fine and Performing Arts

Statement	Responses	Frequency and Percentages
Different arts activities such as painting, drawings, pottery, sculpture, dance and music are practiced in your school	Agree	94 (75.2%)
	Neutral	28 (22.4%)
	Disagree	3(2.4%)
Total		125 (100%)

Source: Field Data (August, 2018)

Table 4.8 shows that majority of teachers (94, 75.2%) agreed that various fine and performing arts activities were implemented in primary schools as per curriculum directives. The findings imply that primary schools implemented various fine and performing arts such as pottery, painting, drawings, dancing and music.

Also, during interview with heads of schools and quality assurers, it was revealed that various fine and performing arts activities such as painting, drawing, music, dance and mosaic activities were practiced in primary schools as part of co-curricular activities. Data from heads of schools show that pupils were equipped in learning

various fine and performing arts which helped them to learn and gain various competencies that assisted them to identify their talents. This was noticed during interview with one of the school head, who said that:

> …Pupils learn various arts such as drawing, painting, sculpture, dance, pottery, printmaking and music which help to gain competencies that will assist them in identifying their talents like singing, dancing etc…**Source**: Field Data (September, 2018)

The statement from the head of school implies that various fine and performing arts activities were implemented in primary schools.

Moreover, during the interview with quality assurers, it was noticed that various fine and performing arts activities were implemented in primary schools. However, majority of these activities were practiced in private primary schools and few were practiced in public primary schools. The quality assurer revealed that:

> …During school inspection, we have five domains and one of the domains deals with co-curricular and extra-curricular activities…But in the process of inspecting fine and performing arts different reports indicates that various activities such as printing, drawing, sculpture, dance and music are practiced mostly in private primary schools and few in public primary schools… **Source**: Field Data (August, 2018)

The findings that were unveiled from quality assurers imply that majority of private primary schools had various fine and performing arts activities such as printing, drawing, sculpture, dance and music. On the other hand, public primary schools had limited fine and performing art activities. These findings concur with those of Makwinya and Straton (2015), who reported that in primary schools, various fine and performing arts were implemented. However, majority of private primary schools implemented the activities more than in public primary schools. Similarly, Japhet (2010) shows that majority of primary schools in Kenya had different forms of fine and performing arts though they implemented few activities that cater adequately for the choices of many students. The findings also are in line with those of Makwinya and Straton (2015) and Wanyama (2012) who found that majority of public primary school in Tanzania and Kenya had better environment to implement fine and performing arts than public primary schools.

4.3.3 Subject Clubs

In this category the aim was to identify the existing types of subject clubs that were implemented in primary schools by reflecting on the curriculum of primary schools in Tanzania. Data were collected from pupils and teachers through questionnaires as well as heads of schools and quality assurers through interviews. The findings are presented and discussed below. The findings from pupils' questionnaires are presented in Figure 4.1:

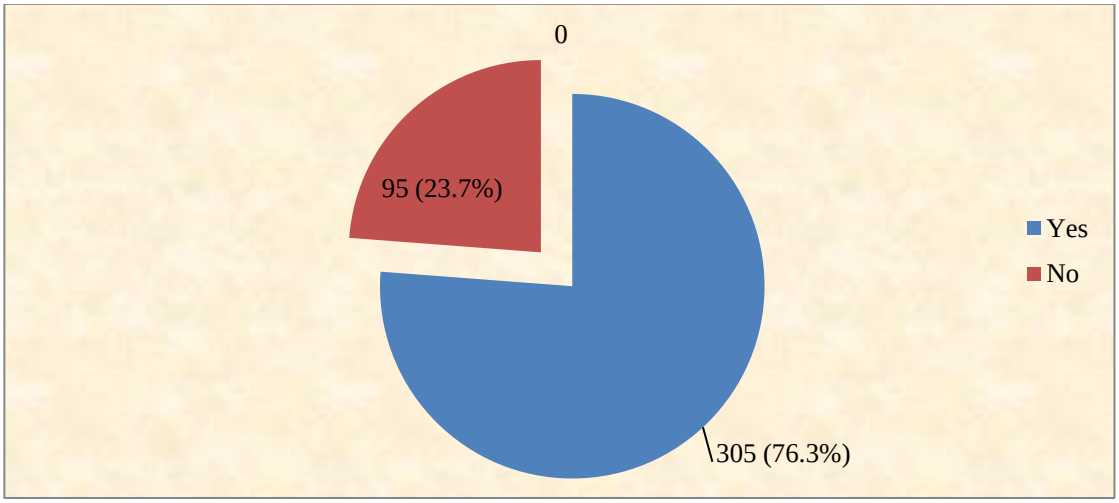

Figure 4.1: Pupils' Response on the Availability of Subject Clubs Activities (N=400)

Source: Field Data (September, 2018)

Figure 4.1 indicates that majority of pupils (305, 76.3%) agreed that various subject clubs were implemented in primary schools. These findings imply that majority of primary schools pupils were involved in various subject clubs as part and parcel of their school programme. Pupils were also asked about the types of subject clubs that were implemented in primary schools. Their responses are summarized in Table 4.9.

Table 4.9 Subject Clubs Implemented in Primary Schools

Subject clubs	**Frequency**	**Percentage**
Science clubs	252	63
Mathematics club	244	61
Social studies clubs	201	51
Language clubs (Kiswahili and English)	188	47
ICT Club	42	10.5
Other clubs *Tuseme	305	76.3
*Peleka rafiki zangu club	237	59.3

*The analysis based on multiple responses hence column tallies exceed 400

Source: Field Data (September, 2018)

Table 4.9 shows the frequencies and percentage of responses from primary school pupils who responded on the types of subject club activities that were available in the primary schools. Findings in Table 4.9 indicate that majority of schools had science clubs (252, 63%) as the major co-curricular activity, followed by mathematics club (244, 61%), social studies club (201, 51%), language clubs (Kiswahili & English) (188, 47%) and the Information Technology Communication-ICT club (42, 10.5%).

Also, Table 4.6 shows that *Tuseme* and *Peleka rafiki zangu club* (237, 59.3%) was another co-curricular activity implemented in primary schools.

Despite the responses from pupils, also through observation the researcher observed the available subject clubs being implemented in primary schools. The findings are presented in Table 4.10:

Table 4.10 Subject Clubs Practiced in Primary Schools

Types of Subject Club	**Availability of Subject Clubs in Primary Schools**	
	Public Schools	**Private Schools**
Science club	✓	✓
Kiswahili club	✓	✓
English club	✓	✓
Mathematics club	✓	✓
Social science club	✓	✓
ICT club	x	✓

Source: Field Data (September, 2018)

As indicated in Table 4.10 it reveals that co-curricular activities related to subject clubs were available and implemented in primary schools. The commonly implemented subject clubs that were found are Mathematics, Kiswahili, English, Science, Social studies and ICT clubs. However, the findings imply that subject clubs were implemented in almost all primary schools except ICT club that was implemented in private primary schools.

When heads of schools were interviewed on types of co-curricular activities related to subject clubs that were implemented in their schools, they responded that the schools implemented all subjects clubs. From those responses, it was revealed during the interview session head of schools that majority of primary schools implemented the subject clubs such as ICT, Kiswahili, English, Mathematics and Social studies clubs. It was also revealed that teachers were assigned to supervise those subject clubs. For example, in the interview with one of school head in the visited private primary schools, he was quoted saying that:

> …Every subject in my school has a subject club and I assign teachers to coordinate and supervise the subject clubs such as ICT, Mathematics, Social Studies, English and Kiswahili clubs as per school timetable… **Source:** Field Data (August, 2018)

The heads of school responses testify that subject clubs were implemented in primary schools and teachers were appointed to coordinate the clubs.

With regard to public primary schools, findings from interview with one head of public primary school head revealed that although they formed subject clubs as one of the co-curricular activities, majority of public primary schools faced the challenges of facilities and teachers who are expert in ICT. One interviewed head of public primary school had this to say:

> …Other subject clubs such as mathematics, English, Kiswahili, social studies are well implemented in this school, however the challenge of facilities and equipment for ICT study and expert in ICT limit the implementation of ICT club…**Source**: Field Data (August, 2018)

The above quotation indicates that some of the public primary schools did not implement the ICT subject club because of lack of facilities, equipment and teachers for ICT subject. However, they implement other subject clubs.

Furthermore, the quality assurers were also asked to indicate the types of co-curricular activities that relate subject clubs that they implemented in primary schools. The findings through interview with quality assurers revealed that subject clubs were implemented in schools. The responses from quality assurers further indicated that the implementation status of subject clubs activities differed between public and private primary schools. The report of quality assurers showed that subject clubs were more effectively implemented in private primary schools than in public primary schools. Through interview the quality assurers affirmed that:

> …One of the roles of inspecting schools is to oversee the implementations of co-curricular activities including subject clubs…. Majority of our reports show that some of the schools have subject clubs and other schools do not have… However, almost all private primary schools have subject clubs but the challenges are in public primary schools… **Source:** Field Data (September, 2018)

The above findings imply that subject clubs were present in primary schools. However, there were variations in terms of status or on the extent to which subject clubs were operationalized between private and public primary schools. Some of the public primary schools did not run some subject clubs as their co-curricular activity due to lack of teachers and equipment such as ICT equipment. These findings are in agreement with those of Lazaro & Anney (2016), Mfuru (2004), Makwinya and Straton (2015) who found that majority of schools in Tanzania had subject clubs, which helped students to study and revise what they had learnt in core subjects. However, these findings are contrary with those of Kibona (2015) and Njeri (2012) who found that there was lack of implementation of subject clubs in schools in Tanzania and Kenya. Additionally, it was observed that majority of private primary schools implemented well the subject clubs compared to public primary schools. These findings are supported by Lazaro (2015) and Musa (2012) who established that majority of private schools had good environment to implement subject clubs compared to public schools in Tanzania.

4.3.4 Entrepreneurship Activities

In this category, the purpose was to identify the co-curricular activities that relate to entrepreneurship activities which were implemented in primary schools by reflecting the 2005 curriculum of primary schools and the Education and Training Policy of 1995 and 2014 in Tanzania. The entrepreneurship activities that were targeted by the researcher as per the curriculum of primary schools were gardening, farming, weaving, toy-making, basket making, spinning, tailoring and kitting. The first item required the respondents to indicate whether they had entrepreneurship activities in their schools. The findings from pupils' questionnaires indicated that majority of primary schools pupils (254, 76.5%) agreed that entrepreneurship activities were implemented as co-curricular activities in their schools. In contrast, findings from teachers' questionnaire showed that although entrepreneurship clubs were operationalized in primary schools, there were variations between public and private primary schools. In public primary schools, entrepreneurship activities were rarely implemented as co-curricular activities whereas in private primary schools entrepreneurship clubs were well embraced.

Furthermore, the researcher conducted an interview with heads of schools who were asked to respond on availability of entrepreneurship activities in their schools. In responding to this item, some school heads indicated that some entrepreneurship activities were implemented and pupils participated as part of learning process. One head of school said that:

> …In my school, I insist to implement different entrepreneurship activities such as gardening, farming, weaving and pot making on a weekly basis. This is allocated in the school daily routine… **Source**: Field Data (August, 2018)

The above excerpt implies that some primary schools practiced various entrepreneurship activities as part of co-curricular activities.

On the other hand, other heads of schools indicated that entrepreneurship activities were not implemented because of crowded school timetable, environment and challenges of facilities and equipment, which did not favour implementation of some activities. In affirming this, one head of a public primary school was quoted saying:

> …In this place we have two public primary schools, ours is the oldest school built in 2010. It was divided into two and now we have two primary schools in the same place. This does not allow us to introduce even a garden for vegetable. So, it is difficult to implement the entrepreneurship activities like farming, gardening, kitting etc… may be the schools that are located in rural areas may be doing those activities…Schools like ours, which are located in town it is very difficult to have such activities… **Source:** Field Data, (September, 2018)

The above quotation implies that some primary schools failed to implement co-curricular activities due to unfavorable school environment and time. Because of this, pupils had limited place for learning various activities associated with entrepreneurship activities. With regard to these findings, it can be said that besides the school curriculum's emphasis on entrepreneurship activities, some of the surveyed schools did not have these activities.

It was also noticed through documentary review that there were marked differences in the way public primary schools implemented the entrepreneurship activities compared to private primary schools as indicated in Table 4.11.

Table 4.11 Implemented Entrepreneurship Activities in Primary Schools

Types of Subject Club	Implemented entrepreneurship activities	
	Public Schools	**Private Schools**
Gardening	✓	✓
farming	x	✓
Weaving	✓	✓
Basket making	x	✓
Spinning	x	✓
Tailoring	✓	✓
Kitting	✓	✓

Source: Field Data (September, 2018)

Table 4.11 indicates that there were some inconsistencies in the implementation of co-curricular activities related to entrepreneurship in primary schools. Majority of

private primary schools undertook all the proposed entrepreneurship activities such as gardening, farming, weaving, basket making, spinning, tailoring and kitting activities. While in public primary schools there were gardening, weaving, tailoring and kitting activities. This implies that private primary schools undertook all proposed entrepreneurship activities while public primary schools implemented four out of the seven entrepreneurship activities.

Furthermore, quality assurers were interviewed on whether entrepreneurship activity was implemented as a co-curricular activity in primary schools. In responding to this item, the quality assurers revealed that entrepreneurship activities were implemented in schools. However, not all primary schools managed to implement all the types of entrepreneurship activities proposed by the primary school curriculum. They indicated that when inspecting different schools, they also observed entrepreneurship activities like project activities. Through this process they found out that some schools implemented all entrepreneurship activities while others did not. For instance, one quality assurer was quoted saying:

> …These activities are implemented in some primary schools especially private primary schools where they regard these activities as a self-reliance education. However, some public primary schools do not implement all proposed entrepreneurship activities as per curriculum…**Source:** Field Data (August, 2018)

The above quotation implies that entrepreneurship activities were implemented in primary schools though some of them did not implement all of them.

The findings from various methods of data collection suggest that entrepreneurship activities were implemented in schools, although the magnitude of implementation varied from private to public primary schools. These findings concur with those of Machera (2012), Juma (2015) and Lazaro (2015) who noticed that majority of the entrepreneurship activities such as project activities were implemented in many urban schools where students learned diverse production activities. Also, in a similar study, Machera (2012) indicated that in the years before 1995 majority of public primary schools had entrepreneurship programmes like farming activities and other project activities. However, later they were abolished and efforts were vested in core-

subjects taught in schools. Therefore, this argument supports the finding of this study.

Theoretically, the findings of this study reveal that majority of primary schools implemented the co-curricular activities. So, the findings are concurrence with the proposed view of the open system theory, which emphasises that the school system survives if its desired goals align with the environmental needs by considering the input, transformational process and output. According to this theory, the input refers to the resources that are received from the external environment and transformational process are the resources within a system while output is the value added or product that is exported back to the environment as feedback (Thien & Razak, 2012). In this regard, the findings of this study indicate that the implementation process of entrepreneurship activities was dependent on the inputs (available resources) in the school environment. Since private schools had adequate resources it was possible to implement all proposed entrepreneurship activities.

4.4 Planning, Monitoring and Evaluation of Co-Curricular Activities

The second objective aimed at finding out how co-curricular activities were planned, monitored and evaluated in primary schools as per directives of the curriculum of 2010 and the Education policies of 1995 and 2014. The information that was set to respond this objective was collected through questionnaires from teachers, interviews from quality assurers and head of schools as well as semi-structured observation method. The objective was further divided into three sub-objectives, which were concerned with how teachers plan, monitor and evaluate co-curricular activities.

4.4.1 Planning of Co-Curricular Activities in Primary Schools

This sub-objective aimed at findings out how co-curricular activities were planned in primary schools. Information was collected from teachers, school heads and quality assurers. The findings from teachers' questionnaire are presented in Table 4.12.

Table 4.12 Planning of Co-Curricular activities in Primary Schools

Statement	Responses		
	Agreed	Neutral	Disagreed
Co-curricular activities are located in the school timetable	109(87.2%)	1(0.8%)	15 (12.1%)
Co-curricular activities had a specific plan developed by teachers	114(91.2%)	1(0.8%)	11 (9.7%)
Teachers have been assigned to supervise the co-curricular activities	79(62.4%)	3(2.4%)	44(35.2%)
There are specific budget for co-curricular activities	67(53.6%)	10(8%)	48(38.4%)
School administrator support the co-curricular activities	81(64.8%)	20(16%)	24(19.2%)

Source: Filed Data (August, 2018)

Table 4.12 shows that majority of teachers (109, 87.2%) agreed that co-curricular activities were allocated in the school timetable as per curriculum which postulates that co-curricular activities should be implemented in all primary schools. This shows that co-curricular activities had a place in the school timetable.

Similar responses were revealed by school heads who were interviewed on whether the school timetable and daily routine allowed the implementation of co-curricular activities in their schools. The responses from various school heads in the visited primary schools revealed that the school timetable in general allowed the implementation of co-curricular activities. It was revealed that co-curricular programmes were allocated as the last lesson of every day. Pupils first attended the academic subjects and in the last period from 14:10pm to14:50pm of every day pupils were placed in different co-curricular activities. In supporting this argument one school head during interview session was quoted saying:

> …There is a general rule of preparing the school timetable and we have been told and informed by the government secular to arrange those co-curricular activities such as parade, sport, subject clubs, cleanness and other activities in the last period that begins at 14:10 pm to 14:50pm. So, for me, time is allocated for implementation of co-curricular activities…**Source**: Field Data (August, 2018)

Retrospectively, another head of school was also quoted in the interview session saying that:

> …Apart from indicating different co-curricular activities such as sports, fine and performing arts, clubs and other activities because of the situation of our schools sometime teachers use such period to teach various components that are difficult in the subject like mathematics, sciences and other subjects…Source: Field Data (September, 2018)

The findings imply that although co-curricular activities were allocated time in the school timetable, sometimes they were not implemented. This was revealed by some school heads who explained that sometimes teachers used the last lesson meant for co-curricular activities to cover some of the topics in the core subjects such as mathematics, science and other subjects. This implies that, there were variations in the implementation of co-curricular activities in primary schools.

Likewise, the findings from observation and documentary review indicated that majority of primary schools included co-curricular activities such as sports, fine and performing arts and subject clubs in their timetable. However, the researcher observed that in some schools, co-curricular activities were implemented as planned in school timetable while other schools the co-curricular activities were not implemented as planned in the school timetable. For instance, the following snap-shorts 4.1 and 4.2 indicate the allocation of co-curricular activities on the timetable:

<table>
<tr><th>Time</th><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr>
<tr><td>5:00-6:30am</td><td colspan="7">Physical exercise and cleanness</td></tr>
<tr><td>7:30-14:00 pm</td><td></td><td colspan="5">School core curricular activities (subjects)</td><td></td></tr>
<tr><td>15:00-17:00pm</td><td></td><td colspan="2">Sports and games</td><td colspan="2">Subject clubs</td><td colspan="2">Indoor activities</td></tr>
</table>

Source: Field Data (August, 2018)

Figure 4.2: School Timetable in one of Private Primary School

On the other hand, photo image 4.2 shows that in other primary schools the plan of implementing co-curricular activities was indicated on school timetable though through documentary review and observation, the researcher found that pupils did not in the planned activities as per school timetable.

Day	7:00-8:00am	8:00-13:30pm	13:30-14:30pm
Monday	Usafi (cleanness)	Core curricular activities	Gwaride
Tuesday			Michezo
Wednesday			Usafi
Thursday			Clubs
Friday			michezo

Source: Field Data (September, 2018)

Figure 4.3: School timetable in one of public primary school

The above photo image in Figure 4.3 shows the school timetable with an indication of various co-curricular activities that were implemented in primary schools.

Generally, the findings imply that although co-curricular activities were provided in the school timetable, the actual practice of the activities differed from one school to another. The findings are similar with those of Lazaro (2015) and Machera (2012) who found that majority of secondary schools had a plan of implementing co-curricular activities in the schools timetable. However, the implementation process varied between private schools and public schools. On the other hand, the findings are in agreement with those of Njeri (2012) and Wanyama (2015) who found that majority of secondary schools in Kenya had a plan for implementing co-curricular activities and various activities were allocated time as stipulated in the National Education Policy of Kenya.

Furthermore, teachers were asked whether they had specific plans to implement the co-curricular activities. Findings from teachers' questionnaires as indicated in Table 4.9 show that majority of them (114, 91.2%) agreed that teachers had a specific plan to implement co-curricular activities and it was submitted to the academic and heads

of school offices. These findings imply that co-curricular activities were well planned and officially scheduled for implementation process.

Also, the study sought to get information on whether heads of schools received the specific plans for execution of co-curricular activities from teachers. Findings from interview with heads of schools revealed that teachers submitted the specific plans that postulated the implementation strategies on weekly, monthly and annual basis. It was further noted that the plans assisted heads of schools to monitor the implementation process. For example, during interview, one school head expressed that:

> …Co-curricular coordinators have been submitting their specific plan through the head of departments and discussed in the academic committee before being signed by the academic dean and head of school like other plans … **Source**: Field Data (September, 2018)

This quotation implies that teachers prepared the specific plans for execution of various co-curricular activities and the plans were submitted to the office of academic office and heads of schools.

Additionally, the study sought to establish whether the practice of co-curricular activities in primary schools was effectively implemented as per developed plan submitted to the office of academic office and head of school. The responses from teachers questionnaire as indicated in Table 4.11 show that majority of the primary school teachers (101, 80.8%) agreed that co-curricular activities were effectively implemented as per developed specific plan while (24, 19.2%) indicated that the co-curricular activities were not effectively implemented. The findings show that co-curricular activities, to a large extent, were implemented as per developed plan.

In the same vein, the heads of schools and the quality assurers were interviewed to ascertain whether co-curricular activities were implemented as per specific plan. The findings revealed that co-curricular activities were effectively implemented by teachers as planned. For example, one of the school head revealed that:

> …As we run our school programme, we normally rely on the plans that teachers prepare at the beginning of the year, where every teacher as part of their responsibilities, submit their plans on how to conduct subject clubs and how to teach games and sports…**Source**: Field Data (September, 2018)

Also, a quality assurer was quoted saying that:

> …We normally inspect these schools sometimes by referring to the plan that has been developed by teachers and the office of school head…In the process of inspecting whether the teacher implements well their plans our reports from different schools indicate that some of schools practice well the planned activities while other schools do not… **Source:** Field Data (August, 2018)

The above quotations from a head of school and quality assurer indicate that there was effective implementation of co-curricular activities as per specified plan though there were variations on the extent of implementing those activities. Some schools were effectively at implementing the co-curricular activities as per specified plan than others.

Generally, the findings of this sub-section testify that majority of the primary school teachers' implemented co-curricular activities as per the specified plan that was submitted to the responsible office. The findings concur with those of Njeri (2012), which revealed that all co-curricular activities in Kenya had a specific plan that was submitted to the school administration. Also, the findings are in agreement with those of Kibona (2015) who found out that some of the school heads received the plan for implementing co-curricular activities.

These findings are also congruent with those of Makwinya and Straton (2014) who found that some primary schools in Tanzania had a good plan of implementing co-curricular activities while in other schools co-curricular activities were poorly developed. In supporting the finding, Shehu (2001) argues that the role of an institution is to develop co-curricular goals and operational framework, by equipping teachers, support staff and volunteers with knowledge, skills and attitudes that will enable them to function effectively and efficiently as co-curricular facilitators. In a similar study, it was suggested that administrators are needed to investigate and

analyse learners' interests, needs, values, perceptions and then divide learners into groups according to their needs so as to plan the activities.

Teachers were also asked through questionnaire whether they were assigned to supervise, coordinate and monitor the co-curricular activities in their schools. The findings as shown in Table 4.9 indicate that majority of teachers (79, 62.4%) agreed that they were assigned the responsibility of supervising, coordinating and organizing the co-curricular activities. Likewise, heads of schools were interviewed whether they assigned their teachers to supervise, coordinate and organize the co-curricular activities. The responses from interview with heads of schools revealed that they assigned teachers the responsibilities of supervising, coordinating and organizing various co-curricular activities. It was noted that in some schools, every teacher was assigned to supervise one co-curricular activity based on the expertise, experience and capacity of implementing certain activities. This was observed in the interview with one of heads of schools, who was quoted saying:

> We normally assign our teachers to supervise different co-curricular activities…In fact the situation in my school is that, each teacher has a specific duty of coordinating co-curricular activity and my office makes follow up on whether the teachers implement their responsibilities. **Source**: Field Data (August, 2018)

The above quotation implies that teachers in primary schools were assigned the duty to supervise, coordinate and organize various co-curricular activities in their schools under the umbrella of the heads of schools.

The findings imply that in all public and private primary schools, teachers were assigned the responsibilities of coordinating and organising the co-curricular activities. These findings concur with those of Makwinya and Straton (2015) who observed that in all primary schools in Morogoro municipality, every sport activity was assigned a coordinator to supervise it. Moreover, the findings are in line with those of Lazaro (2015), Juma (2015) and Machera (2012) who revealed that different co-curricular activities in Tanzania were assigned the supervisor to coordinate at the level of department and was channeled in the school administrative structure. In this

study, it was revealed that majority of primary schools had a teacher assigned to supervise and coordinate a particular co-curricular activity.

The researcher was also interested in establishing whether there was specific budget for implementing co-curricular activities in primary schools. The findings as given out in Table 4.9 show that majority of teachers (67, 53.6%) agreed that there was a specific budget for implementing co-curricular activities. However, other teachers (48, 38.4%) disagreed with the statement. The findings imply that some schools had a specific budget while other schools had no specific budget for implementing co-curricular activities.

Findings from interview with heads of schools revealed that in some schools there was a specific budget while in other schools there was no specific budget for implementing co-curricular activities. This was established during interview with heads of schools, who revealed that majority of private primary schools had a specific budget for implementing co-curricular activities while majority of public primary schools had limited budget and in the same school there was no specific budget. For example, during the interview with one of the school heads in private primary schools, he reported that:

> …The school has a specific budget for implementing co-curricular activities and is coming from pupils' contributions where it is paid as part of tuition fees and is compulsory…**Source**: Field Data (September, 2018)

The above statement implies that of private primary schools had a specific budget for the implementation of various co-curricular activities. On the contrast, one interviewed head of school from public primary schools was quoted saying:

> …We have been directed to set aside 10% from capitation fees to cover issues like sports materials. However, sometime the arranged amount is directed to facilitate other programme such as buying books…**Source**: Field Data (August, 2018)

The above quotation implies that some public primary schools misused the specified budget for implementing co-curricular activities which sometimes was used to facilitate other school activities rather than co-curricular activities.

Generally, the findings indicate that some primary schools had specific budgets while other schools had no specific budget for implementation of co-curricular activities. Also, it was noted that majority of private primary schools had a well specified budget for implementing co-curricular activities. These findings concur with those of Japhet (2010), Kibona (2015), Makwinya and Straton (2015) and Juma (2015) who found out that majority of public primary schools in Tanzania had no specified budget for implementing co-curricular activities and if any, it was very limited. Moreover, the findings concur with those of Lazaro and Anney (2016), who found that in majority of private secondary schools, there was a well arranged specific budget for implementing co-curricular activities.

In the last item, teachers were required to respond through questionnaires whether heads of schools supported the implementation of co-curricular activities in primary schools. The findings as shown in Table 4.9 revealed that majority of teachers (81, 64.8%) agreed that heads of schools supported the implementation of co-curricular activities in primary schools. The findings show that heads of schools and their committees supported the implementation of co-curricular activities in primary schools.

Moreover, the researcher interviewed heads of schools on whether they supported the implementation of co-curricular activities in their schools. The findings revealed that heads of schools were supportive in implementing various co-curricular activities in primary schools. It was noticed that heads of schools created committees and appointed members who discussed various matters related to co-curricular activities. For example, during interview with one school head, he highlighted that:

> …As head of this school, I support the co-curricular activities, I have different committees that deal with co-curricular activities such as games and sports committee, project committee that supervise various entrepreneurship activities and academic committee that deals with subject clubs…I am supporting those committee and make follow up on various proposed issues from those committee…**Source**: Field Data (August, 2018)

The excerpt above implies that heads of schools supported the implementation of co-curricular activities in primary schools.

Additionally, during the interview with quality assurers, one of them said that:

> …In our activities of inspecting schools we found that majority of school head had good cooperation with teachers who supervise co-curricular activities and sometime the school committee, quality assurance and district education office report had been indicating the status of co-curricular activities…therefore I think school administrators support the implementation of co-curricular activities…**Source:** Field Data (October, 2018)

The above quotation implies that the school administration was supportive of implementing co-curricular activities.

On the whole, the findings have shown that majority of school heads supported the implementation of co-curricular activities in primary schools. These findings concur with those of Japhet (2010), Lazaro (2015), Kibona (2015) and Shehu (2001), who argue that school administrators need to investigate and analyse learner's interest, need, values, and perception and then arrange learners according to their needs so as to plan with regard to the available different co-curricular activities. Additionally, the study findings are in line with those of Njeri (2012) who advocated the need for proper implementation of co-curricular activities by ensuring that school administration have good plan, coordination and organization as well as effective monitoring and evaluation process.

4.4.2 Monitoring and Evaluation of Co-Curricular Activities

In this aspect, the intention was to establish whether co-curricular activities were monitored and evaluated in primary schools. The data for this sub-objective were collected through questionnaires from teachers and interview with heads of schools and quality assurers who were asked on whether they monitored and evaluated co-curricular activities.

Findings from teachers' questionnaire indicated that, they used different ways of monitoring and evaluating co-curricular activities. Out 125 of the teachers, (111,

88.8%) teachers accepted that they monitored and evaluated co-curricular activities in primary schools while (14, 11.2%) of them indicated that they did not have any means of monitoring and evaluating co-curricular activities. The findings from teachers' questionnaire imply that co-curricular activities were monitored and evaluated. In order to explore more, it was revealed that different methods were used in monitoring the implementation of co-curricular activities. These methods included attendance records of pupils, being close with pupils during co-curricular activities, direct teachers participation in co-curricular activities, groups' competition, adherence to the school timetable, group work projects, valuing and motivating pupils to participate in those co-curricular activities by educating them on the benefits of participation in those activities.

In the same vein, findings from interview with heads of schools indicated that heads of schools monitored the implementation of co-curricular activities in their schools through direct participation or by getting feedback from heads of department and supervisors from those activities. It was noted that in some schools, there was a formal system that was introduced by heads of schools of receiving feedback every week about the implementation of school programmes including co-curricular activities. This was revealed during the interview with one school head who was quoted saying:

> …I set a strategy of receiving a general report of school programmes from all teachers that I have assigned to coordinate various activities'…These reports include the co-curricular activities submitted in the meeting in every Friday… I use these feedbacks to understand the implementation status of co-curricular activities and other school activities… Though some time I go around seeing direct what is taking place as per school plan…**Source**: Field Data (August, 2018)

This quotation shows that there were monitoring and evaluation processes of co-curricular activities by heads of schools and department coordinators.

Furthermore, in the interview with quality assurers, it was revealed that the schools monitored and evaluated co-curricular activities. However, the degree of monitoring and evaluation varied from one school to another. The quality assurers' response

revealed that teachers and school heads monitored and evaluated the implantation of co-curricular activities but they were not done comprehensively as compared to the way core curricular activities were monitored and evaluated. In the interview session, one quality assurer pointed out that:

> …monitoring and evaluation are done in schools because when we inspect our schools we normally inspect every aspect including co-curricular activities…In this process we see various plans and some feedbacks on implementation status of co-curricular activities. However, the level of monitoring and evaluation is different compared to core-subjects that are taught in primary schools… **Source:** Field Data (September, 2018)

The quality assurers' responses imply that in the primary schools, there was a monitoring and evaluation process for co-curricular activities. However, the process was not accorded similar status with the core-subjects taught in primary schools.

The findings indicate that monitoring and evaluation of co-curricular activities was done by school heads, teachers and quality assurers. They monitored through taking attendance, direct participation in activities, assigning different group work projects, adhering to the school timetable and being close with pupils by supervising their activities. It was also found out that teachers and heads of schools evaluated the co-curricular activities by receiving feedback from heads of departments who reported in the staff and academic meetings. On the other hand, the quality assurers evaluated the general activities and reported to the Ministry of Education, Science and Technology.

The findings of this study concur with those of Lazaro (2015) who investigated the contribution of co-curricular activities on talents development in secondary schools in Tanzania. The study found out that in most of secondary schools, there was a monitoring and evaluation process on some co-curricular activities. However, the level of seriousness differed; some schools had well developed procedures of monitoring while others schools had ineffective monitoring and evaluation mechanism.

The findings of this study are also similar to those of Njeri (2012) who revealed that most of secondary schools in Kenya had monitoring and evaluation processes of

various co-curricular activities at school and at national levels. The findings also support those of Obike (2011), Wanyama (2012), Regassa (2014) and Kibona (2015) who indicated that majority of schools in Nigeria, Kenya and Tanzania had a monitoring and evaluation process that enabled the survival of co-curricular activities. Therefore, in the light of these findings, it was evident that co-curricular activities were monitored and evaluated at schools, district, zonal and at the national levels. At the school level, teachers and heads of schools were responsible for monitoring and evaluating the co-curricular activities, while at national level, quality assurers were assigned to monitor all activities in schools.

4.5 Teachers and Pupils' Perceptions on the Implementation of Co-Curricular Activities

The third objective examined the perceptions of teachers and pupils on the implementation process of co-curricular activities in primary schools. In order to get data, the researcher administered questionnaire to teachers and pupils. The findings are presented in the following sub-sections:

4.5.1 Teacher's Perception on the Implementation of Co-Curricular Activities in Primary Schools

In this sub-section, the intention was to examine the perception of teachers' regarding the implementation of co-curricular activities in primary schools. The data to respond this sub-objective were collected through questionnaires that were administered to teachers in both private and public primary schools. Teachers were required to respond to items on a five point Likert scale where by those who responded Strong Agree (SA) and Agree (A) were treated as agreed, while those who responded Neutral (N) Disagree (D) and Strongly Disagreed (SD) were treated as disagreed on the postulated statements. The findings are presented in Table 4.13:

Table 4.13 Teachers' Perception on the Implementation of Co-curricular Activities

Statement	Teachers Responses						
	SA	A	N	D	SD	Mean	SD
Co-curricular activities are important to be implemented in schools	76 (60.8%)	25 (20%)	10 (8%)	10 (8%)	4 (3.2%)	1.77	1.22
Co-curricular activities improve learning of pupils in cognitive, affective and psychomotor domain	91 (72.8)	29 (23.2%)	4 (3.2%)	1 (0.8%)	0 (0%)	1.32	0.57
Pupils who participate in co-curricular activities are more active than those who do not participate	85 (68%)	35 (28%)	1 (0.8%)	4 (3.2%)	0 (0%)	1.39	0.67
Co-curricular activities help in improving pupils' performance in core-subjects taught in schools	67 (53.6%)	48 (38.4%)	1 (0.8%)	9 (7.2%)	0 (0%)	1.61	0.83
I like the way co-curricular activities are implemented in my school	87 (69.6%)	33 (26.4%)	0 (0%)	4 (3.2%)	1 (0.8%)	1.39	0.72
In my school we have all necessary materials for implementing co-curricular activities	68 (54.4%)	55 (44%)	1 (0.8%)	1 (0.8%)	0 (0%)	1.48	0.56
Pupils enjoy participating in different co-curricular activities	84 (67.2%)	33 (26.4%)	4 (3.2%)	1 (0.8%)	3 (12%)	1.44	0.80
The school administration supports the implementation of co-curricular activities	60 (48%)	35 (24%)	20 (16%)	6 (4.8%)	4 (3.2%)	1.87	1.05
Co-curricular activities are crucial for developing pupils' talents.	89 (71.2%)	30 (24%)	1 (0.8%)	4 (3.2%)	1 (0.8%)	1.38	0.73

Key: SA-Strongly Agreed, A=Agreed, N=Neutral, D=Disagreed, SD=Strongly Disagreed

Source: Field Data (August, 2018)

Table 4.13 indicates that majority of primary school teachers (101, 80.8%) with mean value 1.77 (SD=1.22) believed that co-curricular activities are important to be implemented in their schools. Teachers, through open-ended question items indicated that implementing co-curricular activities helps pupils to be active in learning, understand different cultures, avoid delinquent behaviours, and understand various global issues and help pupils to work in teams in various school and home activities.

Also, teachers were asked to respond on the Likert scale whether co-curricular activities improve the learning of pupils in cognitive, affective and psychomotor domains. The findings as indicated in Table 4.13 indicate that majority of teachers (120, 96%) with mean value 1.32 (SD=.57) agreed that the participation in co-curricular activities helps pupils to improve in their cognitive, affective and psychomotor domain.

Moreover, teachers were asked if they observed any differences between pupils who participate and those who do not participate in co-curricular activities in primary schools. The response on the Likert scale as shown in Table 4.13 reveals that there were differences between pupils who participate in co-curricular activities and those who do not participate. The findings from teachers' responses indicated that pupils who participated in co-curricular activities were very active in various school activities compared to those who do not participate in co-curricular activities (120, 96%) with mean value 1.39 (SD=.67). Further, teachers added in the open ended question that pupils who participate in co-curricular activities majority had good discipline, good management of time and are very social and popular within and outside the school compound.

Furthermore, findings indicated that participation in co-curricular activities helped pupils to improve their performance in core-subjects (115, 92%) with mean value 1.61 (SD=.83). It was further noted through the responses of the teachers in the open-ended question that pupils who participate in various co-curricular activities become active, attend every session and are strong, hence enabling them to be engaged well in learning.

Likewise, teachers were asked whether they liked the way co-curricular activities were implemented in primary schools. The findings as indicated in Table 4.13 reveals that majority of teachers (120, 96%) with mean value 1.39 (SD=.72) were satisfied with the implementation of co-curricular activities in primary schools. In the open-ended question, it was revealed that majority of the proposed co-curricular activities were indicated on the school timetable and were assigned teachers to

supervise them. Therefore, these findings show that teachers liked the way co-curricular activities were implemented in primary schools.

Additionally, the teachers responded on the question of whether their schools had all necessary materials for implementing co-curricular activities. The findings as shown in Table 4.13 indicate that majority of the teachers (123, 98.4%) with mean value 1.48 (SD=.56) agreed that the schools had the necessary materials to support the implementation of co-curricular activities. It was further noted from the responses given in the open-ended questionnaire item that class, books, field of play and some spaces for farming and gardening were appropriate resources for supporting the implementation of co-curricular activities.

Regarding whether pupils enjoyed participating in different co-curricular activities in primary schools, findings as indicated in Table 4.13 show that majority of respondents (123, 98.4%) with mean value 1.44 (SD=.80) agreed that pupils enjoyed participating in various co-curricular activities. Teachers through open end question item mentioned that once co-curricular ended to pave way for co-curricular activities, majority of pupils were happy and within short period, they dispersed to engage in various activities of their choice.

On whether the school administration (heads of schools and their committees) supported the implementation of co-curricular activities in primary schools, findings as indicated in Table 4.13 revealed that majority of teachers (90, 72%) with mean value 1.87 (SD=1.05) agreed that heads of schools as part of school administration supported the implementation of co-curricular activities. They revealed that the school administration provided moral and material support to teachers who were assigned the responsibilities of supervising co-curricular activities.

The last item required teachers to indicate if co-curricular activities are important in helping students to develop their talents. Findings in Table 4.13 reveal that majority of teachers (119, 95.2%) with mean value 1.38 (SD=.73) agreed that the implementation of co-curricular activities was useful in developing pupils' talents.

Generally, the findings in this sub objective show that majority of teachers had positive perception on the implementation of co-curricular activities in primary schools. They believed that the implementation of co-curricular activities helps pupils in the whole process of learning. That is, co-curricular activities contribute to pupils' cognitive, affective and psychomotor developments. These findings concur with those of Lazaro (2015) which indicated that most secondary school teachers agreed that the practice of co-curricular activities play a great role in developing students' talents and academic performance. Also, the findings are in concurrence with those of Njeri (2012) who established that in secondary schools in Kenya majority of teachers had positive perception of the importance of co-curricular activities. Moreover, these findings are similar to those of Wanyama (2011) and Nasan (2009) who confirmed that, in Kenya, active participation in co-curricular activities prepares the learners in the future career. In these studies it was shown that when pupils participate in co-curricular activities they gain and develop positive behaviors (Mabagala & Mabagala, 2014, Lazaro & Anney, 2016). This implies that when the pupils participate in any of co-curricular activities they can active in almost every aspect of their life.

These findings dismiss the belief that participation in co-curricular activities consumes pupils' academic time, hence leading to poor academic performance (Machera, 2012). This belief of demoralizing co-curricular activities has been also shown in Kenya and South Africa where by most of teachers in some schools concentrate on teaching the academic core subjects for the purpose of improving academic performance simply because the results are easily seen by their officials (Wanyama, 2011).

4.5.2 Pupils Perception on the Implementation of Co-Curricular Activities in Primary Schools

With regard to this section, the objective was to examine the perception of pupils on the implementation of co-curricular activities in primary schools. In order to capture data that respond to this sub-objective, questionnaire was used. Pupils were required to fill items on a Likert scale where by those who responded Strong Agree (SA) and

Agree (A) were treated as agreed while those who responded Neutral (N) Disagree (D) and Strongly Disagreed (SD) were treated as disagreed on the postulated statement. The findings are presented and analysed in Table 4.14:

Table 4.14 The Perception of Pupils on the Implementation of Co-curricular Activities in Primary Schools

Statement	Pupils Responses						
	SA	**A**	**N**	**D**	**SD**	Mean	**SD**
I like participating in various co-curricular activities such as games, sports, subject clubs, arts and entrepreneurship activities	195 (65.8%)	110 (27.5%)	14 (3.5%)	12 (3%)	1 (0.25%)	1.53	0.76
Co-curricular activities are beneficial to my health	163 (57.8%)	66 (16.5%)	69 (17.2%)	16 (4%)	18 (4.5%)	1.98	1.17
Co-curricular activities make me interact with friends and consolidate socialization	60 (32%)	172 (43%)	66 (16.5%)	18 (4.5%)	16 (4%)	2.25	0.96
Co-curricular activities make me increase the ability to study	146 (53.5%)	135 (33.7%)	33 (8.3%)	10 (2.5%)	8 (2%)	1.79	0.91
Co-curricular activities help me to work in cooperation and in team with others	16 (4%)	298 (91.5%)	6 (1.5%	6 (1.5%)	6 (1.5%)	2.06	0.54
We have adequate materials for implementation of co-curricular activities	120 (30%)	179 (61.7%)	12 (3%)	11 (2.8%)	10 (2.5%)	1.82	0.87
Teachers are always available during co-curricular activities sessions	296 (91%)	24 (6%)	5 (1.2%)	6 (1.5%)	1 (0.3%)	1.16	0.56
Co-curricular activities help in developing the talents	69 (17.2%)	256 (81%)	1 (0.3%)	4 (1%)	2 (0.5%)	1.83	0.53
Heads of schools and teachers support the implementation of co-curricular activities	126 (31.5%)	156 (56%)	24 (6%)	12 (3%)	14 (3.5%)	1.89	0.98

Key: SA-Strongly Agreed, A=Agreed, N=Neutral, D=Disagreed, SD=Strongly Disagreed SD=Standard Deviation

Source: Field Data (September, 2018)

The findings as indicated in Table 4.14 show that majority of primary schools pupils had positive perception regarding the implementation of co-curricular activities whereby the mean value for the measured items ranged from 1.16 (SD=.56) to 2.25 (SD=.96). For instance, in first item, pupils were asked whether they liked participating in various co-curricular activities. The findings indicated that majority of primary schools pupils (305, 93.3%) with mean value 1.53 (SD=.76) agreed that they were interested in participating in various co-curricular activities. These findings imply that pupils were interested in and had positive perceptions towards the implementation of co-curricular activities in their schools.

Regarding whether co-curricular activities were beneficial to their health, responses from pupils' questionnaire as shown in Table 4.14 indicate that majority of them (229, 74.3%) with mean value 1.98 (SD=1.17) responded that co-curricular activities were beneficial to their health development. These findings imply that pupils were aware of the benefits that accrued from participation in various co-curricular activities.

Another item required pupils to indicate whether co-curricular activities made them interact with friends and socialize inside and outside the school. The findings as indicated in Table 4.14 indicate that majority of primary schools pupils (232, 75%) with mean value 2.25 (SD=.96) agreed that participation in co-curricular activities make them interact with friends and foster socialization. These findings imply that pupils were positive and aware that when they participate in various co-curricular activities, they were in a better position to develop friends and consolidate socialization.

The pupils were also requested to respond to whether co-curricular activities made them to enhance their ability to study. The findings in Table 4.14 show that majority of primary schools pupils (281, 87.2%) with mean value 1.79 (SD=.91) agreed that participation in various co-curricular activities helped them to enhance their ability to study hard. This was further responded in the open-ended question item that when they participate in subject clubs, they get a chance of discussing various complex

topics and find appropriate strategies of solving them. These findings imply that pupils were aware that through engaging in co-curricular activities, they improved their ability to study.

On the aspect of whether co-curricular activities help pupils to work in cooperation and in teamwork, findings as shown in Table 4.14 reveal that majority of them (314, 95.5%) with mean value 2.06 (SD=.54) agreed that through participation in co-curricular activities they develop various skills of working cooperatively and in teamwork within and outside the school environment. This implies that pupils were aware and positive with the role of co-curricular activities.

Primary schools pupils also responded on the question regarding whether they had adequate materials that supported the implementation of co-curricular activities in their schools. The findings in Table 4.14 reveal that majority of primary schools pupils (299, 91.7%) with mean value 1.82 (SD=.82) agreed that there were adequate materials that supported the implementation of co-curricular activities in their schools. This means that the school administration was supportive of co-curricular activities.

Another questionnaire item aimed at exploring whether teachers were always available during co-curricular activity sessions as per school timetable. The findings in Table 4.14 show that majority of respondents (320, 97%) with mean value 1.16 (SD=.56) agreed that teachers were always available during co-curricular sessions as per school timetable. The findings imply that pupils were supervised during co-curricular session.

Students were also asked whether co-curricular activities helped them to develop talents. Responses of pupils as indicated in Table 4.14 show that majority of primary school pupils (325, 98.2%) with mean value 1.83 (SD=.53) agreed that participation in co-curricular activities helped them in developing various talents. These findings imply that co-curricular activities were one of the important avenues for talent development among primary school pupils.

The last item was on whether heads of schools and teachers supported the implementation of co-curricular activities. The findings indicated in Table 4.14 show that majority of primary schools pupils (282, 87.5%) with mean value 1.89 (SD=.98) with mean value agreed that heads of schools and teachers supported the implementation of co-curricular activities in primary schools.

Generally, the findings in this study imply that pupils had positive perception on the implementation of co-curricular activities. They were keen to participate in those activities as they were aware of the benefits that accrued from participation in them. They also had positive perception towards co-curricular activities because of the support they got from their teachers and heads of schools. These findings concur with those of Isanga *et al* (2017), Marzo (2014), Makwinya and Straton (2014) and Japhet (2010) which found out that majority of learners in schools in Tanzania were interested to participate in different co-curricular activities and perceived positively when attending to those activities.

4.5.3 Relationship between Teachers and Pupils Perception on the Extent of Success in Implementing Co-curricular Activities in Primary Schools

This section presents and discusses the relationship between teachers and pupils' perceptions on the extent of implementation of co-curricular activities in primary schools. It was hypothesed that:

Ho: There would be no significant relationship between teachers and pupils' perception on the extent of implementation of co-curricular activities in primary schools.

The researcher used Chi-square test to explore the relationship between teachers and pupils' perceptions on the extent of implementing co-curricular activities. Results are presented in Table 4.15:

Table 4.15: Chi-square Test on Teachers and Pupils' Perceptions on the Extent of Implementation of CCAs in Primary Schools

Items	Pearson Chi-Square			
	N	X^2 Value	df	Assmp.Sig (2-sided)
CCAs are well implemented in schools	457	23.89	4	.000
CCAs develop talents to pupils	457	110.32	4	.000
There is adequate materials for CCAs	457	22.43	4	.000
They activate learning to pupils	457	32.21	4	.000

Source: Field Data (September, 2018); X^2=Chi-square, df=degree of freedom

Findings in Table 4.15 show that there was statistically significant relationship between the perception of teachers and pupils on the extent of implementing co-curricular activities in primary schools. Both teachers and students perceived that CCAs were implemented well (X^2=23.89, P<.05), and that CCAs develop students' talents (X^2 =110.32, p<.05). Moreover, both teachers and students perceived that CCAs were implemented with adequate materials (X^2=22.43, p=.05) and that CCAs motivated learning among pupils (X^2=32.21, p<.05). Thus, the null hypothesis that there would be no significant relationship between teachers and pupils' perceptions on the extent of implementation of co-curricular activities in primary schools was rejected. The Chi-square test, as seen above, revealed that there was positive and significant relationship between the perception of teachers and pupils on the implementation of co-curricular activities in primary schools. These findings are in line with those of Straton (2014) and Lazaro (2015), who found out that both teachers and pupils, had positive thinking and perception on the implementation of co-curricular activities to majority of secondary schools in Tanzania.

4.6 Challenges to the Implementation of Co-Curricular Activities

The fourth objective intended to determine the challenges to the implementation of co-curricular activities in primary schools. Data were sought across participants from primary school pupils, teachers, school heads and quality assurers. The data that

responded this objective was collected through questionnaires, interview and observation checklist methods. The results from various sources are presented and discussed as follows:

4.6.1 Limited Time

It was observed in this study that time was among the challenges that limited the implementation of co-curricular activities in primary schools. This was identified through interview with heads of schools and quality assurers who established that the time allocated in the school timetable did not favour the implementation of co-curricular activities. Only three hours and twenty minutes per week were set for co-curricular activities and were set at the end of every day session at a time when pupils would be tired. This was not adequate to accommodate all planned activities as per primary school curriculum. It was revealed that this challenge faced majority of public primary schools. These findings were obtained in the interview session with one of school heads in public primary schools who was quoted saying:

> …Majority of our primary school pupils stay in different places and sometime far from school… so the school arranged the last 40 minutes of everyday in order to help them once they finish the assigned activities are allowed to go home …**Source**: Field Data (September, 2018)

From this quotation, it is evident that some public primary schools had limited time to implement co-curricular activities. This may be the case because majority of the public primary schools are day schools and the time is limited. Pupils spend only seven and a half hours in school (from 7:00 am to 2:30 pm) and most of the time is directed towards core-subjects taught in those schools and only 40 minutes are planned for co-curricular activities per day. This situation was observed differently in private primary schools. Majority of private primary schools allocated two hours per day which makes ten hours per week. This implies that limited time affected the implementation of co-curricular activities in public primary schools compared to private primary schools.

Findings from pupils' questionnaire indicated that majority of pupils from public primary schools (145 out of 200, 72.5%) agreed that time allocated for co-curricular

activities in their schools was not adequate. On the other hand, majority of pupils (166 out of 200, 83%) from private primary schools responded that the allocated time was adequate. These findings imply that there was a variation regarding time allocation for co-curricular activities and this was likely to be one among the challenges that hindered the implementation of co-curricular activities in public primary schools.

The findings imply that the time allocated for co-curricular activities was not adequate to some schools especially public primary schools. Regardless of having many co-curricular activities as per primary school curriculum, only 40 minutes per-day which is equal to three hours and 20 minutes per week were spent on co-curricular activities. These findings are similar to those of Lazaro (2015) who reported that majority of public secondary schools in Tanzania had less time allocated to students to participate in co-curricular activities. Also, the study by Njeri (2012), Makwinya and Straton (2015), Regassa (2014) and Jha (2004) found out that time allocated in schools did not enhance the effectiveness of the implementation of co-curricular activities. Moreover, the findings in the current study contrast with the student involvement theory by Astin (1984), which proclaims that the amount of time the students devote in learning should correlate to both academic and non-academic gain.

4.6.2 The Nature of Facilities and Equipment

This study found out that the nature of facilities and equipment that were used in implementing different co-curricular activities in some primary schools were either in poor condition or some of them were not available. It was noted that majority of co-curricular activities were practical-oriented activities that needed the availability of good facilities and equipment. In this study, the researcher used questionnaire that was administered to pupils and teachers, interview with schools heads and quality assurers as well as observation method to gather data on this component.

Findings indicate that the nature of facilities and equipment affected the implementation of co-curricular activities in some primary schools. For instance, the

response from pupils' questionnaires revealed that (226, 56.5%) pupils agreed that facilities and equipment limited them from participating in various co-curricular activities. Findings from teachers' questionnaire showed that majority of teachers (82 out of 125 teachers, 65.6%) indicated challenges of facilities and equipment in their schools. Specifically, such challenges included lack of fields of play, classes and even space for introducing garden or any agricultural activities or business as part of entrepreneurship activities. This indicates that the implementation of co-curricular activities in most of primary schools was limited by lack or inadequacy of facilities and equipment.

Likewise, findings from interview with heads of schools indicated that some of schools had inadequate resources such as physical facilities, equipment, financial and human resources to implement co-curricular activities. Moreover, the findings indicated that availability of resources for co-curricular activities varied from one school to another depending on the type of school ownership and administration. For instance, during an interview session, one of the school heads from public primary school commented that:

> …Majority of our public primary schools have been divided instead of being one now they are two. Therefore, the environment does not favour to have all facilities such as football pitch, and other grounds for implementing the co-curricular activities…**Source**: Field Data (August, 2018)

The above quote implies that majority of primary schools especially public primary schools had challenges of space for use in developing various facilities like play grounds.

Furthermore, findings from observation method revealed that some schools had good facilities while other schools had poor facilities, equipment and supplies. For example, the common facilities in almost all schools were football, netball and volleyball play grounds. The findings from researcher's observation method are presented in Table 4.16:

Table 4.16 Availability of Co-curricular Activities in Primary Schools

Co-curricular facilities and equipment	Schools			
	Public schools		Private schools	
	Availability	Status	Availability	Status
Football grounds	yes	average	yes	good
Football jersey pair	no	-	yes	good
Football nets	no	-	yes	good
Netball grounds	yes	poor	yes	good
Netball jersey pair	no	-	yes	good
Tennis table	no	-	yes	good
Handballs	no	-	yes	average
Volleyball grounds	no	-	yes	good
Volleyball balls	no	-	yes	good
Volleyball jersey pair	no	-	yes	good
Volleyball- nets	no	-	yes	good
Basket grounds	no	-	yes	good
Basket-balls	no	-	yes	good
Music facilities and equip	no	-	yes	good
Scouting facilities	yes	good	yes	good
Recreational halls	no	-	yes	good
Traditional games	yes	good	yes	good

KEY: yes=were available; no=not available **Source**: Field Data (October, 2018)

The findings shown in Table 4.16 reveal that in public primary schools some facilities for co-curricular activities were not available while in private primary schools all facilities were available and majority were in good condition. These findings imply that there was a serious challenge in implementing co-curricular activities in public primary schools due to either shortage or lack of facilities and equipment.

Generally, the findings of this study show that there was a big problem of facilities and equipment in public primary schools to enable proper implementation of co-

curricular activities compared to the private primary schools. Majority of public primary schools lacked some important facilities and equipment such as playground for volleyball, basketball, handball as well as music drums and other equipment for fine and performing arts activities. On the contrary private primary schools had almost all facilities and equipment that were used to implement all directed co-curricular activities. The findings are in line with those of Lazaro (2015), Wanyama (2011) and Jha (2004) who noted a variation on availability of physical facilities and equipment from one school to another in Kenya and Tanzania. The findings are also in agreement with those of Barker and Gump (1964) who established that in Nepal schools with few students provide their students with higher proportion of co-curricular activities than schools with large number of pupils where their students fail to participate in a wider variety because of lack and shortage of facilities.

4.6.3 Shortage of Skilled Teachers

The inadequacy of skilled teachers for some of co-curricular activities such as sports and games, arts and entrepreneurship, was observed in this study to be a hindrance to the implementation of co-curricular activities in primary schools. For example, findings from interview with one of the school heads revealed that majority of teachers were selected to supervise co-curricular activities depending on their interest, experience and commitment in certain programmes and not by expertise. It was further revealed that lack of experts led the school administration to use prefects and some teachers, who had no expertise to supervise co-curricular activities. On this, one head of school said that:

> …Teachers and prefects are responsible for supervising co-curricular activities… we do not have enough trained teachers for co-curricular activities such as sports and games, arts etc…teachers are assigned to supervise various co-curricular activities depending on their interests, experiences and commitment… However, few teachers have gone for seminars or workshops which last for a week or less than a week for learning on how to supervise some co-curricular activities… **Source**: Field Data (September, 2018)

The above findings imply that there was a serious problem of expertise in some schools as teachers who had no expertise and prefects were responsible for supervising different co-curricular activities.

Additionally, findings from teachers' questionnaire indicated that teachers supervised co-curricular activities without formal training. Majority of the teachers (88, 70.4%) responded that they had not attended any formal training that reflects co-curricular activities.

Generally, the findings of this study imply that shortage of qualified teachers limited the implementation of various co-curricular activities in primary schools. Majority of teachers who were assigned to supervise co-curricular activities had no relevant training that could assist them in implementing those activities. Teachers were selected to supervise co-curricular activities depending on interest, experience and commitment in a certain programme but not by expertise. Also, in other schools, prefects were used to assist fellow pupils in learning various co-curricular activities.

The findings concur with those of Njeri (2012) who observed that teachers in Kenya were not regularly trained on the area of co-curricular activities. The study further indicated that teachers were assigned to supervise various co-curricular activities by virtue of interest or experience and not through qualifications. Likewise, the study findings are consistent with those of Sitra (2005), which found out that teachers in Malaysia did not receive any formal training that assisted them in implementing co-curricular activities rather they used experiences in supervising co-curricular activities.

According to Green (1988) and Dean, Ernest and Robert (1999) teacher training is important in building competencies in effecting co-curricular activities in schools. Moreover, the government directives through government secular and primary schools curricular insist that teachers and pupils should attend diverse co-curricular activities (MoEVT, 2014; MoEST, 2016). Therefore, due to the importance of teachers in various areas of co-curricular activities, inadequacy and lack of experts in various co-curricular activities were a hindrance in implementing co-curricular activities in both public and private primary schools.

4.7 Strategies for Improving the Implementation of Co-curricular Activities

The fifth objective intended to seek opinion from the respondents on the appropriate strategies that can be used for improving the implementation of co-curricular activities in primary schools. The information was gathered through questionnaire administered to teachers and interviews with heads of schools and quality assurers. The findings are presented below:

4.7.1 Allocation of Adequate Time

Findings from questionnaires that were administered to primary school teachers indicated that, majority of the teachers (80, 64%) suggested that in order to effectively implement co-curricular activities, time should be added from three hours to ten hours per week. Teachers proposed that because of the nature and number of the co-curricular activities, more time is needed to implement them.

Also, during interview with heads of schools, it was suggested that time should be enhanced for implementing well the co-curricular activities. It was further noted that the time allocated for co-curricular activities especially in public primary schools limited the implementation of co-curricular activities as specified in the curriculum. They proposed to return back to the old system where pupils attended schools from 7:00 am to 4:30pm rather than the current system where pupils attend from 7:30 am to 2:30 pm. This was noted in the interview session with one of the interviewed primary school head who was quoted saying:

> …I think we need to add more hours that could be used in practicing the co-curricular activities because as to me it helps directly and indirectly to improve the academic performance…For example in subject clubs my pupils discuss different issues with teachers… **Source**: Field Data (August, 2018)

Also, in the other interview with another head of school in the one of the school that were visited commented that:

> …sometime I think is better to go back to the previous system where pupils were supposed to be in school from 7:00am to 4:30pm where it was simple to arrange more hours for co-curricular activities. But, currently, it is only 40 minutes per day which is not enough to implement all activities effectively…Source: Field Data (September, 2018)

The above quotation from school heads demonstrate that co-curricular activities were crucial and needed to be allocated more time for pupils' effective practice. Generally, the findings of this study suggest that more time should be added for effective implementation of co-curricular activities as suggested in the curriculum for primary schools and emphasised by the Education and Training Policy of 1995 and 2014. These findings are in agreement with those of Machera (2012), Makwinya and Straton (2015), Lazaro and Anney (2016) who proposed the need for having more time for implementing co-curricular activities in schools in Tanzania.

4.7.2 Motivating Teachers and Pupils

For effective implementation of co-curricular activities in primary schools it was suggested in this study that teachers and pupils should be motivated to participate in the implementation process. It was noted that there should be a continuous effort of encouraging pupils and teachers to participate in co-curricular activities that are offered in schools in order to strengthen an understanding of those activities. It was further established that if teachers and pupils are motivated to participate in those activities, the school can benefit from different productive materials while pupils will be developed in terms of knowledge gain and talent development.

The findings from teachers questionnaires indicated that, majority of the teachers (92, 73.6%) suggested that there should be motivation factors like bonus, extra payment for overtime, appreciation when they perform well and training in the areas of co-curricular activities. Moreover, the results from pupil's questionnaire indicated that majority of primary school pupils (338, 84.5%) suggested that they should be motivated especially when they do well in some co-curricular activities. This will help others who are disinterested to be motivated and participate in various co-curricular activities.

Also, findings from interview with quality assurers indicated that teachers and pupils in various primary schools should be motivated due to the nature of co-curricular activities. They noted that majority of co-curricular activities are practical-oriented activities in which pupils and teachers are supposed to be active participants.

Therefore, quality assurers suggested that in order to effectively implement the co-curricular activities teachers and pupils should be motivated by either being awarded when they excel by paying extra allowance to teachers and supplying all required facilities and equipment. This was gathered in the interview with one quality assurer who had this to say:

> Co-curricular activities are practical oriented activities, which differ from core subjects taught in class…this involves attending in play grounds, or in the production area like in gardens. Therefore, I think teachers should be motivated by getting something like bonus or allowance and for pupils the schools need to praise them when they do good…" **Source**: Field Data (September, 2019)

The above excerpt suggests that teachers and pupils should be motivated to participate in various co-curricular activities by recognising both pupils and teachers for exemplifying performance by paying bonus or extra allowance to co-curricular teachers.

The results in this study established a path that teachers and pupils should be motivated to participate in various co-curricular activities. The findings concur with the idea of Engstrom and Tinto (2000), Mash and Kleitman (2002), Marzo (2014) and Kibede (2015) who posited that teachers and pupils should be motivated with intention of developing a positive mind on the importance of co-curricular activities.

4.7.3 Supply of Adequate Facilities and Equipment

It was found out that the nature of facilities and equipment that were used to facilitate the implementation of various co-curricular activities in some primary schools were either in poor condition or some were not available. From this study, it was proposed to improve and make available some facilities that were necessary for implementing co-curricular activities. The findings from teachers' questionnaire indicated that 86 (68.8%) teachers suggested that facilities and equipment should be improved.

Also, findings from interview with quality assurers indicated that facilities and equipment should be improved. For example, the quality assurer was noted saying that:

> …In some schools the facilities are very poor, they need a repair or total maintenance…However, in other schools some of the facilities like basketball playground and others are not there…so I propose to the government and school owners to improve the available facilities with their equipment or construct new ones… **Source:** Field Data (August, 2018)

The aforementioned findings suggest that in order to improve the implementation of co-curricular activities, owners of schools in both public and private should improve the available facilities and equipment. The findings are similar to those of Kipesha (2017) who proposed that the school owners should arrange a good budget for improving facilities and equipment that are necessary for execution of school programmes. Likewise, the study findings are in agreement with the observation made by Mayer, et al (2000) that good masterly of curriculum depends on materials and equipment necessary for implementing a programme. Therefore, in order to have effective implementation of co-curricular activities in schools, the government and owners of schools should improve and make adequate supply of required facilities and equipment.

4.7.4 Introduce Training to Update Teachers

It was noted that majority of teachers and heads of schools had no expertise in some co-curricular activities in primary schools. Because of this, teachers were assigned to supervise various co-curricular activities based on interest and experience and not by expertise. Therefore, it was suggested to introduce various training courses and workshops that will give teachers the required skills and knowledge in supervising various co-curricular activities. For example, the responses from questionnaires administered to primary schools teachers indicated that (72, 57.6%) of them proposed that training and workshops on co-curricular activities should be put in place in order to assist teachers in gaining relevant skills and knowledge on how to implement co-curricular activities.

Also, through interview with heads of schools and quality assurers, it was suggested that for effective implementation of co-curricular activities, relevant seminars and workshops for training teachers should be introduced. These courses and seminars

will update teachers on skills and knowledge specific to co-curricular activities. This was noted during the interview sessions with a head of school, who was quoted saying that:

> ….I think there should be a short course training workshop that boosts our teachers once we assign them the role of supervising co-curricular activities. This will help them in fulfilling their obligation because they will have acquired skills and knowledge on a certain activity unlike the way it is operating now that teachers have no skills…**Source**: Field Data (September, 2018)

This quotation from the head of school implies that teachers had no specific training in the area of co-curricular activities. Therefore, it was proposed to introduce short courses and workshops that could help teachers learn and obtain skills and knowledge of handling the co-curricular activities.

The findings from different sources of data revealed that primary school teachers supervised co-curricular activities with no expertise but based on experience. It was suggested that seminars and short courses should be introduced to help teachers to implement the co-curricular activities in primary schools. The findings concur with those of Isanga, Ngobi and Woiswa (2017) who noted that teachers had no training on co-curricular activities in Uganda and suggested introduction of in-service training programmes to teachers who supervise co-curricular activities. Similarly, Njeri (2012) emphasises on the need to conduct training for teachers in Kenya who implement co-curricular activities. Likewise, Lazaro (2015) proposed that there should be special training courses for teachers in various co-curricular activities in Tanzania with intention of equipping them with skills that will make them confident in implementing the co-curricular activities.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENTATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations in accordance with study findings. It presents the conclusions drawn from the discussion of findings as presented in chapter four. It also addresses new development in knowledge and study recommendations. Finally, the chapter presents the suggested areas for further studies.

5.2 Summary of the Study

The study sought to assess the implementation of co-curricular activities in primary schools in Mbeya City in Tanzania by reflecting on the existing policies of 1995 and 2014 that emphasised on the implementation of co-curricular activities. The study was guided by five specific objectives, which were to:-

i. Determine the co-curricular activities that were being implemented in primary schools
ii. Ascertain how co-curricular activities were planned, monitored and evaluated in primary schools.
iii. Establish the extent of success realized in the implementation of co-curricular activities in primary schools from the perceptions of teachers and pupils.
iv. Determine the challenges to the implementation of co-curricular activities in primary schools
v. Determine the strategies to be used for improving the implementation of co-curricular activities in primary schools

The research methodology of this study included the philosophical paradigm which was pragmatism. A mixed research approach and concurrent triangulation design were employed and were considered appropriate to gain better perspectives of the phenomena. Mbeya City was chosen as area of the study. Stratified randomly sampling technique was employed to select primary school pupils while purposive sampling technique was employed to select teachers, heads of schools and quality

assurers. A total of 467 respondents were involved in this study where by 332 were pupils, 125 teachers, 8 heads of schools and 2 quality assurers. Questionnaires, semi-structured interviews, observation protocol and documentary review were used to collect the required data. Qualitative data were analyzed through content analysis while quantitative data were analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) computer software program 20 version.

5.3 Summary of the Findings

5.3.1 The co-curricular Activities Implemented in Primary Schools

The first objective explored the co-curricular activities being implemented in primary schools. Findings indicated that:-

i. Various co-curricular activities that relate to sports and games, fine and performing arts, subject clubs and entrepreneurship activities were implemented in the surveyed schools as per primary school curriculum.

ii. It was found that private primary schools implemented co-curricular activities more effectively as compared to public primary schools.

5.3.2 The Planning, Monitoring and Evaluation of Co-Curricular Activities in Primary Schools

The second objective was to find out how co-curricular activities were planned, monitored and evaluated. The findings unveiled that:-

i. Planning for co-curricular activities in different primary schools took place. Co-curricular activities were allocated on the school timetable, teachers were assigned responsibility to supervise them, the schools developed a specific plan and allocated budget for co-curricular activities.

ii. It was found that although majority of heads of schools supported the implementation of all planned co-curricular activities. The support varied from school to school depending on the resources that were available.

iii. On the aspect of monitoring, teachers and heads of schools were responsible for monitoring the implementation of co-curricular activities. They monitored

through taking attendance by pupils, direct participation in activities, assigning different group work projects, making follow-ups on school timetable and being close with pupils by supervising them.

iv. As regards evaluation process, the findings indicated that diverse responsible persons and organs were involved. First, evaluation process was conducted by teachers who submitted the feedback regarding the implementation of co-curricular activities to heads of department and academic deans. Secondly, heads of schools received feedback from the academic deans and during the staff meetings. It was further reported that quality assurers evaluated the quality of the implemented co-curricular activities for schools and the results were shared with teachers, head of schools and education officers at district and national levels.

5.3.3 Teachers and Pupils' Perception on the Implementation of Co-Curricular Activities in Primary Schools

The third objective examined the teachers and pupils perception on implementation of co-curricular activities in primary schools. The findings indicated that:-

i. Majority of primary school teachers had positive perception regarding the implementation of co-curricular activities in primary schools and were in favour of attending session of various co-curricular activities.

ii. Teachers perceived that the implementation of co-curricular in primary schools had a number of benefits to pupils that included development of cognitive, psychomotor and affective domains. The teachers indicated that participation in co-curricular activities improved pupils' performance in core subjects, developed good disciple and avoid delinquent behavior, have good time management, develop cooperation and team work as well as developed their talents.

iii. Majority of primary school pupils had positive attitude towards the implementation of co-curricular activities in primary schools and enjoyed participating in various co-curricular activities.

iv. Majority of primary school pupils reported that teachers and schools administration were supportive of co-curricular activities. They reported that teachers and materials for co-curricular activities were available although this depended on the types of school ownership.

v. Findings also indicated that majority of pupils perceived the implementation of co-curricular activities as an avenue for talent development. They further perceived co-curricular as the avenue for developing friendship with their fellow pupils. Furthermore, students perceived that the implementation of co-curricular activities helped them to be active and increase their interest in studying and a better understanding of core subjects.

5.3.4 Challenges to the Implementation of Co-Curricular Activities

The fourth objective was set out to determine the challenges that faced the implementation of co-curricular activities. The findings indicated that:-

i. The implementation of co-curricular activities in primary schools encountered several challenges including time constraints, inadequate facilities and equipment, and shortage of skilled personnel.

ii. It was found out that time was a major constraint in public primary schools in which only three hours and 20 minutes were allocated per week (40 minutes per day) for co-curricular activities. The allocated time was viewed as inadequate given the many co-curricular activities that pupils were supposed to take part in as per primary school curriculum and government directives. However, in private primary schools the time allocated was 2 hours per day (10 hours per week) this was perceived to be adequate for implementing co-curricular activities.

iii. It was also found out that lack of adequate facilities and equipment also posed a challenge to the implementation of co-curricular activities in primary schools although in private primary schools facilities and equipment were available. It was observed that majority of public primary schools had only soccer and netball playgrounds. Moreover, it was observed that public primary schools also lacked the necessary equipment and places for conducting co-curricular

activities such as entrepreneurship activities like gardening and farming. Additionally, majority of public primary schools lacked the venues for conducting fine and performing arts than in private schools

iv. Findings also indicated that inadequacy of skilled teachers was another challenge to the implementation of co-curricular activities in the surveyed primary schools. It was found out that majority of primary schools resorted to using teachers, who had no formal training on how to supervise co-curricular activities. Their involvement was based on their interest and experience to supervise co-curricular activities. In extreme cases, it was reported that some schools used prefects to supervise co-curricular activities.

5.3.5 Strategies for improving the Implementation of Co-curricular Activities in Primary Schools

The fifth objective sought the perceptions of the respondents on the appropriate strategies that can be used for improving the implementation of co-curricular activities in primary schools. The findings indicated that:

i. In order to overcome time constraint, schools should allocate more time for co-curricular activities in their timetables. This could be done by ensuring that the time that pupils spend in schools is extended from seven to nine hours. Instead of pupils leaving for home at 2.30 P.M the time could be extended to 4.00 P.M. This could make pupils have more time to participate in a variety of co-curricular activities.

ii. Findings further indicated that there is need to improve facilities and supply sufficient equipment that is necessary for co-curricular activities particularly in public primary schools.

iii. Another outcome of the study was that school owners and administrators should find some ways and means to motivate teachers and pupils to participate in co-curricular activities and introduce short courses and workshops, which would enhance the skills and knowledge of the teachers assigned to supervise co-curricular activities in schools.

5.4 Conclusions

Based on the findings the following conclusions were drawn:

i. Despite the government's directives and policies on implementation of co-curricular activities in all schools, the implementation process varies between public and private primary schools. There was more effective implementation of co-curricular activities in private primary schools than in public primary schools.

ii. Regarding the planning, monitoring and evaluation of co-curricular activities, it is concluded that several organs are involved. Teachers, quality assurers and schools heads participate in the implementation of co-curricular activities by planning, monitoring and evaluating the co-curricular activities. However, there is a variation between private primary schools and public primary schools in the implementation process whereby in private schools all regulations are implemented properly as provided by the Ministry of Education of Tanzania.

iii. Also, in the light of the findings of this study, it can also be concluded that majority of primary school teachers had no training on supervision of co-curricular activities in primary schools. Therefore, majority were assigned to supervise co-curricular activities based on interest and experiences but not on expertise.

iv. Teachers and Pupils have positive perception on the implementation of co-curricular activities in primary schools. They enjoy participating in co-curricular activities and they understand the benefits that accrue from such participation.

v. The implementation of co-curricular activities in primary schools is faced by a number of challenges such as time allocation, inadequate facilities and shortage of skilled teachers.

vi. In order to overcome the identified challenges, strategies such as allocating more time for co-curricular activities, motivating teachers, improving and supplying adequate facilities and equipment and introducing training programmes to update teachers should be put in place.

5.5 New Knowledge Arising from the Study

It is a fact that any research study should generate new knowledge or add some elements to the already existing body of knowledge. With regard to this, this study makes the following contribution to the body of knowledge:

i. The study provides better understanding of current status on the implementation of co-curricular activities in primary schools. It raises insights that the implementation of co-curricular activities is positively perceived by implementers. There is a general perception that participation in co-curricular activities has a number of benefits that helps learners' cognitive, affective and psychomotor development.

ii. Co-curricular activities are well planned, monitored and evaluated in primary schools. However, there is a variation on the implementation status of co-curricular in primary schools based on school ownership, majority of private primary schools implement the co-curricular activities more effectively given the resources at their disposal compared to public primary schools

iii. Although co-curricular activities are on important component of the school curriculum, majority of teachers who are assigned to supervise co-curricular activities have no relevant training on supervision of the activities.

5.6 Recommendations

Based on the research findings and conclusions arising from this study, the following recommendations are made:

5.6.1 Recommendation for Implementation

i. Since schools implement many co-curricular activities, it is recommended that the government and other educational stakeholders and school administrators should join hands to strengthen the implementation of co-curricular activities.

ii. School administrators should set a calendar for co-curricular activities that are in line with regular academic activities per term or annually and provide

sufficient room for pupils and teachers to participate in those activities by according them similar status.

iii. The government should make it mandatory for all teachers that supervise co-curricular activities to have training in specific co-curricular activities. This will ensure that teachers supervise the co-curricular activities appropriately and prevent any litigation that can result from involving untrained teachers.

iv. Intensive sensitisation, promotion and education for stakeholders should be organised for all stakeholders regarding the importance of co-curricular activities in schools in order to improve the participation of teachers and pupils in co-curricular activities.

v. There should be an adequate supply of facilities and equipment in all schools to enable successful implementation of co-curricular activities.

vi. The government should ensure that all schools have adequate registering and sanction the spaces for core and co-curricular activities before opening of any school regardless the nature of ownership.

5.6.2 Recommendations for Policy Formulation

For the aim of developing a pupil who learns holistically in primary education, there is need for integrating the co-curricular activities in the school curricula as compulsory programmes that make all educational stakeholders value for implementation in schools. Likewise, it is important to emphasise the implementation of co-curricular activities in all teacher training colleges and universities so that once teachers are employed, they can be able to implement all school programmes including co-curricular activities.

5.7 Recommendations for Further Research

The present study assessed the implementation of co-curricular activities in primary schools in Mbeya City in Tanzania. The researcher recommends conducting studies in the following areas:

i. Comparison of the implementation of co-curricular activities by private primary and public primary schools in the whole country (Tanzania).

ii. Investigate the impact of co-curricular activities on academic performances of pupils in primary schools.

iii. Comparing the implementation process of co-curricular activities between rural and urban primary schools.

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APPENDICES

Appendix A: A written consent to respondents

Thank you for agreeing to participate in this. The purpose of the study is to assess how co-curricular activities are implemented in primary schools as per reviewed Education and Training Policy of 2014. This form provides the description of your involvement and your rights as a respondent to this study. Please read the descriptions well. If you agree to participate in this study, then sign this consent form.

I …….(Name), consent to participate in a research study conducted by Salvatory Mhando, a doctoral candidate at the University of Dar es Salaam, in Tanzania. I understand the study is entitled *"Assessment of the implementation of co-curricular activities among primary schools in Mbeya City in Tanzania"*. I understand that my participation will consist of one interview, which may be audio-taped lasting to 1:30 hrs. I understand that I will receive a copy of my transcribed interview at which time I may clarify the information. I understand that my participation is voluntary and can be discontinued at any time. I understand that my exposure to risk is minimal, no greater than that encountered in everyday life. Further, I understand that, the information gained from this study could be used to assist primary schools in Tanzania.

I understand that my identity will be kept confidential by the researcher in the process of coding the data and that my identity will neither be attached to the data presentation, nor stored with other research study. I understand that only the researcher will have access to a secured file cabinet in which will be kept all transcripts, taped recordings, and field notes from the interview in which I participated. I understand that the results of this study may be published or otherwise reported to scientific bodies, but my identity will in no way be revealed. Also, the name of my employer and/or school will not be published.

If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher of this study, you may contact my research supervisor Dr. Mabagala, S and Dr. Marwa, D. at University of Dar es Salaam (UDSM), School of Education (SOED)

Respondent's Signature:_____ Researcher's Signature:____ _____

APPENDIX B

Questionnaire for Primary School Teachers

The purpose of this study is to assess the implementation of co-curricular activities among primary school in Tanzania particularly in Mbeya City. You are among the respondent, whom the researcher believe that are able to provide various relevant information. Therefore, the researcher is kindly requesting you to respond to the following questions to the best of your knowledge. Your responses are very important and valuable for the successful achievement of the objectives of this study. Finally, you are assured that all information that will be provided in this questionnaire will be treated confidential and will only be used for the purpose of this study. Do not write your name in this questionnaire.

A: Institution and Personal Particulars

1. Name of the District:…….
2. Name of the school……
3. Location of the School:-

   Rural ( )
   City ( )
   Not applicable ( )
4. Ownership of the School:-

   Private ( )
   Public ( )
5. Type of school or Students in this school are:

   Females only ( )
   Males only ( )
   Both Males and Females ( )
6. Your gender:

   Male ( ) Female ( )
7. Your highest professional qualification is:

   Grade III-A Certificate ( )
   Diploma ( )
   Degree ( )
   Masters ( )
   PhD ( )
   Other (specify)……..

8. Your age in years.

   15-24 ( ) , 25-34 ( ) , 35-44 ( ) , 45-54 ( ) , 55-64 ( )

9. Your teaching experiences in month/years……

B: Specific Items on Implementation of Co-curricular Activities

10. Subjects you are teaching in your school

    i. ……..

    ii. …….

    iii. ……

    iv. ……

11. Have you been assigned to supervise, coordinate and organise any co-curricular activities in your school? Agreed ( ) Neutral or Disagreed ( )

12. If yes, what is the activity you are supervising/coordinating/organizing?

    ……

    ……

    ……

    ……..

13. Do the facilities and equipment support the implementation of co-curricular activities such as in your school?

    i. Subject clubs Agreed ( ) Neutral ( ) or Disagreed ( ) mention the subject club available in your school (if any)
    ……..…
    ……

    ii. Sports and games : Agreed ( ) Neutral ( ) or Disagreed ( ) mention the activities available in your school (if any)
    ……..……
    …….

    iii. Fine and Performing arts activities Agreed ( ) Neutral ( ) or Disagreed ( ) mention the activities available in your school (if any)

    iv. Entrepreneurship activities Agreed ( ) Neutral ( ) Disagreed ( ) mention the activities available in your school (if any)
    ……..……
    …….

14. What are the modalities of implementing co-curricular activities such as subject clubs, sports and games and fine and performing arts activities and entrepreneurship activities in your school?

……

……

15. Does your school time table allow the implementation of co-curricular activities? Agreed ( ) Neutral ( ) or Disagreed ( )
16. Mention the days of the week and the time you spend for each of the co-curricular activities implemented in your school ……
17. Do you think the time allocated in the school timetable is appropriate for implementation of co-curricular activities? Agreed ( ) Neutral ( ) Disagreed ( )
18. Give the reasons for your response in the above question number (17)

    ……

    ……

    ……

    ……
19. How do you monitor and evaluate the implemented co-curricular activities in your school?

    ……

    ……

    ……..
20. What are the uses of the co-curricular activities evaluation report?

    ……

    ……

    ……

    ……

    ……..
21. How do you perceive the implementation of co-curricular activities in your school?
22. Is there any need to be implemented in your school? Agreed ( ) Neutral or Disagreed ( )

If the response is –yes- what do you think could be the importance of co-curricular activities

……
……
……
……
……
……

In your opinion, on a scale of 1 to 5 (with 5 considered very well,), what is your perception on the implementation of co-curricular activities in primary schools. Please tick in appropriate response in the table below by considering the following interpretations. (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree and SA: Strongly Agree)

S/N	**Co-curricular activities**	**SA**	**A**	**N**	**D**	**SD**
1	Activate learning of pupils					
2	Sensitizes pupils to work in teamwork					
3	Help pupils to deviate from delinquent behaviour					
4	Assist in identifying and developing talents to pupils					
5	Increased understanding of global issues					
6	Increased understanding of different cultures					
7	It develop talents					
8	Pupils enjoy participating in co-curricular activities					
9	School administration support co-curricular activities					
10	All necessary materials for co-curricular activities are available					
11	I prefer the way co-curricular are implemented in this school					

23. What challenges hinder the implementation of co-curricular activities in your school?

    ……
    ……

24. Suggest some ways that the school can adopt to improve the implementation of co-curricular activities in your school.

Thank you for your cooperation

Appendix C

Questionnaire for Primary School Pupils

The purpose of this study is to assess the implementation of co-curricular activities among primary school in Tanzania particularly in Mbeya City. You are among the respondents whom the researcher believes that you are able to provide relevant information. Therefore, the researcher is kindly requesting you to respond to the following questions to the best of your knowledge. Your responses are very important and valuable for the successful achievement of the objectives of this study. Finally you are assured that all information that will be provided in this questionnaire will be treated confidential and be used only for the purpose of this study. Do not write your name in this questionnaire.

A: Institution and Personal Particulars

1. Name of the District:……
2. Name of the school……...
3. Location of the School:-

   Rural ( )
   City ( )
   Not applicable ( )
4. Type of School:-

   Private ( )
   Public ( )
5. Gender bias of your school

   Female only ( )
   Male only ( )
   Co-Education ( )
6. Your gender

   Male ( ) Female ( )
7. Your class?

   Class Five ( )
   Class Six ( )
8. Your age in years: 0-4 ( ) 5-10 ( ) 11-14 ( ) 15-20 ( )

B: Specific Items on Implementation of Co-curricular Activities (*Please tick or fill in the appropriate spaces as provided in the given research items below*)

1. What subjects do you learn in your school
   i. …….
   ii. ……
   iii. ……
   iv. ……
   v. ……
   vi. ……
2. A part of classroom activities, what other activities do you participate in your school
   i. Subject clubs Yes ( ) No ( )
   ii. Sports, game and arts Yes ( ) No ( )
   iii. Entrepreneurship activities Yes ( ) No ( )
   iv. Other activities specify…….
3. In your clubs which subject club do you mostly participate?
   i. Language club Yes ( ) No ( )
   ii. Mathematics club Yes ( ) No ( )
   iii. Science club Yes ( ) No ( )
   iv. Social studies Yes ( ) No ( )
   v. Other clubs specify……
4. In sports and games and Fine and Performing Arts activities, which among the listed below you participate most in your school?
   i. Ball games such as football, netball, volleyball, basketball Yes ( ) No ( )
   ii. Track and field activities such as running, throwing and jumping Yes ( ) No ( )
   iii. Racket game such as table tennis Yes ( ) No ( )
   iv. Fine and performing arts Yes ( ) No ( )
   v. Other activities specify…….
5. In entrepreneurship activities which among the listed below do you participate mostly? (At school or home)
   i. Spinning, tailoring and kitting Yes ( ) No ( )
   ii. Weaving, toy making and basket making Yes ( ) No ( )
   iii. Gardening and floriculture Yes ( ) No ( )
   iv. Other entrepreneurship activities specify……

6. Are the facilities such as field of play, laboratory, classes and equipment such as sports gears like balls, javelin, jazzy, whistle and others support your participation in co-curricular activities in your school such as:-
   i. Subject clubs Yes ( ) or No ( )
   ii. Sport, games and arts activities Yes ( ) or No ( )
   iii. Entrepreneurship activities Yes ( ) or No( )
7. What is the mode of implementing co-curricular activities such as subject clubs, sports, games and arts activities and entrepreneurship activities in your school?

   ……

   ……
8. Do you like to participate in these co-curricular activities in your school?
   Agreed ( ) Neutral or Disagreed ( )
9. How do you benefit from participating in co-curricular activities and give the reasons for each benefit?
   i. Co-curricular activities make to be active in learning Agreed ( ) Neutral ( ) Disagreed ( )
   ii. Co-curricular activities help to deviate from the delinquent behavior Agreed( ) Neutral ( ) Disagreed ( )
   iii. Co-curricular activities help me develop the ability of working in team and organize various activities: Agreed ( ) Neutral ( ) Disagreed ( )
   iv. Other benefits specify……
10. Does your school time table allow the implementation of co-curricular activities? Agreed ( ) Neutral ( ) Disagreed ( )
11. Do you think the time allocated in the school timetable is appropriate for you to participate in co-curricular activities? Agreed ( ) Neutral ( ) Disagreed ( )
12. How do you perceive the implementation of co-curricular activities in your school, is there any need to be implemented in your school? Strong Agree ( ) Agreed ( ) Neutral ( ) Disagreed ( ) Strongly Disagree ( )
13. Is your school having enough materials for implementation of co-curricular activities ; Strong Agree ( ) Agreed ( ) Neutral ( ) Disagreed ( ) Strongly Disagree ( )

14. Are teachers always available during co-curricular activities session as per school timetable? Strong Agree ( ) Agreed ( ) Neutral ( ) Disagreed ( ) Strongly Disagree ( )
15. Do you think that co-curricular activities develop various talents to pupils who participate in co-curricular activities? Strong Agree ( ) Agreed ( ) Neutral ( ) Disagreed ( ) Strongly Disagree ( )
16. Do you think heads of school and teachers support the implementation of co-curricular activities in your school? Strong Agree ( ) Agreed ( ) Neutral ( ) Disagreed ( ) Strongly Disagree ( )

17. Do you get any challenges when you participate in co-curricular activities in your school and what are these challenges?

    i. Group size Agreed ( ) Neutral ( ) Disagreed ( )
    ii. Language used Agreed ( ) Neutral ( ) Disagreed ( )
    iii. Facilities like class, field of play Agreed ( ) Neutral ( ) Disagreed ( )
    iv. Equipment Agreed ( ) Neutral ( ) Disagreed ( )
    v. Time Agreed ( ) Neutral ( ) Disagreed ( )
    vi. Supervisor (teacher is attendance in those activities Agreed ( ) Neutral ( ) Disagreed ( )
    vii. Other challenges specify……..

Thank you for your cooperation

Appendix D

Interview Guide for Heads of Schools

The purpose of this study is to assess the implementation of co-curricular activities among primary school in Tanzania particularly in Mbeya City. You are among the respondent whom the researcher believe that are able to provide various relevant information. Therefore, the researcher is kindly requesting you to respond on this interview to the best of your knowledge. Your responses are very important and valuable for the successful achievement of the objectives of this study. Finally you are assured that all information that will be provided in this interview will be treated in confidence and be used only for the purpose of this study.

Demographic Information

1: Your Name……..

2: Education qualification…….

3: Types of school…….

4: Gender……

5: Age……..

Specific guiding items

1. What are the co-curricular activities implemented in your school?
2. In your capacity as head teacher, how do you support the implementation of co-curricular?
3. What is the implementation status in terms of budget allocation, available facilities and equipment, teachers, and time allocated for practice of co-curricular activities? (How do you support the running of co-curricular activities in your school?)
4. What is your modalities and arrangement for implementation of co-curricular activities in your school? (*All pupils attend to similar activities at the same time or they are categorized per class*)
5. How do you monitor and evaluate the implementation of co-curricular activities in your school? How would you describe the effectiveness of monitoring process?

6. To what extent are teachers committed to coordinate/supervise co-curricular activities? How would you describe their competences in supervising co-curricular activities?
7. How is teachers' participation/accountability in co-curricular activities being recognized, appreciated and remunerated in your school? Can I see the evidence of such remuneration
8. In your opinion what challenges do hinder the implementation of co-curricular activities and what do you think should be done to overcome the challenges

Thank you for your cooperation

Appendix E

Interview Guide for Quality Assurer (QA)

The purpose of this study is to assess the implementation of co-curricular activities among primary school in Tanzania particularly in Mbeya City. You are among the respondent whom the researcher believe that are able to provide various relevant information. Therefore, the researcher is kindly requesting you to respond in this interview session to the best of your knowledge. Your responses are very important and valuable for the successful achievement of the objectives of this study. Finally you are assured that all information that will be provided in this interview will be treated in confidence and be used only for the purpose of this study.

Demographic Information

1: Your Name……..
2: Education qualification……..
3: Types of school……
4: Gender…….
5: Age……

Specific guiding items

1. What are the common co-curricular activities that are implemented in primary schools?
2. What criteria do you employ in evaluating the implemented co-curricular activities?
3. From your experience how do private and public schools implement co-curricular activities in terms of planning, monitoring and evaluating?
4. What is your perception in term of usefulness and applicability on the implementation of co-curricular activities in primary schools?
5. What is your opinion on the implementation status of co-curricular activities in public-private primary schools?
6. From your experience what do you consider to be the challenges hindering the implementation of co-curricular activities in primary schools?
7. What are the appropriate strategies do you suggest to be employed to improve the implementation of co-curricular activities in schools?

Thank you for your participation

Appendix F

Documentary Review Guides

This aims to find out co-curricular document that related to the implementation of co-curricular activities.

Name of the school……Type of School……..

Documents showing the practice co-curricular activities in primary schools

Document	Available	Not available	What it contains	Comments
School calendar for CCAs				
School timetable for CCAs				
Meeting minutes for CCAs				

Documents of pupils activities produced as the result of participating in co-curricular activities

Work	Available	Not available	What it contains	Comments
Audio/video tapes				
School Newspapers				
Drawn pictures and maps				
Written stories				
Manuscripts				

Appendix G

Observation Checklists Guide

Observation of co-curricular activities facilities and equipment available in primary schools

Name of the school……Type of School…….

CCAs facilities and equipment	Available		Not available	Comments
	Types	Status		
playgrounds				
Balls				
Jerseys				
Musical instruments				
Farm and garden				
Swimming pools				
Other CCAs resources				

UNIVERSITY OF DAR ES SALAAM

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Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 6th August 2018

Regional Administrative Secretary
Mbeya Region

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Mr. Silvatory Mhando** who is a bonafide PhD student of the University of Dar es Salaam and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Mr. Mhando**.

I therefore, kindly request you to grant him any help that may enable him achieve his research objectives. Specifically we request your permission for him to meet and talk to the leaders and other relevant stakeholders in your region in connection with his research.

The title of his research is **'An Assessment of the Implementation of Co-curricular Activities among Primary Schools in Mbeya City in Tanzania'.**

The period of his research is from **August to November 2018** and the research will cover **Mbeya Region.**

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research and Publication, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: research@udsm.ac.tz.

Yours sincerely,

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. Box 35091
DAR-ES-SALAAM

Prof. William A. L. Anangisye
VICE CHANCELLOR

QUOTATION OF REF. NO. IS ESSENTIAL

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Ref. No: AB3/12(B)

Date: 6th August 2018

City Director
Mbeya City Council
Mbeya Region

RE: REQUEST FOR RESEARCH CLEARANCE

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Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 6th August 2018

TO WHOM IT MAY CONCERN

RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Mr. Silvatory Mhando** who is a bonafide PhD student of the University of Dar es Salaam.

Mr. Mhando has been permitted to conduct a research titled **'An Assessment of the Implementation of Co-curricular Activities among Primary Schools in Mbeya City in Tanzania'.**

The period for which this permission has been granted is from **August to November 2018** and will cover **Mbeya Region.**

It will be appreciated if you will provide the researcher any assistance that may enable him to achieve his research objectives.

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. Box 35091
DAR-ES-SALAAM

Prof. William A. L. Anangisye
VICE CHANCELLOR

QUOTATION OF REF. NO. IS ESSENTIAL

UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE,
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT AUTHORITY,
MBEYA CITY COUNCIL

All correspondences be addressed to:
Phone: +255 25 2502372 (Direct line)
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CITY DIRECTOR,
P.O.BOX. 149,
MBEYA
e-mail:cd@mbeyacc.go.tz

On reply please quote:
Ref . No.MCC/R.50/1/VOL. VII/40 **Date: 20/08/2018**

TO: Primary Education Officer,
Mbeya City Council

Ukaguzi

RE: RESEARCH PERMIT

Please refer to the above captioned subject.

May I introduce to you Mr. **Salvatory Mhando** from University of Dar Es Salaam, who at the moment intending to conduct a research at our organization which is based on "**An Assessment of Implementation of Co-curricular Activities among Primary Schools**"

Where by Mbeya City Council is chosen as case study and commencing from 16/08/2018 to 16/09/2018.

.

Paulina Kibopile
For: CITY DIRECTOR
MBEYA CITY COUNCIL

For. CITY DIRECTOR
MBEYA CITY COUNCIL
MBEYA

C.C. Vice Chancellor,

Vice Chancellor,
University of Dar es Salaam,
P.O.Box 35091,
DAR ES SALAAM.

" **Mr. Salvatory Mhando,**

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

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Unapojibu Tafadhali Taja:
Kumb. Na. MCC/E/U.21/16/32 **Tarehe:** 29/08/2018

Walimu wakuu shule za
St. Mary, Besta, Uwata, Kagera, Muungano,
Mbeya Adventist, Ruandanzovwe na Meta,
Shule za Mkapa na Iziwa,
Halmashauri ya Jiji Mbeya,
MBEYA.

Yah: UTAFITI

Tafadhali, rejeeni somo la barua hapo juu.

Mr. Salvatory Mhando ni mwanachuo wa chuo kikuu cha Dar Es Salaam ambaye anafanya utafiti juu ya "*An Assessment of Implementation of Co-curricular Activities among Primary Schools*".

Kwa barua hii toeni ushirikiano wa kutosha ili afanye utafiti huo ambao ni kwa manufaa yetu wote.

Ninawatakia kazi njema.

Ally M. Liuye
Kaimu Afisa Elimu Msingi Jiji
MBEYA

K.n.y. AFISA ELIMU MSINGI JIJI
HALMASHAURI YA JIJI
MBEYA

NAKALA:
Mr. Salvatory Mhando,
Chuo Kikuu cha Dar Es Salaam,
S. L. P 35091,
DAR ES SALAAM

RUAHA JOURNAL OF ARTS AND SOCIAL SCIENCE (RUJASS)

FACULTY OF ARTS AND SOCIAL SCIENCES

RUAHA CATHOLIC UNIVERSITY

rujass@rucu.ac.tz

14th November, 2019

Salvatory Flavian Mhando
St. Augustine University of Tanzania,
Mbeya Centre.

Subject: **Confirmation Letter**

We are pleased to inform you that the below mentioned manuscript has been published in the November 2019 Edition (Volume 5, Issue 2, 2019) as a research paper in Ruaha Journal of Arts and Social Sciences (RUJASS). The articles detail's are given below:

Title: **Reflections on the Policy and Practices to Resuscitate Co-Curricular Activities in Primary Schools in Tanzania.**

Confirmed Date: **14th November, 2019.**

Regards,

Dr. Gerephace Mwangosi
Secretary, Secretariat Board
Ruaha Journal of Arts and Social Sciences.

Reflections on the Policy and Practices to Resuscitate Co-curricular Activities in Primary Schools in Tanzania

By
Salvatory Flavian Mhando
PhD Candidate at University of Dar es Salaam and Assistant Lecturer-St Augustine University of Tanzania

Abstract

The purpose *of this study was to assess the practice of co-curricular activities by reflecting on the policy of 1995 and 2014 with intention of resuscitating the implementation of co-curricular activities in primary schools in Tanzania. Guided by pragmatism philosophical paradigm, the study employed concurrent triangulation mixed research approach that employed case study design and descriptive survey design. Purposive and stratified random sampling procedures were employed to select a sample of four hundred and sixty seven (N=467) participants who comprised of 332 pupils, 125 teachers, 8 school heads and 2 quality assurers. Questionnaire, interview, observation and documentary review method were used for data collection. The data were analyzed through content and descriptive statistics analysis. The findings unveiled that various co-curricular activities have been implemented in both public and private primary schools, though the degree of implementation varied between private and public schools. It was indicated that private schools were much better in the offering of those co-curricular activities compared to public schools. Therefore, it is recommended that co-curricular activities should be integrated together with core-curricular activities as compulsory activities whereby all schools implement and accord similar status by supplying all requirements as per direction of Education and Training Policy of 1995 and 2014.*

Key Terms: Co-curricular activities; Education and Training Policy of 1995 & 2014; Public and Private Primary Schools

Introduction

Co-curricular activities have been viewed as pupil practical oriented component of the curriculum occurring in the whole process of learning that enables pupils to grasp what they learn during class hours and connect them with other skills that are grasped and gained outside class hours (Adeyemo, 2010). The co-curricular activities include music, arts, drama, sports, games, debate, subject clubs and vocational clubs. It is observed that through core and co-curricular activities pupils can learn to become useful members of any community and get the opportunity to develop in cognitive, affective and psychomotor domains (Marsh & Kleitman, 2002 & Bartkas et al, 2012). This enables learners to be exposed to various angles that help them to be useful members of the community by participating in various community activities.

In Tanzania co-curricular activities hold a place of great importance in the field of education for developing different careers to learners (Shehu, 2001; Japhet, 2010;

Lazaro & Anney, 2016). The Ministry of Education has insisted the implementation of activities in schools and outside the schools since pre-colonial education whereby children participated in informal activities such as swimming, dancing, singing and playing by considering the experiences of the surrounding culture and they were informally acquired (Ndee, 2010 & Dhanmeher, 2014). During colonial period, co-curricular activities were done in schools whereby different sports and games were practiced (Kazungu, 2010 & Machera, 2012). However, during this period education benefited mostly the pupils who were coming from the upper class (Germany & English families) and middle class (Indians &Arabs) and few Africans particularly the sons and daughters of African chiefs (Mafumiko & Pangani, 2008).

After independence, the government of Tanzania adopted and implemented co-curricular activities in schools (Pretzlik, 1994 & MoEC, 2005). Unlike colonial education, post colonial education was meant for all Tanzanians who were in schools without prejudice (G/tsadiki, 2014 & Makwinya & Straton, 2014). Various policies such as Education for Self-Reliance of 1967; Education and Training Policies of 1995 and 2014; Basic Education Curricula for pre-primary, primary and secondary education as well as curriculum for teachers education were supposed to be implemented parallel to co-curricular activities (MoEC, 2000 & 2013; Lazaro, 2015 & MoEST, 2016).

The government of Tanzania has also placed a strong emphasis on quality environment that aim at improving learning process and environment that enhances pupils' learning outcomes (MoEC, 1996 & Marzo, 2014). For example, the Education and Training Policy (ETP) of 1995 insisted on preparing the pupils with the foundation of self-creativity, self-advancement and self-confidence which help them to enter into the world of work (MoEC, 2007 and Mabagala & Mabagala, 2012). The government of Tanzania also set the benchmark for establishing good environment for implementation of co-curricular activities such as field of play, laboratories and libraries. Moreover, the government of Tanzania through the Ministry of Education has developed a curriculum which emphasizes the implementation of co-curricular activities in schools such as subject clubs, sports, arts and games activities, entrepreneurship activities, library, gender, life skills and cross cutting issues (MoEST, 2016 & Isanga et al, 2017).

Furthermore, Tanzania agreed on the solution adopted by the General Assembly on 25 September 2015 which postulates that all girls and boys should complete a free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030 as one of the Sustainable Development Goals (Haber, 2006). Those studies and policies show that, Tanzania has been recognising the importance of activities and considerable efforts have been taken to ensure that pupils access and acquire the best education (Sultana, 2012; MoEC-ETP, 1995 & MoEVT-ETP, 2014)

Statement of the Problem

Regardless of the recognition and importance attached to co-curricular activities in schools, the implementation of co-curricular activities in most primary schools are increasingly neglected (Mc Laden, 2003). These studies show that, some practitioners argue that implementing co-curricular activities is time consuming and wastage of learning time. They insist on teaching the core curricula subjects that are evaluated through the National Examinations Council of Tanzania (NECTA) (Juma, 2015). This perspective illustrates that activities are undervalued. Therefore, the intention of this study was to assess the implementation of co-curricular activities in primary schools by reflecting the education and Training Policy of 1995 and 2014 with intention of resuscitating the practice of co-curricular activities in different schools in Tanzania.

The Purpose of Study

The purpose of this study was to assess the practice of co-curricular activities by reflecting on the policy of 1995 and 2014 with intention of resuscitating the implementation of co-curricular activities in primary schools in Tanzania. Specifically, the study sought to identify the implemented co-curricular activities and its status of implementation in primary schools.

Significance of the Study

The study findings and knowledge generated from this study are significant in many ways: First, the findings of this study add both theoretical and practical knowledge to the available literature on the implementation of co-curricular activities in primary schools in Tanzania. Theoretically, the study contributes in filling the research gaps by revealing the current situation of implementing co-curricular activities in primary schools by reflecting the Education and Training Policy of 2014. Second, the findings may serve as an insight and reference for further research on co-curriculum in primary education in Tanzania.

Literature Review

Concept of co-curricular activities

Co-curricular activities are conceptualised differently based on different contexts and nature of researchers. According to McKown (1952), co-curricular activities are as old as the education system itself. They include athletics, music, sports, games, oratorical competitions, and clubs for students, debating, dramatics, honour awards and special day celebrations. These activities are predominantly organised by the pupils themselves. School timetable and equipment are provided, though there is little official recognition and no credit is awarded to participants. In Tanzania, MoEST (2016) delineates co-curricular activities as activities recognised and sponsored as essential part of educational institutions, such as schools or colleges although they are not part of the academic curriculum. Generally, co-curricular activities are activities, programmes and learning experiences that complement some of what pupils are learning in the school core curriculum during class hours.

The practice of co-curricular activities in schools

It is evident that co-curricular activities are found at all levels of school system (MoEVT, 2014). Globally, different countries have been implementing co-curricular activities from time immemorial to date. These activities have influenced the way others think, feel, believe, and act whereas social events, athletics, clubs, and all other many leisure activities become part of values and virtues of the objectives of education and of democratic life (MoEC, 1995; MoEVT, 2014 & MoEST, 2016).

Primary education is the most significant part of formal education, which covers the period of early childhood and adolescent stage of human development. Therefore, the organisation of co-curricular activities at this level brings about the maximum bodily development and thus pupils need to participate in various games and sports to make their bodies active (Sultana, 2012). Nevertheless, the school may place students at significant risks of underachieving or not completing primary education unless an appropriate curriculum is provided to engage and challenge their abilities.

Sultana (2012) opines that it is wrong to force students to specialise too early in specific areas because children have remarkable abilities in all sorts of different areas. For that case, the school is responsible for preparing rich learning environment that fosters wellbeing and learning outcomes consistent with learners' abilities. It has to provide educational pathways and appropriate challenging and enriching experiences (Lazaro & Anney, 2016). From these perspectives different literature classify co-curricular activities in different categories. Shehu (2001) classifies co-curricular activities into five (5) groups, Sultana (2012) classifies co-curricular activities into eleven (11) groups and MoEST classifies them into two categories. Yet, the implementation of co-curricular activities that are practiced in primary schools differs from one school to another depending on availability of facilities and equipment. Table 1.0 summarises CCAs practiced in schools.

Table 1.0: Summary of Co-curricular Activities Practiced in Primary schools.

Types of co-curricular activities	Activities for each categories
Sports and Games	• Track and field activities i.e. running, throwing, jumping • Ball games i.e. football, netball, volleyball, basketball, & handball • Racket games i.e. table tennis and lawn tennis • Traditional games
Club activity	• Girls and boys clubs, press club, school band, dramatic club, religious/choir group, science club, literacy and debating society, music club, sports club, culture club and Scout
Social and voluntary services	• Blood donation/health education, peer counseling, environment conservation, helping the sick, fund rising, advocacy etc
Productive activities	• Spinning, tailoring, embroidery, knitting, weaving, toy making, basket making, gardening, floriculture
School leadership	• Student duties at school, hostel and classroom level, morning assemblies, orientation programme, students unionism, prefects, monitors and team leaders etc
Literacy activity	• Publication of school magazine, wall papers, pamphlets and bulletins, essay writings, review and summary of books

Source: Adapted and modified from Shehu (2001), Lazaro (2015) & MoEST (2016).

Methodology

The study employed the concurrent triangulation mixed research design. The design was used because it focused on collecting, analyzing, interpreting and reporting concurrently both quantitative and qualitative data. The central premise of using this design was to develop better understanding of a research problem being investigated rather than using a single approach (Kothari, 2004 and Cresswell & Clark, 2011). The design helped the researcher to concurrently collect both forms of data either qualitative or quantitative, analyze, interpret and report the data at the same time (Onwuegbuzie et al, 2007). The researcher in this context compared both forms of data from different methods, respondents and analysis for the purpose of developing the congruent findings.

The study was conducted in Mbeya City. The city was selected due to availability of both public and primary schools offering co-curricular activities. Mbeya City has a good profile of public-private primary schools compared to other districts of Southern Highland zone. Additionally, the zonal and district quality assurance for inspecting schools in Southern Highland zone are located in Mbeya City which enable the researcher to get relevant respondents in the category of quality assurers. Furthermore, there is a paucity of research studies that have been conducted in

Mbeya City on the assessment of the implementation of curricular activities to primary schools by reflecting the Education and Training Policy of 1995 and 2014.Thus, those factors made the researcher to select Mbeya City as a study area with intention of getting the accuracy information for the development of this study.

In this study, the targeted population included teachers, pupils, school heads, District Education Officer (DEO) and quality assurers of primary schools located in Mbeya City. This population was suitable because the study intended to assess the implementation of co-curricular activities in primary schools in Tanzania. The targeted population such as teachers, head of schools, DEO, and quality assurers are important actors in implementing co-curricular activities in primary schools and pupils are the main beneficiaries on the implementation output of co-curricular activities. For this reasons this population made the necessary sample for this study.

The population was grouped in two strata based on the type of school ownership in terms of public and private ownership. It is advised that sample size is supposed to match with the size of population of which the results are to be considered representative (Kombo & Tromp, 2006 and Cresswell, 2007). On basis of the number of teachers whom they were 1225 the selected sample was 125 participants. As for primary school pupils of standard five and six who were 19,860 the formula proposed and used by Israel (2013) was used to select pupils of standard five and six to be involved in this study. The formula which is based on 95% confidence level and P=0.05 read as:

$$n=\frac{N}{1+N(e)^2}$$

Whereby 'n' is the sample size to be calculated; 'N' is the total population of the study; 'e' the level of precision or margin of error measured by probability scale of 5%. Therefore, plugging data into the formula, the following was in order:

{Whereby n=? N=19860; e=0.05}

$$n=\frac{19860}{1+1980\ (0.05)^2}$$

Therefore, n (pupils) =400

As per this study the estimated sample size was 535, however, the actual sample size for this paper was 467.

The study required both primary and secondary data which based on qualitative and quantitative approaches. The reasons of collecting the data from both qualitative and quantitative approaches was to help the researcher to triangulate and confirm the finding by complementing and corroborating one evidence with another evidence from different sources of data. This was supported by Kamau (2005) noted that, there is no single method can provide the answers to research problem in all dimensions. Therefore, in this study the researcher applied four data collection methods such as interview, observation, documentary review and questionnaires.

Results and Discussions

In this section the researcher presents the discussion and results based on the exploration of co-curricular activities being implemented in primary schools by reflecting the directive of primary school curriculum and Education and Training Policy of 1995 and 2014. The information was set to respond this objective was collected through questionnaires that were administered to teachers and pupils, unstructured interviews that were conducted to quality assurers and head of schools. The results are presented and discussed as follows:

Games and Sports Activities

The findings that were generated through questionnaires which administered to pupils revealed that various games and sports activities such as football, netball, volleyball, handball, basketball, track and field events had been practiced in primary schools. However, the findings obtained from the pupils questionnaires indicates that football was the most popular sporting activity being practiced in primary schools (197, 59.3%), followed by netball (99, 29.8%). Moreover, the findings in this aspect indicates that, some of co-curricular activities such as truck and field events, volleyball, basketball and other traditional activities that were supposed to be implemented in primary schools as per curriculum were poorly implemented in those schools.

Apart from the responses from pupils, teachers were asked through questionnaire to indicate the types of games and sports activities that were practiced in their schools as co-curricular activities. Their responses indicate that football and netball were the major games and sports activities that are practiced mostly in their schools. The findings imply that the popular co-curricular activities that are implemented in primary schools as part of games and sports activities were football and netball. These activities seem to have good support from teachers in both public and private primary schools. Other games and sports activities such as volleyball, basketball, track and field events were poorly reported to be implemented in primary schools unlike football and netball activities.

Heads of school were asked through unstructured interview to identify the types of co-curricular activities that were implemented in their schools. Majority of heads of school responded that, they have been implementing various types of games and sports activities such as football, netball, volleyball, track and field events and scouting. This was reported during the interview session with school heads from different schools in public and private primary schools. For example, School ‘A’ (Private school):

> *…In my school, different games and sports activities are being practiced. My pupils do attend in football, netball, volleyball, sprinting, throwing of javelin depending on the school timetable. I am insisting to my teachers and other supporting staff to follow properly the school timetable…* **Source**: Field Data (August, 2018).

The response in school ‘A’ indicates that, various co-curricular activities have been practiced in private primary schools and these activities are such as football, netball, volleyball, basketball, track and field events.

School 'B' (Public Primary School)
Oh...this school has been implementing some co-curricular activities and majority of the activities are done in the last forty minutes (40minutes) from Monday to Friday... These activities are like football, netball, singing, drawing and normal traditional games like bao where pupils are randomly participated…
Source: Field Data, (September, 2018).

The two quotations above verify that the types of co-curricular that are practiced in majority of primary schools were such as football, netball, basketball, volleyball, singing and traditional games.

Generally the findings portrays that the types of games and sports activities which are implemented in both private and public primary schools as co-curricular activities were; football, netball, volleyball, basketball, handball, traditional games, track and field events. However, it was noticed in this study that some of co-curricular activities such as football and netball in this category were more popular compared to other activities such as volleyball, basketball, handball, track and field event that were observed to be poorly implemented in primary schools. These findings concur with those of Lazaro and Anney (2016) who noticed that, in secondary schools various co-curricular activities were implemented, however, football and netball were well practiced and more popular compared to other activities such as volleyball, basketball, scouting and others that relate to sport and games. Likewise, Japhet (2010) found that, in schools there are different forms of co-curricular that are supposed to be offered but they implement few activities that cater adequately for the choices of many students. From this perspective the findings unveiled that sports activities like netball and football were most available and well practiced in schools compared to other co-curricular activities such as athletics, drama and music (Storey, 2010 & Regassa, 2014). This justifies that co-curricular activities related to games and sports activities were mostly available and popular in schools compared to other activities.

Moreover, all pupils from both public and private primary schools are required to participate in similar co-curricular activities as per curriculum. From the data that were presented from different sources indicated that private primary schools implemented well the co-curricular activities to pupils compared to public primary schools. However, all schools had the session of implementing co-curricular activities. These findings are in-line with those developed by Lazaro and Anney (2016) and Njeri (2012), who found that, most of private primary school had good environment to implement co-curricular activities. However, these findings are in contrast with the government directives through primary schools curriculum that direct all schools to implement games and sports activities (Wuest & Buther, 1995). Such contested results was caused by the differences in social and environmental factors that affected the implementation of such activities due to inability of the schools in terms of fiscal resources and availability of enough spaces to majority of primary schools.

Fine and Performing Arts

In this category, the intention of the researcher was to identify the implemented types of co-curricular activities related to fine and performing arts. In reflection to the curriculum of primary schools, the types of fine and performing arts that were supposed to be implemented were painting, drawing, printmaking, pottery, sculpture, dance, singing calligraphy and mosaics. Facts generated through questionnaires which were administered to teachers as shown in Table 1.1 showed that around 94 (75.2%) of all teachers agreed that various fine and performing arts activities were implemented in primary schools as per curriculum directives. The findings imply that majority (75.2%) of teachers as the main implementers were aware that various fine and performing arts such as pottery, painting, drawings, dancing and music were implemented in primary schools.

Table 1.1: Teachers Responses on the Availability of Fine and Performing Arts

Statement	Responses	Frequency and Percentages
Different arts activities such as painting, drawings, pottery, sculpture, dance and music are practiced in your school	Agreed	94 (75.2%)
	Neutral	28 (22.4%)
	Disagreed	3(2.4%)
Total		125 (100%)

Source: Field Data (August, 2018).

Also, during the interview with head of schools and quality assurers, it was noticed that various fine and performing arts such as painting, drawing, music, dance and mosaic activities were practiced as the types of co-curricular activities to primary schools pupils. Facts from heads of schools show that pupils were equipped in learning various fine and performing arts which helped them to learn and gain various competencies that assist them to identify their talents. This was noticed during the interview with one of the school head who said:

> *…Pupils learn various arts activities such as drawing, painting, sculpture, dance, pottery, printmaking and music which help to gain competencies that will assist them in identifying the talents like singing and etc…***Source**: Field Data (September, 2018).

The saying from the school head implies that various fine and performing arts activities were implemented in primary schools.

On the other hand, during the interview with quality assurers, it was noticed that different fine and performing arts activities were implemented in primary schools, though majority of these activities were practiced in private primary schools and little were practiced in public primary schools. This finding was noticed in the interview with quality assurer who affirmed that:

> *…During the school inspection, we have five domain and domain three deals with co-curricular and extra-curricular activities…But in the process of inspecting fine and performing arts different reports indicates that various activities such as printing, drawing, sculpture, dances and music are practiced mostly to private primary schools and little in public primary schools…* **Source**: Field Data (August, 2018).

The findings that were unveiled from quality assurers imply that majority of private primary schools had various fine and performing arts activities such as printing, drawing, sculpture, dances and music. Though majority of public primary schools were poorly practiced the fine and performing arts activities.

The findings depict that the types of fine and performing arts activities which are practiced in both private and public primary schools as co-curricular activities were; dancing, drawing, sculpture, dances, music, printmaking, toy making and pottery. However, it was noticed in this study that some of fine and performing arts such as mosaic and calligraphy were not practiced as it was proposed in the curriculum of primary schools. Moreover, the findings depict that majority of fine and performing arts were well implemented in private primary schools compared to public primary schools. These findings concur with those of Makwinya and Straton (2015) who noticed that, in primary schools various fine and performing arts were implemented, however, majority of private primary school were well implementing the activities compared to public primary schools. Similarly, Japhet (2010) shows that majority of primary schools had different form of fine and performing arts activities, though they implement few activities that cater adequately for the choices of many students (Njeri, 2012 & Lazaro, 2015).

Generally the data that were presented from different sources indicated that private primary schools implemented well the fine and performing arts activities to pupils compared to public primary schools. These findings are in-line with those developed by Makwinya & Straton (2015) and Wanyama (2012), who found that, most of public primary school had good environment to implement fine and performing arts compared to public primary schools. However, these findings are in contrast with the government directives through primary schools curriculum that direct all schools to implement fine and performing arts activities especially in public primary schools (MoEST, 2016 & MoEVT, 2014). Such contrasted results were caused by the differences in social and environmental factors that affected the implementation of such activities due to inability of the schools in terms of fiscal and physical resources and the availability of experts who are knowledgeable in various fine and performing arts activities to majority of primary schools.

Subject Clubs

Based on the objective of this study, in this category the aim was to identify the existing types of co-curricular activities related to subject clubs that are implemented in primary schools by reflecting to the curriculum of primary schools in Tanzania. The data which was collected from pupils and teachers through questionnaires as well as head of schools and quality assurers through interviews are presented and analyzed in this sub-section. The findings from pupils' response are summarized in Table 1.2:

Table 1.2: The Implemented Subject Clubs Activities

Co-curricular activities (subject clubs)	Frequency	Percentage
Mathematics club	204	61
Sciences clubs	211	63
Social studies clubs	170	51
Language clubs	156	47
ICT Clubs	35	10.5
Other clubs *Tuseme	197	59.3
*Peleka rafiki zangu club	253	76.2
***TOTAL**	**776**	**232.5**

*The analysis based on multiple responses hence column tallies exceed 332 and 100 respectively

Source: Field Data (September, 2018).

Table 1.2 show frequencies and percentage of responses from primary school pupils who responded on the types of subject clubs activities that were available in the primary schools. The findings indicate that subject clubs that were implemented in their schools were Mathematics club that were responded by (204, 61%); Sciences clubs were responded by (211, 63%); Social studies club were responded by (170, 51%); Language clubs were responded by (156, 47%) and the Information Technology Communication - ICT club were responded by (35, 10.5%). Apart from the mentioned subject clubs activities, it was revealed that some schools introduced the Tuseme and Peleka rafiki zangu club (197, 59.3%) and (253, 76.2%) respectively. These clubs were also implemented as part of co-curricular activities where pupils discuss various crosscutting and challenging issues in the society locally and globally.

Despite of the responses from pupils, also teachers were asked to indicate whether there is an implementation of subject clubs and to indicate the common co-curricular activities that relate to subject clubs which are implemented in their schools. Teachers revealed that there were various co-curricular activities related to subject clubs that are implemented in primary schools. Majority of teachers (71, 56.8%) responded through questionnaire that there was an implementation of different subject clubs and they have been assigned to coordinate those subject clubs such as mathematics, language, science, social studies and ICT clubs. The findings imply that there was an implementation of subject clubs in primary schools.

When heads of schools were interviewed on types of co-curricular activities related to subject clubs that were implemented in their schools, they responded that the schools followed the primary school curriculum and one among of the issues to be implemented in schools was to have the subject clubs. From those responses it was revealed that majority of primary schools implemented the subject clubs. It was also shown that teachers were assigned to supervise those subject clubs. For example, in the interview with one of school head in the visited private primary schools was quoted saying that:

> *…Subject clubs are very good and I am emphasizing all teachers to follow the school daily routine which involves the subject clubs… my school have been doing very well in debate competition. Subject clubs help pupils to develop competence to speak English before others, so to me I think subject clubs are indeed very useful…* **Source:** Field Data (August, 2018).

As regards to public primary schools it was revealed that majority of primary schools were faced with the challenges of environment and teachers who were willing to implement various subject clubs. Through the interview session, one school head in public primary schools was quoted complaining:

> *…The nature of our schools limits us to implement every aspect that have been indicated in the curriculum…I recognize that subject clubs are good to be practiced in this schools but the environment are not conducive in this schools, teachers are few and we are limited with classes…* **Source**: Field Data (August, 2018).

The above quotation indicates that some of public primary schools did not implement effectively the subject clubs because of school environment and shortage of teachers.

Furthermore, the quality assurers were asked to indicate the implemented types of co-curricular activities that relate subject clubs in primary schools. The findings through interview with quality assurers revealed that subject clubs were implemented in schools. Surprisingly, the response from quality assurers further indicated that, the implementation status of subject clubs activities differ between public and private primary schools. As per reports of quality assurers shows that private primary schools were implemented well compared to public primary schools. Through the interview with one of quality assurers affirmed that:

> *…One of the roles of inspecting our schools is to oversee the implementations of co-curricular activities including subject clubs...majority of our reports show that some of the schools have subject clubs and other schools do not have... However, almost all private primary schools have subject clubs but the challenges are in public primary schools…* **Source:** Field Data (2018).

From the above quote the response imply that subject clubs were present in primary schools. However, there were variations in terms of status of the extent to which subject clubs were implemented between private and public primary schools. Some of public primary schools did not have subject clubs as their co-curricular activity.

Generally, it was found out that subject clubs are practiced in primary schools, though the status of implementation varied from one school to another. These findings are in-line with those of Lazaro & Anney (2016), Mafuru (1994), Makwinya and Straton (2015) who found that, majority of schools had subject clubs which helped students to study and revise what they had learnt in core subjects. However, these findings are contrary with those of Kibona (2015) and Njeri (2012) who found that there was lack of implementation of subject clubs in schools. Additionally, it

was observed that majority of private primary schools implemented well the subject clubs compared to public primary schools. These findings are supported by Lazaro (2015) and Luthans (2005) who established that, majority of private schools had good environment to implement subject clubs compared to public schools.

Conclusions and Recommendation

Despite of the commitment of government on implementation of co-curricular activities in all schools, the findings of this study unveil that the implementation process especially in public schools were lagging behind. Therefore, it is proposed that there should be a balance in terms of implementation of co-curricular activities to both private and public primary schools. Therefore, it is recommended that co-curricular activities should be integrated together with core-curricular activities as compulsory activities whereby all schools will implement and accord similar status by supplying all requirements as per direction of Education and Training Policy of 1995 and 2014.

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