Resource Availability and its Role in Promoting Participation in Non-Formal Curricular Activities in Kenyan Secondary Schools

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ABSTRACT

This study examined the resources that promoted participation in Non-Formal Curricular Activities (NFCAs) in secondary schools in Kakamega County, Kenya. A descriptive survey design was used. The study utilized 2507 participants who included 1935 learners, 430 teachers, 43 Heads of Department of NFCAs, 43 Principals, 43 parents and 13 SQASOs. To generate quantitative data, questionnaires were used and for qualitative data, structured interviews, document analysis and observations were utilized. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) and presented using frequencies, the mean, mode, percentages and standard deviations and qualitative data was presented in narrative form. The study found out that funding for NFCAs is inadequate at the school level and is delayed. Though resources for implementation of non-formal curriculum activities were available in most secondary schools, they were inadequate and could not match the large learner populations. The study recommended the government should also step-up provision of funds to enable acquisition of resources, infrastructure and supplies that will enhance learner participation in NFCAs.

Keywords: Curriculum Implementation, Curriculum Resources, Non-Formal Curriculum, Non-Formal Curricular Activities, Secondary Schools

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I. INTRODUCTION

Curriculum deals with learners' experiences through almost anything planned inside and outside the school (Ornstein & Hunkins, 2010). It is the vehicle through which education is realized and its implementation ought to balance the formal, informal, and non-formal dimensions for holistic learning to be achieved (Tyler, 1949; Eshiwani, 1973; Shiundu & Omulando, 1992).

Anecdotal evidence shows that Kenya's curriculum remains skewed towards the implementation of the formal curriculum with little regard for the Informal and Non-Formal Curriculum (NFC). NFC, which is realized through Non-Formal Curricular Activities (NFCAs), is given little attention and in some schools no attention at all. The summative evaluation by Kenya Institute of Curriculum Development in 2009 and the Sessional paper No 5 of 2012, 'Reforming education and training Sectors in Kenya, both established that curriculum was too academic and examination–oriented implying that only the formal curriculum was emphasized in schools (KICD, 2012). This only equipped the learner with academic intelligence as opposed to emotional intelligence and the acquisition of soft skills that are essential for life. As a result, the learner misses the acquisition of requisite knowledge, skills, values and attitudes, as little effort is put in recognizing the learners' potential, talents and interests acquired through participation in NFCAs.

Owing to the skewedness of the curriculum, stakeholders have been appointed to numerous task forces that strive towards a holistic curriculum. These date back to 1963 with deliberate call for the implementation of a holistic curriculum. Ominde recommended respect of cultural traditions of people and early identification of talent in young learners (Government of Kenya [GoK], 1964). The Bessey Report emphasized Kenya's cultural heritage and the entire heritage in which children and young people were growing (GOK, 1972). The Gachathi Report redefined policies that stressed national unity and socio-economic and cultural aspirations of Kenyans (GoK, 1976). Later task forces are: - the Summative evaluation of 2009 (KICD, 2012) and the Sessional paper No.2 of 2015 Reforming Education and

Training Sectors in Kenya informed the need for education to provide for the development of individual learners' potential in a holistic and integrated manner while producing individuals who were intellectually, emotionally, and physically balanced. The Needs assessment for curriculum reform (KICD, 2015) recommended that Kenya desired a reform structure and a school curriculum that emphasized the acquisition of relevant competencies and nurturing of talents.

Holistic development of the child is not a new phenomenon as it traces back to the existence of humanity when education and life were one (Sifuna & Otiende, 1994). The Western education that was introduced in the colonial era was elitist in nature and by independence, Kenya had adopted a curriculum that was too academic oriented with little place for the non-formal curriculum. The non-formal curriculum comprises activities traditionally referred to as extracurricular, co-curricular, intra-curricular, un-academic activities or extracurricular activities. NFC is realized through NFCAs which include games and sports, performing Arts and clubs and societies. These impose a new discipline on the child than the discipline given during formal learning hours.

1.1 Statement of the Problem

The importance of NFC traces back to the ancient times when education and life were one (Sifuna, 1994). Introduction of Western education negated this and introduced an elitist education which promoted the formal education hence recognized the cognitive domain of learning as opposed to the psycho- motor and the affective domains. The Non-Formal Curriculum is essential for holistic development of learners and is realized through participation in NFCAs allowing the child acquisition of skills beyond the classroom such as life skills, soft skills, emotional intelligence, communication skills, time management, and teamwork.

Implementation of the curriculum poses a challenge if not fully supported by all educational stakeholders. It then remains skewed towards the implementation of the formal curriculum alone (Eshiwani, 1993; Shiundu & Omulando, 1998). Anecdotal evidence suggests that time for non-formal curricular programmes is utilized to extend formal learning programs e.g., syllabus coverage and remedial work excluding NFCAs programmes. It is true that certification may lead to acquisition of jobs, but the labour market currently seeks values more than graduates with certification alone. It is therefore against this background that the study aims to provide insights and recommendation that will optimize the implementation of the non-formal curriculum.

1.1 Objective of the Study

The objective of this study was to establish the stakeholder's perception on the availability of resources that promote participation in NFCAs in secondary schools in Kenya.

II. LITERATURE REVIEW

2.1 Resources That Promote Learner Participation in Non-Formal Curricular Activities

Aiman (2022) indicates that the term 'resource' includes finance, materials staffing and time. For effective implementation of NFC, funding is key so that resources are availed in schools. Financial resources can then be converted into other forms of resources. Public schools in Kenya get direct funds from the free day Secondary funds, Constituency funds and County development funds. Parents also meet the direct cost of NFCAs through paying school fees from which the activity fund levied is derived. Additionally, NFCAs benefit from donations and fundraisers from friends and well-wishers. In the year 2023, after the resumption of NFCAs from a long lull caused by COVID 19, 3.3 billion was set aside for Non-formal Curricular Activities (Aiman, 2022). These funds were to cater for travel, accommodation and subsistence for all learners participating in the NFCAS at all levels of the activities. The activities include sports, music and drama festivals, science, and engineering fairs. The amount was to also cater for facilitation of judges; referees, adjudicators and other officials at all levels, and was to purchase trophies. Brookside Milk also donated 14 million towards games (Acosta & Acosta, 2017).

There have been combined efforts of parents through the Activity Fund charged in the school fees and monies disbursed by the government towards promotion of NFCAs. These funds are never sufficient to fully cater for participation of all learners. This is especially because of the large numbers of learners in public Secondary schools (Arsalan, 2020). Funds are largely required for infrastructural facilities, equipment and supplies. Drama and music require a hall with a stage; games, sports and athletics require games and track fields. Again, drama and music will need costumes and decor whereas games will require equipment such as balls, hockey sticks and supplies such as games kits, uniforms and shoes (Atinga, 2018). Trainers, coaches and facilitators are also required to take the learners through requisite skills in the NFCAs. These may be teachers or coaches with expertise in certain specialized activities

such as drama, music or football. The school bus is an equally important resource in the school because it facilitates travel of learners to other schools for presentations, competitions, and exposure (Ary et al., 2010).

Participation is actualized when schools apportion time to NFCAs, and teachers ensure that the time is spent for the purpose it is set for. Activities are organized at the school, zonal, county, regional and national levels. A schedule is provided by the MOE specifying the NFCAs that should be offered in schools in particular seasons. Good performance at one level escalates to performance at a higher-level (Mohammed and Osaki, 2020). The State Department of Education disburses funds for co- curricular activities. A small percentage is dedicated towards activities and is not enough because NFCAs are many. The sources for funding include co-curricular activity vote head, Free Day Secondary Education funds and activity fund paid as part of fees by parents, Constituency Development Fund and Local Transfer fund (LATF) (Makori et al.,2014). Funding, however, is inadequate and unreliable because of delays in disbursement and this adversely affects the preparation process. Among the other uses for these funds are provision of sports/festival facilities, running of NFCAs the school, zonal, sub-county, county, regional, and national levels. Kisango (2016) agrees that there is a positive relationship between funding and participation on co-curricular activities in secondary schools in Lamu. This shows that increased funding leads to development of learner's activities in NFCAs.

Time is a very important resource in the implementation of NFCAs. A guiding manual for Heads of Secondary Schools in Kenya is given by the Ministry of Education (MOE, 2000). In it, is a recommended daily routine for schools, whereby secondary schools end their days with either games or clubs and societies. In day schools the recommended time for starting the activities is from 4.00 p.m. but for boarding schools the time is from 4.30 to 6.00 p.m. The manual points out clearly that games, clubs and societies should be organized when teaching ends in the afternoon and they may also take place on Saturday mornings.

III. METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey research design. This design had both qualitative and quantitative methodologies. Quantitative data was derived from questionnaires for the principals, Heads of Departments, teachers, learners and parents. Qualitative data was derived from semi- structured interviews that were administered to the QASOs. Participant observations were carried out to find out about the facilities that promoted participation in NFCAs. Content analysis was also used, and the school daily routine, timetables and certificates were analysed.

3.2 Study Population

The population in this study included education stakeholders; the Quality Assurance of Standards Officers in the 13 Sub-counties, secondary school principals, Heads of Departments in charge of non-Formal curriculum Activities (Co-Curricular activities) teachers and learners and parents.

Table 1
The Study Population

Description	Total
CQASOs	13
Secondary School Principals	414
Heads of Department of Non-Formal Curricular Activities	414
Teachers	10151
Learners	116363
Total	**127355**

Source: Kakamega County Office (2018)

3.3 Sample Size and Sampling Techniques
3.3.1 Sample Size

Gay (2006) suggests a minimum sample size of 10% of the total population when dealing with large populations in descriptive research. It is on this basis that this study adopted a sample size of 10% of the total population. Out of 414 schools, 42 schools were selected.

Table 2

Strata of Schools in Kakamega County

School Type	No. of Schools	Sampling technique		Selected No. of Schools
National	2	Purposive		2
Extra County	30	random		3
County	64	random		6
Sub-County	298	random		30
Private	20	random		2
Total	**414**			**43**

Table 1

Sampling Frame

Stakeholders	National Schools	Extra- County Schools	County Schools	Sub-County Schools	Private Schools	Total
Principals	2	3	6	30	2	**43**
Teachers	20	30	60	300	20	**430**
Learners	90	135	270	1350	90	**1935**
Parents	2	3	6	30	2	**43**
	114	171	**342**	**1710**	**114**	**2451**

3.3.2 Sampling Techniques

This study first employed stratified random sampling, to make certain that the schools included in the sample are selected in proportion to their occurrence in the population. The strata were in respect to the school types and comprised national schools, extra- county schools, county schools, and private schools. The schools in each stratum had an equal chance of being included in the sample. Table 3.2 shows the strata of schools in Kakamega County. Given that there are two national schools in Kakamega County, both of them were included in the sample.

3.4 Data Collection methods

Both primary and secondary data were considered in gathering information. Primary data was obtained through questionnaires, interview guides and observations, whereas secondary data was obtained through existing documented material such as the timetable, school routines and certificates of participation. The data collection methods that were used were in-depth interview, participatory observation and secondary sources including content analysis.

IV. FINDINGS

4.1 Availability of Resources for Implementation of NFC

The resources investigated included funding, facilities, equipment, and human resources that promote NFCAs. Funding is a very important determinant of resources as a large percentage of funds attracts several resources. Teachers were asked whether the MOE and whether "the school principal provided funds for participation in NFCAs. Their responses were summarized in table 4.1.

Table 4

Teachers' Responses on Whether the School Principal Provides Funds for Participation in NFC Activities

Perception	f	%
Strongly disagree	0	0
Disagree	5	3.0
Agree	83	49.4
Strongly Agree	80	47.6
Total	168	100.0

Only 3% disagreed that the school principal provided funds for participation in NFC activities. Majority (49.4%) agreed and (47.6%) strongly agreed that school principals provided funding for NFC activities.
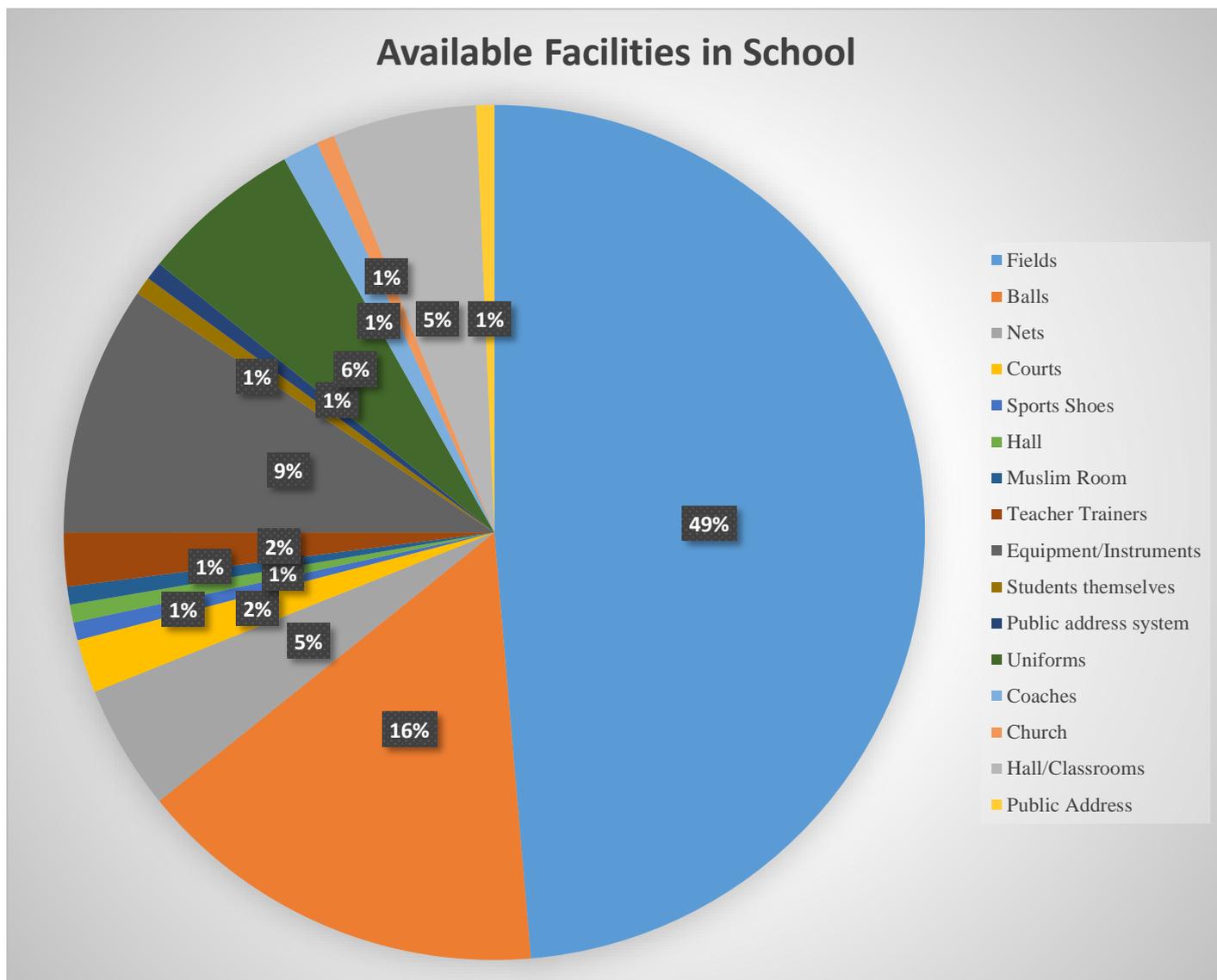
Figure 1
Available Resources

From Figure 1, schools have several resources for the promotion of NFCAS. Fields are common across the schools, and this is per the requirements of the Physical Education and Sport Policy for Basic Education (2021) in Kenya, which require all schools to have suitable infrastructure to promote PE and sports. Other than it being a requirement to have fields in schools, sports and games are considered important, as they are avenues for developing learner talents. Equipment such as nets, balls, and sports shoes were also available, though in very small percentages. The resources that stakeholders identified in schools that promote NFCAs were space. The presence of fields and courts was the highest, and the hall is very important in schools in the promotion of games and sports. Outdoor games such as football, netball, hockey, and volleyball are carried out in open spaces, whereas indoor games are carried out in the hall. Of importance in the promotion of games and sports are coaches and teacher trainers who took the learners through the requisite skills. Uniforms, nets, and sports shoes support games and sports. The halls are also venues for performance arts and meeting points for clubs such as debate and societies such as Christian Union (CU) and Young Catholic Students (YCS) among others. Churches in schools are specific in promoting CU and YCS, and the Muslim room for IREC The public address system cuts across all the school functions and took away the burden of hiring from commercial entities , saving schools money.,

Table 5
Descriptive Statistics Showing Available Resources

Mean	9.80
Median	3.00
Mode	1
Std. Deviation	18.304

A standard deviation of 18 in Table 5 implies that resources that support NFCAs are available though in very low percentages. This low percentages agree with figure 1 on available resources where some of the percentages on the resources available are very close in percentages which are as low as 1% or 2%.The implication of this is that a lot still needs to be done to acquire sufficient funding that would procure the resources. A strong policy by the MOE on funding Secondary schools specifically for NFCAs would have to be enhanced to enable schools to actively participate in the same. Large schools with populations of 1000-1500 learners require more playgrounds, equipment and supplies to accommodate the large numbers of learners in the school. This was not the case as evident from the participant observation, as playgrounds did not match whole populations in the school implying that many learners were not adequately catered for affecting their participation. Other supplies such as equipment and supplies such as uniforms and balls were also not adequate at all.

4.2 Resources, Facilities and Equipment that Promote NFCAs

According to Shiundu and Omulando (1992), the success of a curriculum is highly dependent on the availability of the needed facilities. This means that unless the needful infrastructure is put in place, implementation of NFC in schools will face challenges. To determine the availability of facilities, equipment and resources, learners were asked about their perceptions on availability of various facilities and equipment. Their responses were as in Table 6.

Table 6
Students' Perceptions on Availability of NFC Facilities and Equipment

		SD	D	UD	A	SA
There is no school hall to promote drama activities	**f**	360	116	46	57	0
	%	62.2	20.0	7.9	9.8	0
There is no play ground	**f**	339	136	16	47	30
	%	58.5	23.5	2.8	8.1	5.2
There are no adequate games equipment	**f**	324	178	32	29	16
	%	56.0	30.7	5.5	5.0	2.8

The majority (62.2%) of the respondents indicated their school had no hall to promote drama activities, 58.5% did not have playgrounds and 56.0% did not have adequate games equipment. The implication of this was that most schools had inadequate resources, infrastructure, facilities, equipment, and resources to promote NFC.

Table 7
HODs Responses on Time Allocation for NFCAs

		SD	D	UD	A	SA
NFCAs are scheduled in the school routine	**f**	0	0	0	12	25
	%	0	0	0	32.4	67.6
Time allocated for NFCAs is adequate	**f**	13	12	10	2	0
	%	35.1	32.4	27.0	5.4	0

Time is considered an important resource for successful implementation of NFC, and it must be factored in for the success of implementation of NFC. However, the study established that there was inadequate time despite all pointers that time was set aside for activities, there was inadequate time for participation as revealed by the 32.4% who disagreed and the 35.1% who strongly disagreed that the time allocated to NFCAs was adequate. When time is not sufficiently dedicated to NFCAs, it follows that there is little regard for the activities in schools. This supports the findings by Lazaro and Anney (2016) in which they stated that preferences of other subjects in the formal curriculum

is given during scheduled time for NFCAs and therefore stakeholders' attitudes must be addressed so that they begin to appreciate the value of NFCAs and effectively implement NFC in schools.

The results showed that 32.4% agreed while 67.6% strongly agreed that NFCAs were scheduled in the school routine. This means that learners have opportunities created within the school programmes for them to engage in NFCAs. Whether the time allocated for the activities is utilized for the intended purpose was in contention. This agrees with the SCQASO, who said that:

> *NFCAs are more effectively undertaken if entrenched within the school routine. The teacher on duty can follow them up and enforce them to ensure they are done. If not scheduled in the school routine, they easily are forgotten. Some schools also have special days dedicated to these activities, such as sports days and cultural days* (SQ, personal interview, September 23, 2021)

Odhiambo et al. (2020) agreed to the fact that NFCAs were found at all levels of schools systems as routine activities and included debate, athletics, music, drama school publications, school clubs, contests and various social events.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

Conclusions from this study were that resources facilities, infrastructure, and supplies for the implementation of non-formal curriculum in secondary schools were key in implementation of NFC and were available in most of the secondary schools in Kakamega County. However, they did not match large learner populations. Time apportioned to the activities was also inadequate as it was utilized on formal learning activities.

5.2 Recommendations

Based on the conclusions drawn from the study, the following recommendations were made. Firstly, it is advisable that the government increases its funding allocation to support investment in Non-Formal Curriculum (NFC) facilities, infrastructure, resources, and supplies within schools. This financial boost would significantly contribute to improving the overall learner participation in Non-Formal Curricular Activities (NFCAs).

Secondly, schools themselves should take proactive measures to allocate sufficient time for NFCAs within their curriculum. Furthermore, robust monitoring system should be enforced to ensure that the allocated time is effectively utilized for its intended purpose is crucial. This would help guarantee that NFCAs receive the attention and focus they deserve in the educational setting, ultimately benefiting the students.

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