

**THE IMPLEMENTATION OF NON-FORMAL CURRICULUM
IN SECONDARY SCHOOLS IN KENYA**

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TECHNOLOGY**

APRIL, 2024

DECLARATION AND CERTIFICATION

This thesis is my own original work and has not been presented in any other university for a degree or any other award.

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CERTIFICATION

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DEDICATION

To my spouse, Prof. John O. Shiundu, for inspiring me in my academic pursuit and my children; Allan and Vanessa, whom I aspire to inspire to reach great academic heights.

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ABSTRACT

The purpose of this study was to examine the implementation non-formal curriculum in secondary schools in Kenya. Specifically, the study sought to assess the status of implementation of the Non-Formal Curriculum (NFC) in secondary schools, analyse the availability of resources that support participation in Non-Formal Curricular Activities (NFCAs), explore the perceptions of stakeholders on learner participation in NFCAs and design a model of implementation of NFC in Secondary Schools. The study was predicated upon the Social System Theory, and employed a descriptive survey design. It drew from Gays' (2006) 10% sample size from a total population of 412 schools in Kakamega County. Participants included 1935 learners, 430 teachers, 43 Heads of Department of NFCAs, 43 Principals, 86 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 analysed through the Statistical Package for Social Sciences (SPSS) Version 20 and results presented through frequencies, the mean, mode, percentages and standard deviations and qualitative data was presented in narrative form. The study found that there was implementation of NFC in secondary schools with schools offering from very limited NFCAs to a variety of NFCAs. It also found that resources for implementation of non-formal curriculum activities were inadequate owing to limited funding and the large populations of learners in schools. NFCAs were scheduled in the school routine but follow-ups mechanisms were poor and so the time allocated for NFCAs was not spent on the activities. Majority of the learners participated in NFCAs only at the school level. Schools were keener on competitive participation and this involved only small percentages of learners. Some learners did not participate in NFCAs in their entire school life because they pursued academic excellence alone. The study also drew a model that would guide the implementation of NFC. The study thus recommends that: school administrators should in liaison with relevant stakeholders build on the existing policy to guide learners on participation in NFC activities; schools create and maintain schemes for rewarding learners and teachers who excel in NFCAs; the government should also improve on provision of funds and ensure that disbursement of funds is timely to enable acquisition of resources, infrastructure and supplies that will enhance learner participation in NFCAs. The time scheduled for NFCAs should be utilized for the purpose it is meant for and that teachers should be assigned the task of supervision of NFCAs for effective implementation of NFC.

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ABBREVIATIONS AND ACRONYMS

A&SSP	Arts and Sports Science Pathway
AIE	African Indigenous Education
BOM	Board of Management
CBC	Competency Based Curriculum
CCAs	Co-Curricular Activities
CD	County Director
CQASO	County Quality Assurance and Standards Officer
CU	Christian Union
FPE	Free Primary Education
FSE	Free Secondary Education
GoK	Government of Kenya
HoD	Head of Department
IREC	Islamic Religious Education Club
JS	Junior School
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
NFC	Non-Formal Curriculum
NFCAs	Non-Formal Curricular Activities
PA	Parents Association
PE	Physical Education
QASO	Quality Assurance of Standards Officer
SC	Senior School
SCQASO	Sub- County Quality Assurance Officer
SEAs	Structural extra-curricular activities
YCS	Young Christian Society

CHAPTER ONE

1 INTRODUCTION

1.1 Background to the Study

Education, in a broad sense, is the aggregate of all the processes by which a person develops abilities, attitudes, and other forms of behaviour of practical values in the society in which they live in. It is also the social process by which people are subjected to, by the influence of the selected and controlled environment (especially that of school) so that they may obtain social competence and optimum individual development (Good, 1973). Education plays a vital role in the socialization of the youth into active membership in their immediate society. For it to be beneficial, it should address all dimensions of the curriculum, which include the formal, informal and non-formal. In this way, education will prepare the learner for creative adulthood, which is important for embracing life in the current dynamic society.

Curriculum, is the vehicle through which education is achieved and deals with learners' experiences through almost anything planned inside and outside the school (Ornstein & Hunkins, 2010). It entails, the learner's experiences under the school's jurisdiction (Shiundu & Omulando, 1992). If it has to be meaningful, it ought to be holistic to take care of the cognitive, psychomotor, and affective domains of learning.

Stakeholders in education are central to enabling holistic learning happen and are instrumental in the effective and efficient implementation of the curriculum. Their role is crucial, requiring them to collaborate closely to ensure that they embrace innovative strategies for curriculum to be implemented in totality. It is therefore imperative that stakeholders are brought on board for any change process in the education to be understood, embraced, and supported. Mackatiani, Imbova, and

Gakungui (2016) recognize education as being key to any nation's development process and asserts that, for it to be effective, it should be clearly defined, legislatively protected, owned and reviewed to ensure that it is in harmony with both local and global trends.

It has been established that there is need for a balanced curriculum for the development of an all-rounded learner but Kenya's 8-4-4 system of education has remained skewed towards the implementation of the formal curriculum with little regard for the informal and non-formal curriculum (Amutabi, 2019). The result of this, was the gap in the implementation of the non-formal curriculum. Examinations remain central in the education system and are considered a measure to success thus side-lining the important role played by the NFCAs which are not examinable. The resources for the implementation of NFCAS are limited and there is also limited time apportioned for learners to participate in NFCAs.

Stakeholders put emphasis on academic success but achievements in NFCAs are not fully recognized by schools. The education system has been criticized for failure to fully accommodate non-formal curricular programmes. The curriculum is overloaded and exam oriented and extra tuition consumes time for games, clubs and societies and other non-formal curricular activities (Aduda, 2003). The summative evaluation of 2009 (KIE, 2009) and the Sessional paper No. 5 of 2012, 'Reforming education and training Sectors in Kenya', established that curriculum was too academic and examination-oriented. This implies that only the formal curriculum was emphasized in schools promoting academic intelligence alone as opposed to emotional intelligence and the acquisition of soft skills (World Bank, 2019) that are essential for life. The learner missed out on the acquisition of requisite knowledge, skills, values

and attitudes. Little effort is also made in recognizing the learners' potential gifts, talents and interests acquired through participation in NFCAs. Soft skills include teamwork, listening, communication, time management, critical thinking, problem-solving skills enshrined in emotional intelligence and are essential for life. They cannot be imparted through the formal curriculum but through the NFC and are achieved when learners participate in games, sports, drama, music, dance, clubs and societies.

The bias in the implementation of the curriculum and the dynamic nature of the society, calls for reforms in the curriculum and this explains why stakeholders have been appointed to numerous task forces that have informed change in the Kenyan curriculum. In independent Kenya, the task forces trace back to 1963; the Ominde commission of 1964 (Republic of Kenya, 1964) which in part recommended fostering national unity, through respect of cultural traditions of people and early identification of talent in young learners. If the recommendations had been embraced fully NFC would have taken its rightful space in the Kenyan curriculum. The Bessey Report (1972) found an indifferent curriculum to Kenya's cultural heritage, the Gachathi Report (1976) redefined policies, stressed that national unity, socio-economic and cultural aspirations of Kenyans needed to be addressed. Later, task forces were the Summative evaluation of 2009 (KIE, 2009) and the Sessional Paper of No.1 of 2015 that 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 .

Further, the county's educational system was to be realigned with Vision 2030 and the Kenyan Constitution of 2010 in 2011. The former advocated for nurturing of students'

talents while the latter, emphasized that the child in Kenya has the right to free and obligatory public elementary school education, as enshrined in the Kenyan Constitution of 2010 (Otieno, 2016).

The Needs Assessment for Curriculum Reform (KICD, 2015) replicated the need for a school curriculum that emphasized the acquisition of relevant competencies and nurturing of talents. The curriculum was to enhance social co-existence and shun social vices such as corruption, tribalism, and insecurity. Specifically, the emphasis was on identifying and nurturing each learner's potential thus, the need to implement a curriculum that would reform education and training sector to provide for the development of individual learners' potential in a holistic and integrated manner. The summative evaluation of 2015 is in sync with this study in the need for a holistic curriculum that would produce an all- round learner.

It suffices to say that the 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. Early man's education enabled man to have immediate communal security survival. This utilitarian education emphasized communal conformity, family, clan and tribal stability, survival, and security (Sifuna & Otiende, 1994). Classical and Medieval education convergence point was that education was meant for the all-round development of learners. Education therefore, had no place for compartmentalization as education was life, and life was education. Differentiations only came with demands in immediate societies, which dictated the nature of education provided to the citizens.

Take the case of Sparta and Athens (both states of Ancient Greece), which differed greatly in their approaches to education. Athenian education, on one hand, sought to

produce perfect citizens hence emphasized civic manhood, individual excellence, worth and public usefulness. The curriculum included gymnastics for body strength and beauty, music for the enrichment and purging of the soul, and the letters or sciences for instructing the soul. Athenian education was, therefore, elitist and sought to foster science and humanities. Sparta, on the other hand, specialized in the art of war, aiming to produce soldiers. Education prepared its citizens for participation in religious obligations, political matters, and the state's defense (Sifuna & Otiende, 1994).

Another example is that of Egypt, which was among the early civilizations in the world. It had educational aims, which strived to perpetuate social stability and the status quo—the educational processes aimed at maintaining societal classes in their social, political, and economic life. Egypt was a socially hierarchical society, so education enhanced the hierarchical structure, allowing members to fit into their social classes. Egyptian education was purely utilitarian, taking advantage of the river Nile to develop a complex agricultural society. Much emphasis was placed on Religion and Artwork. Women received an education designed to prepare them to be good wives and become good mothers.

Utilitarian education was again emphasized in the Indigenous African Education in which African children learned what they lived as education would begin with life and ends with death. A child had to pass through various stages of age groupings with a system of education defined for every life status. Parents were the children's first teachers, and they initiated the children into the family, clan, and tradition. There was no special class of people called teachers. All members of the community were involved in the education of children. The homestead was the school, and education

was mainly geared toward the inculcation of good morals (Kenyatta, 2004). Content stressed the communal and social aspects; rather than the individual roles. Roles for both men and women were clearly defined and cultural traditions and customs from their ancestors and apprenticeship were taught.

There is a large contrast in education between early education foregrounded in this chapter and what is referred to as ‘Western Education’. In Kenya, Western education is manifested through the coming of Europeans into Africa after the Industrial Revolution in Europe in the 18th and 20th centuries (Sifuna & Otiende, 1994). Arithmetic, Kiswahili, and English were important in the spread of Christianity, and practical subjects such as carpentry and gardening were useful in the community.

At independence, Kenya had adopted a colonial education system, which was discriminatory in nature and required realignment to societal and cultural demands. The curriculum had content-based approaches, was too academic oriented and implementation paid little attention to the NFC. Education, introduced to Africa by the Europeans, is blamed for giving rise to an elitist society and disrupting the initial aims of education, the peace, and tranquillity enjoyed by the ancient and indigenous societies, which promoted conformity with the norms and ideals that the society upheld. This type of education had little regard for real teacher innovation, so education became inflexible (Indire, 1972).

The Non-Formal Curriculum includes organized learning activities that may not necessarily be restricted to any class level but contribute immensely to the achievement of educational aims (Buluma, 2017). It is achieved through participation in NFCAs which is equated to what was traditionally referred to as extra-curricular, intra-curricular, un-academic activities or structured extra-curricular activities. These

activities form an important part of the curriculum and can be categorized into three; games and sports, academic clubs that impose a new discipline on the child than the discipline given during formal learning hours. They include academic clubs such as Agriculture, Mathematics Science Congress, and Geography clubs. Non-academic clubs are based on talent and practice, using the hands and creativity, such as hobby groups, drama, music, and dance.

Globally, there is evidence that education embraces holistic approaches to learning, as seen in how schools include NFCAs in their school routine. In the United States of America, Non-Formal Curricular Activities are referred to as co-curricular activities. They are found at all school system levels, especially in secondary schools. They include debate, athletics, music, drama school publications, and student council. School clubs, contests, and various social events (Storey, 2010).

In Japan, NFCAs are called extra-curricular activities with instructions that all students should join bukatsu, club activities, immediately after enrolling. The activities range from athletic activities; to soccer, baseball, and swimming. They also include activities that are non-athletic such as art, calligraphy, and brass band. Provision for practice is made daily after school, during the weekend, and before school, with teachers being expected to supervise all the activities (Walt Gardner, 2017)

In South Africa, schools provide a wide range of extracurricular activities such as netball, dance, hockey, volleyball, football, rugby, cricket, athletics, swimming, gymnastics, tennis, basketball, badminton, aerobics, weight training, golf, and table tennis. The activities occur in gymnasiums, the school playing grounds, or indoor swimming pools (Waterstone College, 2011).

In Tanzania, NFCAs are referred to as extra-curricular activities, and schools strive to include games, sports, clubs and societies, music, and drama in their curriculum (Japheth, 2013). The extra-curriculum activities effectively promote different dimensions of the curriculum, and if there are any positive effects, they are attributed to the school's managerial strengths.

For schools to succeed in implementing a holistic curriculum there must be concerted efforts of all education stakeholders, who are people with a legitimate interest in the success of an institution (Msila, 2014). Bell and Mengue (2005) agree that the impact of stakeholders on institutions occurs through the formation of expectations that are directly linked to the institution's performance. Education stakeholders must agree with their perception to synergize towards a common goal, which in the case of this study is the implementation of a Non-Formal Curriculum. There are various stakeholders in schools: both internal and external, and their support is important for the schools' growth.

In Kenya, the external stakeholders involved in implementing the secondary schools curriculum are the Ministry of Education, Kenya Institute of Curriculum Development (KICD), the Board of Management(BOM) and parents. The internal ones are the principals of schools, teachers, and learners. The involvement of all these stakeholders is crucial for the implementation of a holistic curriculum more especially that of a Non-Formal Curriculum whose implementation has been in contention (Ongonga *et al.*, 2010). Mc Inally (2003) and Newman (2003) agree that participation in co-curricular activities is not fully supported by many schools and its contribution to the student's self-concept and academic performance have not been clearly articulated to the educators, teachers, students, and parents.

Ng'ang'a and Kambutu (2010) assert that curriculum change driven by the community's need is likely to succeed, unlike one driven by external forces such as political pressures because it needs more support from other stakeholders. The starting point is how the stakeholders perceive the NFC; if their perceptions are positive, then it follows that they will support NFC and that schools would, in turn, embrace NFCAs. Schools in Kenya tend to flaunt this, and concentration has been mainly on the formal curriculum at the expense of the NFC. This arises from the fact that stakeholders are majorly concerned with the formal curriculum, which yields results that lead to employability. This needs to be revised to include other aspects of the curriculum that define what the current employer is looking for in employees. Besides academic qualifications, the employer is interested in soft skills such as teamwork, listening, communication skills, and time management, which are derived mainly from participating in co-curricular activities.

Implementation is key in this study because it is the phase in which the planned curriculum is put into practice. The Learning strategies are translated into actual teaching and learning experiences. It ensures that the educational goals, the methodology and the content are all put into practice. Effective implementation of the curriculum ensures that goals, objectives and outcomes of the curriculum are achieved and bridges the gap between planning and action . It is at the implementation stage that educators can improve on the strategies, the participation and optimize learners holistic development. It is also at the implementation stage the gaps in the curriculum are identified .

In 2020, the GoK made intentional endeavours to designate thirteen educational institutions as talent centres with the aim of fostering the interests and talents of

students. The aforementioned educational institutions were dispersed across nine counties, encompassing Sagala Boys, Kakamega High School, Maseno School, St. Agatha Mokwo, Cheptil Mixed Secondary School, Kerugoya Girls School, Isiolo Boys School, Matuu Memorial Girls School, Upper Hill School, Garissa High School, Dadaab High School, Shimba Mixed School, and National Talent Academy (MOE, 2020). Upon further examination of the operations of these educational institutions, it becomes evident that they failed to effectively fulfil their designated responsibility of fostering and nurturing talent .

On policy issues, the national goals of education give direction as to which direction education should take. Implementation of NFC can be inferred through Goal 1 which hinges on fostering nationalism and promoting national unity. Inferences are also made in Goal 3 through promoting individual development and self-fulfilment and goal 6 promoting respect for development of Kenya's rich and varied culture.

KICD which is charged with the responsibility of curriculum development in their core functions adds weight to the goals of education in core function in incorporating national values, talent development and leadership values in curriculum development (KICD Act No 4 of 2013 (KICD 2019). This is further emphasized through the MOE strategic plan 2018-2022 which proposes to establish a model STEM, as well as a sports and talent secondary school in every county; to develop guidelines on identification, placement and development of gifted and talented students; and to build capacity of teachers to implement STEM, as well as sports and talents in secondary school. The policy of implementation NFC is not strong and gaps in the implementation of NFCAS both as an aspect of NFC or formal curriculum. When offered outside the formal curriculum, it is NFCAs are scheduled in the school

routines but time allocated to is devoted to Formal curriculum and even when in the realm of formal curriculum little attention is given to it. Physical Education (PE) lessons, which are a part of the formal curriculum in Kenyan schools and are meant to teach and improve sports skills and abilities, are not utilized for the intended purpose.

Despite learners being ready to participate in sports, the teachers do not take them through the lesson. Learners are left on their own during the P.E lesson; the most the teacher would do is to give them balls to play with on their own. Research studies by Odhiambo, Ngota, and Okoti (2020), Kariuki (2017) and Quay (2014) found general lack of interest in sports and Physical Education in Kenyan schools. Physical Education has been given less importance, and that most PE and sports departments have inadequate funding and resources. Even physical education lessons that are part of the core curriculum need to be more represented in the curriculum of most public schools but are converted to other subjects, which are examinable.

It is against this backdrop of the treatment given to NFC that the study examined the drivers of the non-formal curriculum implementation in secondary schools in Kenya implementation NFC in secondary schools in Kenya .

1.2 Statement of the Problem

The current state of education in Kenya highlights a significant imbalance in curriculum implementation, with a predominant focus on the formal curriculum at the expense of the informal and non-formal dimensions (Eshiwani, 1993; Shiundu & Omulando, 1998; World Bank, 2019). This skewed emphasis leads to a deficiency in life skills among graduates, hindering their ability to adapt to real-life situations and provide quality service in the workplace. The deficiency in soft skills, such as time

management, teamwork, communication, problem-solving, empathy, creativity, and emotional intelligence, underscores the need for a more holistic approach to education.

Secondary schools in Kenya face challenges in fully implementing NFCA programmes with education stakeholders prioritizing formal learning, syllabus coverage and remedial work. There is overreliance on rote learning (Amutabi, 2003; Bogonko, 1992), which is coupled with an overloaded curriculum (Clegg et al, 2008), resulting in unexploited talents and promotion of learner interests. Limited emphasis on NFCAs leads to unequal opportunities for participation of learners and schools in NFCAs .

Furthermore, the lack of comprehensive studies assessing the current status of non-formal curriculum implementation in secondary schools, as well as the perceptions of various stakeholders regarding learner participation in non-formal curricular activities, creates gaps in understanding the effectiveness of these programs. Additionally, the absence of a well-defined model for the implementation of NFCAs creates a gap. To address these challenges, this study aimed at investigating the drivers of non-formal curriculum implementation in Kenyan secondary schools. The ultimate goal was to design a comprehensive model that informed better educational practices, fostering a more well-rounded educational experience for learners.

1.3 Purpose of the Study

The study sought to examine the implementation of the non-formal curriculum in secondary schools in Kenya.

1.4 Objectives of the Study

The specific objectives of the included:

- i. To assess the status of implementation of NFC in secondary schools in Kakamega County.
- ii. To analyse the availability of resources that support participation in NFCAs
- iii. To explore the perceptions of stakeholders on learner participation in NFCAs
- iv. To design a model of participation in NFCAs in Secondary Schools.

1.5 Research Questions

- i. What is the status of implementation of the NFC in Secondary Schools in Kakamega County?
- ii. To what extent are resources that support the implementation of NFCAs available?
- iii. What are the perceptions of stakeholders regarding learner participation in NFCAs in secondary schools in Kakamega County?
- iv. What model can emerge from this study that will ensure more effective implementation of NFC in Secondary schools?

1.6 Justification of the Study

NFC is an important component of the curriculum and participation in NFCAs and promotes holistic development of the learner . Justification of this study was therefore premised upon the need to enhance holistic development in learners through fostering the acquisition of soft skills and other important values beyond the classroom such as leadership, teamwork, time management, creativity that this study emphasizes.

This study was justified as it stressed the need for education stakeholders' engagement in the implementation of the NFC. For the MOE, the study was justified so that the loose ends in the policy on implementation of the NFC could be tied. It is hoped that this study will contribute to a well-rounded curriculum and will lead to improvement in educational practices. Secondary schools may improve in helping in identification and nurturing of learner talents and interests beyond the academic realm. The study coincides with the implementation of the competency-based curriculum in Junior and Senior Schools in Kenya, which offer the Arts and Sports Science as a career pathway. Recommendations and the model developed in this study may guide the implementation of CBC with regard to the Arts and Sports Science Pathway.

1.7 Significance of the Study

Findings of this research may address alignment of NFCAs to the national goals of education and so will be of great importance to the Ministry of Education because the knowledge that will be generated may enhance policy on participation of learners in NFCAs and improve educational outcomes in so far as the implementation of NFC is concerned .

The findings provided information for awareness creation on the important role played by education stakeholders in the implementation of a holistic curriculum. Management strategies of NFCAs will be enhanced especially in the Competency Based Curriculum which has introduced the Arts and Sports Science Pathway in the junior and senior schools. The study will enlighten the school Principals and the teachers about the implementation of NFC so that they collaborate with other relevant education stakeholders. From the study , parent stakeholders will add value to their

children's' perceptions of NFCAs through encouraging their children in the selection of the Arts and Sports Science Pathway.

The study sheds light to the important role of NFCAs in promoting well-rounded learners who can embrace values and attitudes such as teamwork and critical thinking. The study may be used as a springboard for other related research studies that will further address the gaps in the field of NFCAs.

1.8 Scope and Limitations of the Study

1.8.1 Scope

This study was set to Kakamega County which is one of the forty-seven counties in Kenya. Kakamega is located in the Western region of Kenya. The study focussed on secondary schools educational levels. The purpose of the study was to examine the implementation of non-formal curriculum in secondary schools in Kenya. The theoretical framework was premised *upon* the Social Systems Theory. The sampling procedures were stratified random sampling, saturated sampling and convenient sampling. The sample size was 413 schools drawn from Kakamega county in the categories of national schools, extra county schools, county and sub-county schools. The philosophical paradigm was that of pragmatism and the research approach was that of descriptive survey design. The data collection tools included questionnaires, interview guides and observations of the timetable, school routines and certificates of participation. Stakeholders selected for the study included the Sub-County Quality Assurance Standards Officers, secondary school principals, Heads of Departments in charge of Non-Formal Curricular Activities, teachers, learners and parents. The focus was on one dimension of the curriculum, which is the NFC only, and not the entire

curriculum. Non-formal activities that promoted the implementation of NFC included games, sports, drama, music, clubs and societies .

1.8.2 Limitations

The study was limited to only one county in Kenya, of Kakamega. Physical issues relating to poor road network were also an issue The researcher went about this by engaging communication means that could manage the rough terrain. Another challenge was the Covid-19 Pandemic that delayed collection of data with some schools restricting entry into their schools. This affected direct contact with informants during data collection. To overcome this challenge some questionnaires were distributed and answered on-line. The other limitation was accessing parents to provide data for this study. The class prefects assisted in identifying the parents in this study. With a research culture in Kenya that is not well developed, there some respondents who resisted to respond to the questionnaires. The researcher resorted to persuasion as a means of getting the respondents to participate fully.

1.9 Assumptions of the Study

The study rested on the following assumptions: -

- i. There is no policy in place for the implementation of NFC.
- ii. All schools did not adhere to the NFC policy and therefore participate in NFCAs.
- iii. There was a willingness of teachers to engage in NFCAs .
- iv. The resources for implementation of NFC in secondary schools were inadequate.

- v. There was no parental support in the implementation of NFC through learner participation in NFCAs.
- vi. That there was no administrative support towards learner participation in NFCAs .
- vii. The treatment of non-formal curriculum in Kakamega County can be generalised to all schools in Kenya.

1.10 Theoretical Framework

This study was premised upon the Social Systems Theory (SST) which is a perspective that views society as a complex system, composed of various interconnected parts, including beliefs, as they relate to a whole (Stitchweh , 2011). It draws greatly from the works of social scientists; Talcott Parsons (1902-1979), Niklas Luhmann (1927-1998), Anthony Giddens (1838-2021) and Ludwig von Bertalanfy (1901-1972). SST views organizations, such as schools, as complex systems with various interrelated components. It presumes that there is an underlying social order in the world and that social ordering is a constant and dynamic process . All human behaviour is purposive and all forms of social organizations display self-maintaining and development characteristics (SAGE, 2015).

A system has entities of patterned activities of a number of individuals that are complementary or interdependent, and have a common outcome, which is bound by space and time (Katz & Kahn, 1996). The theory is further supported by the systems model, which is a curriculum model, that views people in a school as having overlapping responsibilities and that if people responsible for a major portion of an innovation respect, support and trust one another, they are likely to interact in a positive way with others throughout the organization (Ornstein & Hunkins, 2010).

The SST resonated well with this study because the theory emphasized the interconnectedness of various components within the school. It addressed the status of NFC implementation when it examined the range and availability of NFCAs offered in schools, the policy guiding participation in NFCAs, the scheduling of the activities and adherence to time schedules set for the activities by MOE .

Besides just looking at the range of NFCAs, the importance of resources in the implementation of NFC was outlined. Participation in NFCAs, requires inputs in form of infrastructure, facilities, equipment supplies and time include human capital e.g., the principal, the deputy principal, the HOD in charge of NFCAs, teachers, coaches/trainers, the learner. There was a duality of roles between human capital and the stakeholders Education stakeholders included the MOE, The school principal, the HODs in charge of drama, music, games and sports and clubs and societies, teachers, the learners and parents. They needed to pool together either jointly or separately to achieve desired outcomes.

The stakeholders had various roles and responsibilities; the Ministry of Education is responsible for formulating policies that guide learner participation in NFCAs. It is also responsible for funding the activities and monitoring learner participation in NFCAs in schools through the QASO arm. Kenya Institute of Curriculum Development plays the role of formulating the curriculum to be implemented in schools. The principals take the lead role and ensures they work with their staff in selecting the NFCAs the school would participate in. In this resolve, there has to be a variety of activities presented by the school for the learners to select from, depending on their interests and talents.

Since the Principals are the chief accounting officers in the schools, they budget for the infrastructure, facilities, equipment and supplies .They do not do this in isolation, rather they consult with other stakeholders for example the Board of Management, the Parents Association and other committees in the schools. They also oversee that the budgets are actualized through supporting the procurement of resources that promote NFCAs. The teacher oversees learner participation in NFCAs in their various capacities of heads of departments in NFCAs, teachers of NFCAs, teacher on duty or coaches / trainers. The learners are participants in the non-formal curricular activities and are the ones through whom the success of implementation in NFC is viewed. Infrastructure such as fields/courts, equipment, resources and supplies such as balls in the case for sports, games and resources for drama, music, clubs and societies that the teacher and learner require for participation, should be made available. Time is also an important resource and it is important that deliberate efforts are made to set time aside for learners to participate in NFCAs. Schools schedule time in their daily routine for NFCAs and teachers oversee that the time set aside is utilized for the purpose it is meant for.

SST recognized the significance of perspectives and roles of different stakeholders within a social system. Exploring stakeholder perceptions involved understanding the diverse viewpoints of teachers, students, parents, and administrators. It considered how their perspectives are influenced by the larger social system, including cultural norms, organizational structures, and communication networks. NFCAS involved intricate teamwork through stakeholder engagement and collaborations at all levels. Successful implementation of NFC therefore depended on how the stakeholders interacted and supported each other. The input in this study is NFCAs that the learners participate in, in order to undergo the transformational process which is a well-

rounded person. These NFCAs comprise-sports and games, drama, music and dance and clubs and societies..

The output is the product that will result from exposure to NFCAs. The learner is expected to have acquired soft skills, communication skills, critical thinking and problem-solving skills. In this case, it will be the learner who has participated in NFCAs with the aid of the teacher and interactions with other learners, resources, equipment and materials. The elements that will influence learner participation in NFCAs will be the talents and interests of the learner, which depend on the family background, culture, gender, achievement motive and personality of the learner. Other factors will include teacher expectations, peer group influence and the teacher-teacher and teacher-principal expectations and these will be derived from the school. Still, the quality of the facilities provided by the school and the interface between the school and the community such as the Board of Management, parental involvement and other forces operating at the national level such as goals of education, the policy by the Ministry of Education and the monitoring procedures by the Directorate of Quality Assurance of Standards will be useful to provide feedback. The feedback given by the teachers, parents, the employer and the society will show how the learner has integrated the activities.

Schools, which are social institutions, must aid the children to identify and develop their talents and potentials so that they actively participate in the activities. Generally, the dynamics that guide participation in NFCAs are presumed to be social norms, team dynamics, organizational support, policy, school culture and external factors feedback. Social norms will influence the learner to either participate in NFCAs or not. The school also has a great influence in the types of activities that learners

participate in by determining the activities and providing them in the school. From the activities the school has the activities that are highly valued which may motivate the learner to participate in them. .

The theoretical framework explored the roles of the various stakeholders, policy, that could be structured to facilitate effective and sustainable participation in NFCAs, considering the broader context of the job market will greatly influence the learner's choices of the activities they wish to participate in given that some job opportunities were granted to graduates from schools, colleges and universities with expertise in certain fields for example basketball, hockey or football

1.11 Conceptual Framework

Effective Implementation of NFC is the dependent variable in the study and is dependent on a number of variables which if collectively considered will lead to its success. The independent variables include the resources for implementation such as infrastructure, equipment, supplies and time, participation of learners in NFCAs.

Stakeholder's play a key role in efficient and effective implementation of NFC depending on their perceptions. Stakeholders are involved at various levels:- The Ministry of Education in formulation of policy guiding implementation of NFC, funding the NFCAs and monitoring the implementation of NFC through QASO. KICD in formulating the curriculum, the School Principals manage schools and support the NFCAs when they direct the activities that the schools participate in. They also provide funds that facilitate learners participation in NFCAs. Teachers plan, organize and lead the activities in schools through identifying talents of the learner and nurturing them by motivating learners to participate in their areas of interest and

excellence. The learners directly influence participation, as they are the participants in the activities. They do this through teacher role models and parental guidance.

Learner's participation in NFCAs is dependent on availability of the non-formal curricular activities in school. The more the activities, the more the variety that the learners select from. It is important that all the learners in the school are engaged in the activities which are mainly drawn from three areas; games and sports, drama and music and clubs and societies. Participation will depend on the interests and expertise of the school principal and the teachers. The teachers may have been trained from the colleges or university they attended or may be trained on the job through workshops and clinics organized by the Ministry of Education. Participation will also depend on enthusiasm of the learners and parents.

Further, effective implementation of NFC is dependent on time allocated for the activities by schools in their school routine and the ability of the teachers to supervise the learners as they participate in NFCAs. The teacher should therefore ensure that the learners are doing the right thing within the time set aside for the activities.

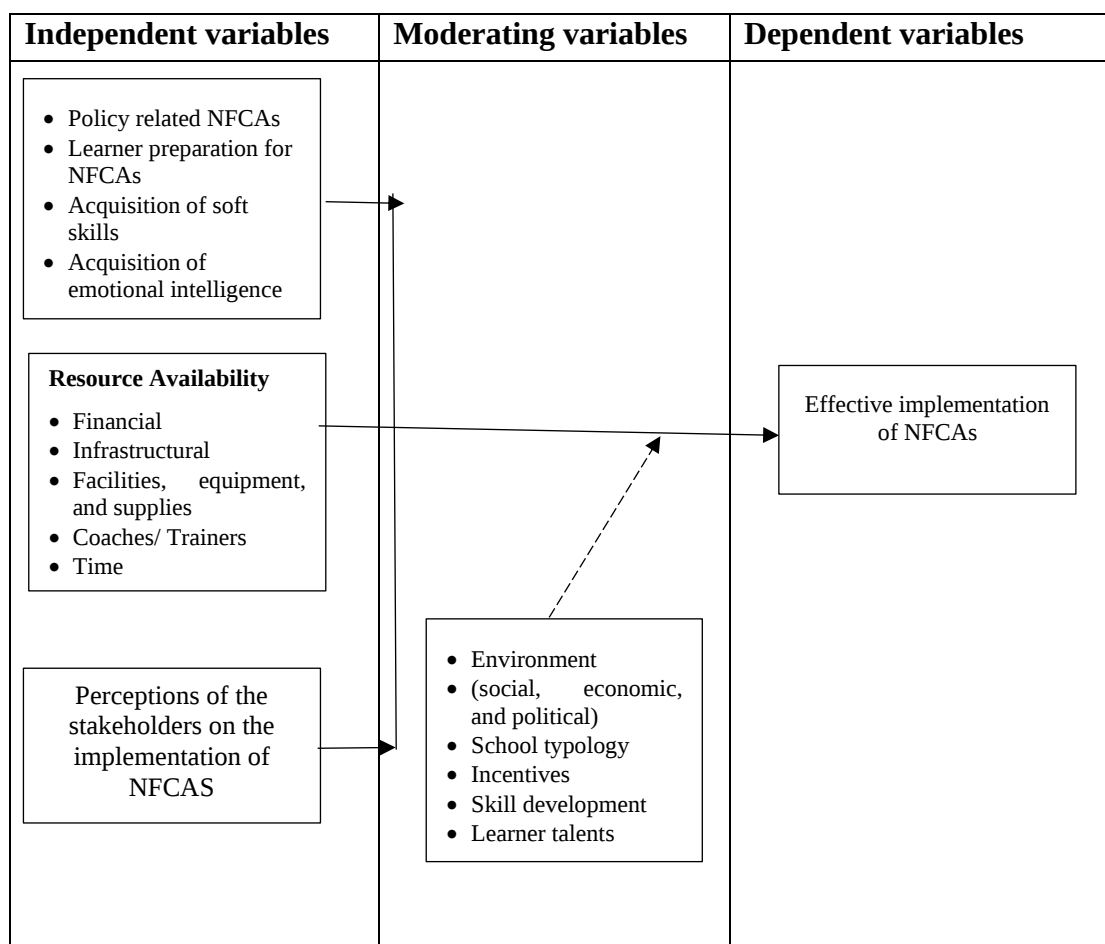


Figure 1.1: Conceptual Framework for the Implementation of NFC in Secondary Schools in Kakamega County , Kenya;
Source: Compiled Researcher (2022)

1.12 Operational Definition of Terms

1. **Perceptions:** Stakeholders interpretation of the NFC in terms of value or benefits to the learner. This view is based on their personal beliefs, attitude and knowledge about NFC .
2. **Stakeholders in Education:** People who have a stake in education. Their opinions matter and can be relied o9n in making decisions in education. This study was based on the implementation of the curriculum in secondary schools therefore, stakeholders that participated were the Ministry of Education represented by QASOs, secondary school Principals, the Heads of

Departments in charge NFC, teachers, learners and Board of management, school principals and parents

3. **Implementation:** The process of putting the planned curriculum into practice. In the case of this study, it involves schools ensuring that learners in schools are seen to participate in NFCAs. Implementation parameters include planning what should be included among the NFCAs offered in the school, the resources that are available and the actual execution of the planned activities.
4. **Non-Formal Curriculum:** This is one of the dimensions of the curriculum that is organized in a less formal manner whose success is dependent on participation in Non-Formal Curricular Activities that are manifest in games and sports, drama, music, dance, clubs and societies .
5. **Non-Formal Curriculum Activities:** These are the activities that comprise games, sports, clubs, societies, drama, music and dance. They are not pronounced in the school timetable but appear in the list of school routine. They are usually scheduled after school on alternate days. Schools choose which activities to participate in depending on the resources available to them. They complement the formal curriculum and help in achieving a holistic curriculum.
6. **Resources:** Materials that enable NFCAs to run effectively in the schools. These resources range from infrastructural facilities to equipment and supplies. For example, drama and music require a hall with a stage; games, sports and athletics require games tracks and fields .
7. **Learner participation:** The involvement of the learner in NFCAs. This may vary from non-participation to active participation of learners in games, sports,

drama and music, dance and clubs and societies. Learners do not just participate on their own, rather they are guided by the school environment they find themselves in, the resources available such as time and human resources and the perceptions of the stakeholder such as parents and the teachers, attendance, participation levels, and the duration of involvement in NFCAs

- 8. Secondary Schools:** The level of learning after successful completion of primary school. It builds on the foundation offered in primary school. Secondary schools often offer a range of NFCAs including sports, games clubs, and societies, drama, music and dance and provides learners with students with opportunities for personal development and social engagement.
- 9. Status of implementation:** The situation in schools on how NFCAS have been embraced by the various stakeholders in so far as learner participation takes place in the school
- 10. Model of implementation:** A clear outline of what the learners and the other stakeholders ought to do at each particular stage of the implementation of the NFC, outlining their roles and responsibilities .

1.13 Chapter Summary

This chapter gave the introduction to the study through the background to the study, the statement of the problem, the purpose of the study. It also covered the objectives of the study and the research questions derived from the objectives. The justification of the study, significance of the study, scope and limitations of the study were also discussed. Assumptions of the study, the conceptual and theoretical framework explored. The chapter ended by operationalizing the terms used in the study.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 Introduction

Literature in this chapter was reviewed under the following headings : The philosophical underpinnings of the study, the concept of curriculum, the concept of NFC, objectives of NFC , the status of implementation of NFC in secondary schools, the availability of resources that support participation in NFCAs, the perceptions of stakeholders regarding learner participation in non-formal curricular activities and a model of participation in NFCAs in Secondary Schools.

2.2 Philosophical Underpinnings of the Study

This study was guided by two main philosophies: Pragmatism and Existentialism. The choice of the two philosophies was deliberate . Pragmatism basically deals with activity and since NFCAs are activity based, the choice of the philosophical underpinning was apt.. The activities involved are games and sports , drama, music. Existentialism on the other hand deals with individual existence of learners. This is important given that every learner is unique and has their own interests and potentials.

2.2.1 Pragmatism

The Tenets of a holistic curriculum are anchored on philosophical foundations of Pragmatism. The term Pragmatic is derived from ‘Pragma ’meaning activity or practice (Rai & Lama ,2020). Pragmatism’s main proponent is John Dewey (1859-1952) who proposed progressivism which emphasizes a child-centred education. Pragmatism had several components, broadening the curriculum and emphasizing a

more democratic educational approach, incorporating learners' interests, needs, abilities, and aspirations. It presupposes that learner learn best when learning follows their interests (Sadker & Sadker, 2000). The selection of materials should be in line with expressed interests of the learner. The aims of pragmatism are to enable the learner gather experience through activity, to make them adjust well with themselves and the society, to help the learner to reconstruct their experience and to make all round development of the learner.

These aims fit well with this study because NFCAs are activity based through which the learner selects from a range of activities that are captured within games, sports, and drama, music and dance, clubs and societies. Selection is based on personal interests, talents and potentials. NFCAs are also social activities through which learners acquire positive attitudes, skills and virtues such as communication, teamwork, tolerance, and patience. The learner does most of the activities with little direction from the teacher . At the end of the activity the learner may the praise ,reward or satisfaction.

Pragmatism encourages a focus on practical consequences. The context of assessing the status of NFC implementation involves considering the practical outcomes and consequences of the implemented curricula. It encourages a hands-on approach to understanding how NFC is being applied in real educational settings and its impact on the learners and teachers .

Pragmatism also aligns with the idea that the value of resources is inherent in their practical utility. When analysing the availability of resources for NFC participation, a pragmatic approach would involve assessing not just the presence of resources but also their effectiveness in facilitating meaningful participation. It encourages an

examination of how these resources practically contribute to the success of the implementation of NFC. Pragmatism emphasizes the importance of considering different perspectives and the practical implications of beliefs.

In exploring stakeholder perceptions, a pragmatic approach involves understanding how these perceptions influence practical decisions and actions related to learner participation in NFCAs. It encourages a consideration of the real-world impact of these perspectives on the implementation of the NFC

Pragmatism is closely tied to problem-solving and the creation of models or frameworks that have practical utility. Designing a model for NFC participation aligns with the pragmatic approach of focusing on the practical aspects of implementation. The model should be designed with a consideration of how it can be practically applied to improve and guide participation of learners in NFCAs in Secondary schools

2.2.2 Existentialism

Existentialism focuses on individual choice, freedom, and responsibility. Existentialism resonates well with participation of learners in NFCAs, given that activities cater for learner talents, interests and potentials an existentialist perspective involves exploring how learners can be empowered to make meaningful choices regarding their involvement in NFCAs. It addresses issues of low participation by emphasizing the personal significance of such activities to the individual.

Learners are allowed to explore their individuality, exercise personal responsibility, and create meaning in their lives. Learners have the choice to select NFCAs of their interests therefore fostering a sense of control for their own actions thus giving the learners a sense of fulfilment. Participation in games and sportsperson arts, clubs and

societies help in the formation of one's identity. Though existentialism focuses on individual existence, it also emphasizes on the importance of relationships in a social context where learners can form connections with like-minded individuals.

Within this framework, NFCAs offer opportunities for learners to exercise, teamwork, collaboration, leadership, time management, critical thinking, adaptability, creativity, conflict resolution, self-discipline and emotional intelligence.

2.3 The Concept of Curriculum

Curriculum originated from ancient Romans from the term "curere" which meant a racecourse or a track followed by running horses (Shiundu & Omulando, 1978). Curriculum therefore is all that is planned to enable learners acquire and develop the desired knowledge, skills and attitudes. Various scholars have different viewpoints about curriculum. Ornstein & Hunkins (2010) view curriculum as a complex and dynamic phenomenon resulting from social activity and designed for both present and emerging purposes. Whereas (Tyler, 1948; Taba, 1962) consider curriculum as a plan for achieving educational goals. Campbell (1956) interprets the curriculum more broadly as that which consists of the on-going experiences under the guidance of a school representing a special environment for helping children achieve self-realization through active participation within the school. Oluoch (2011) does not differ from the aforementioned scholars in his consideration of Curriculum as all that is planned by educational institutions to enable students acquire desirable knowledge, skills and attitudes. This study working definition of curriculum is, all the guided experiences that the learner undergoes inside and outside the school. The school curriculum comprises three primary dimensions: the formal dimension, the non-formal dimension, and the informal dimension (Oluoch, 2011). The formal curriculum

encompasses the components of the educational curriculum that involve structured activities conducted within a classroom setting. This includes the curriculum objectives established by the educational institution, as well as the methods employed for assessing learner performance. The term "informal" refers to the guided elements of informal learning activities that occur regularly within educational institutions, involving the intentional cultivation of beneficial habits by school employees. It goes on all the time; it is acquired through the school rules and regulations and through copying role models. The richer the environment the more opportunities presented that learner can benefit from this dimension.

The Non-Formal Curriculum is the interface between informal and formal curriculum. NFCAs includes the activities that promote NFC .NFCAs are also referred to as : - extra-curriculum, non-academic activities, and intra- curricular activities. More recently the term co-curricular activities are used to refer to activities that promote the non-formal curriculum (Oluoch.2011). In the context of Turkey, these activities are commonly known as structural extra-curricular activities (SEAs). SEAs encompass a range of well-designed and implemented facilities that take place both within and outside of school, sometimes as part of a planned schedule after regular lessons. The variables in question are not subject to direct measurement and are not directly associated with the academic curriculum. The activities play a crucial role in making significant positive contributions to formal programs (Bayler & Gunduz, 2012)

Wehmeier (2000) is critical of the term extra-curricular which denotes beyond what is needed. Extra 'would imply something that is over and above and therefore not necessary and suggests that student activities are just fun and games, and that makes it easy for them to be dismissed or removed from the mainstream curriculum. In this

study, non-academic activities can be misleading as it implies that the activities in the scope of NFC are not academic, and yet NFCAs includes academic clubs such as Science, Mathematics or History.

Tan and Pope (2006) in Kumar & Arockiasany (2016) refer to NFCAs as co-curricular activities and define it as those activities that enrich the regular curriculum during the regular school days. These activities are grouped in into different portfolios such as sports, uniformed activities, academic, volunteer clubs and allow the students get out of their desks to try new things. Since they allow students to get experience they are more student-centred than the regular classes (Leung et al., 2010) Kisango (2016) also refers to NFCAs as co-curricular activities. To him they are non-academic activities sponsored sanctioned or supported by schools. Kush (2006) on the other hand defines co-curriculum activities as those small activities sponsored by students' clubs or groups approved by the school administration. Dhammeter (2014) presents a definition of co-curricular activities as programs or extracurricular activities that are overseen and/or funded by educational institutions, with the aim of offering valuable learning opportunities and fostering the development of character. Extra-curricular activities are not integrated into the standard educational curriculum of schools and they are not subject to formal evaluation or credit allocation. Direct and personal services catering to the recreational needs of school pupils are administered and overseen by an adult or staff supervisors. This study will refer to the co-curricular activities as Non-formal Curricular Activities (NFCAs) an adaptation from (Oluoch, 2011). In situations in which other studies have referred to NFCAs as co-curricular activities, extra- curricular or intra curricular their references will remain but it must be understood that those references are in regard to NFCAs.

2.3.1 The Types of Non-formal Curricular Activities

The Non-formal Curricular Activities (NFCAs) activities within this study are categorized into the following broad categories:

1. Sports and games
2. Clubs and societies
3. Performing arts; Drama, Music and Dance

2.3.2 The Concept of Non-Formal Curriculum (NFC)

Non-formal education is confused for NFC and it is important to disambiguate the two concepts. It is for this reason that this study foregrounds NFE so that a clear distinction between NFE and NFC is seen. The concept of non-formal curriculum can be best understood in the wider concept of curriculum. Ornstein & Hunkins (2010) viewed curriculum as a complex and dynamic phenomenon resulting from social activity and designed for both present and emerging purposes (Tyler, 1948 and Taba, 1962). They considered curriculum as a plan for achieving educational goals. Oluoch (2011) explained curriculum is all that is planned by an educational institution to enable students acquire desirable knowledge, skills and attitudes.

Non-Formal Curriculum (NFC) is the interface between informal and formal curriculum. It is realized through learner participation in NFCAs. NFCAs have been referred to as extra-curriculum, non-academic activities, intra-curricular activities and co-curricular activities. In situations in which other researchers have referred to NFCAs as co-curricular activities, extra-curricular or intra-curricular, their references will stand.

The justification of adopting NFCAs is that extra-curricular would imply something that is over and above what is required and therefore not necessary, suggesting that

learner activities are just fun and games, and that makes it easy for them to be dismissed or removed from the mainstream curriculum. Wehmeier (2000) is critical of the term extra-curricular which denotes beyond what is needed.

From the researcher's viewpoint non-academic activities is quite misleading as it makes implies that the activities in the scope of NFCAs are not academic, and yet NFCAs also include academic clubs. In situations in which other researchers have referred to NFCAs as co-curricular activities, extra- curricular or intra curricular their references will stand.

The activities within NFCAs can be categorized into the following broad categories:

1. Sports and games
2. Clubs and societies
3. Performing arts ; Drama, Music and Dance

Kisango (2016) referred to NFCAs as co-curricular activities. To him they are they are non-academic activities sponsored sanctioned or supported by schools. Kush (2006) on the other hand defines co-curriculum activities as those small activities sponsored by students clubs or groups approved by the administration. Dhammeter (2014) defined Co-curricular activity a program or out-of-class activity, supervised and/ or financed by the school or college which provides credible learning and character-building experiences. They are not part of the regular school or college curriculum, are not graded and do not earn credit .They are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or a staff handler.

2.3.3 Non-Formal Education

The educational system classification considers differences between formal, informal and non-formal education as well as the conceptual and practical connection between these types of schools. Formal education refers to the structured and organized educational processes that are carried out by governmental institutions and recognized private entities within a nation's education system (UNESCO, 2018). In contrast, non-formal education serves as an alternate style of learning. Therefore, there is a need to examine the ideas of a formal, non-formal, and informal education system in an effort to describe their characteristics, benefits, drawbacks, and interrelationships (Dib, 1988). There is much writing on how ineffective and inefficient formal systems are at meeting the needs of people and society as a whole. Sifuna (1980) defines NFE as any organized educational activity outside the formal system. It is geared towards the unfinished business of the Primary School and inherits a vast clientele of the youths who have completed primary school education but have not gone to Secondary School. To be most precise Non-Formal Education (NFE) is a lifelong education and is an alternative to the formal education system. The formal system of education is unable to cater for the needs of everyone in the community because of the cost, and a way must be found for providing people with what they want (Farrant, 1992). In Kenya, NFE is offered in a variety of forms such as adult education, non-formal schools, women groups, youth clubs, youth centres village polytechnics; both government and voluntary, National Youths Service (NYS) , Young Men Christian Association (YMCA), Young Women Christian Association (YWCA) and Kenya Red Cross Society (KRCS).

2.4 The Non-Formal Curriculum

2.4.1 Objectives of Non-formal Curricular Activities (NFCAs)

The overarching goals of NFCAs encompass the promotion of a strong feeling of community and the cultivation of a collective identity within the school environment. The events facilitate enhanced collaboration among learners across several grade levels and provide learners with the chance to establish connections with teachers beyond regular class hours. At higher levels, NFCAs offer opportunities for learners to develop and demonstrate employability skills and competencies that they can apply to real life situations.

Otunga (2015) refers to the NFCAs as Non-Formal Learning Activities and suggests that the planning of the non-formal curriculum should start with the examination of the national objectives of education as set at the political level and translated at the school level. The examination aims at extracting those objectives that could be best achieved through Non-Formal Learning Activities curriculum planners then provide learning opportunities for games and sports, which tends to be a neglected entity.

In Kenya, particularly NFCAs are supposed to make learning easier and comfortable. Another objective is that learners can make NFCAs their career. NFCAs also act as stress releasers and boost socialization with peers. The activities also enhance time management and provide learners with stress management skills.

2.5 Status of Implementation of NFC in Secondary Schools in Kenya

The first objective of the study was to assess the status of implementation of NFC in secondary schools in Kenya. Non-Formal Curriculum is one of the main dimensions of the curriculum that is realised through learner participation in NFCAs. Through

NFCAS learners develop their psycho-motor skills. All Schools in Kenya fall in the broad categories of: National schools, Extra County Schools, County Schools, Sub-County, Private Schools and Special Schools.

All these schools strive to implement NFC with variations of the range of activities between one school and another, availability of the activities in the schools, policy , school culture guiding participation in NFCAs, getting the whole school involved in terms of participation, scheduling of the activities and adherence to time schedules set for the activities by MOE and preparation of learners in Secondary schools towards participation in NFC.

A survey of schools in Kakamega shows that NFCAs are available in Secondary schools. The government policy which directs the framework in which the activities are performed is available and guides on the timelines for performance of NFCAS.. The goals of education in Kenya from which NFCAs derive their mandate in part are that NFCAs foster nationalism and promote national unity, promote individual development and self-fulfilment and promote respect for and development of Kenya's rich and varied cultures (Ominde,1964) .

Schools are directed by the QASO to include NFCAs in their routines. The QASOs make routine visits to monitor the quality of education offered in schools. They balance their supervision on the formal , informal and non-formal activities and requirements for the non-formal curriculum are that learners should actively be involved in NFCAs at the school level, should present teams at the zonal, sub-County, County, Regional and National Competitions depending on the school performance. These activities are scheduled: Drama and Film, Athletics, Swimming and Ball games

(I) happen in the first term of school, Music and Ball games II in the second term, whereas sports and games are in the first and second term (MOE,2020).

Elsewhere studies on the status of implementation NFC have been carried out and findings recorded. Ekperigin and Uti (1992) described games and sports as physical activities that teach pupils to cooperate and work with others in accordance with the same norms and regulations in order to achieve a shared objective. Therefore, games and sports play a crucial role in the educational process, particularly in fostering discipline and imparting lessons on the significance of rules and regulations.

The Education and Training Policy (ETP1995) in Tanzania emphasizes the need to identify and support bright and gifted students. However, there is a lack of substantial initiatives aimed at creating conducive educational environments that enable learners to showcase their latent abilities (Lazaro & Anney, 2016).

In both the United States and India, games and school sports are regarded as integral components of education, serving as both instructional fixtures and entertainment enterprises that foster student discipline. These activities facilitate the transmission of overarching social values, hence fostering the development of character, a robust work ethic, and effective teamwork skills among individuals (Joshi, 2010).

In a correlation study of Yacoob and Haron (2013), the relationship between teacher mentorship and student involvement in co-curricular activities was examined. The study used a sample of 310 teachers from vocational institutions. The findings of the study indicated that professors who served as mentors to students played a significant influence in enhancing the degree of student engagement in co-curricular activities..

Yohanness (2019) carried out a study that investigated co-curricular activities in secondary schools in the East Hararghe Zone of Ethiopia. The study utilized a sample size of 412 participants and employed both qualitative and quantitative research approaches. The study found that NFCAs in secondary schools lacked a stable structure. Though there was participation in NFCAs, they lacked adequate support, as there was no system to monitor regulate and boost the participation in co-curricular activities across the education system. There is a policy direction but involvement of both teachers and learners was minimal. There was also an inadequate budget for CCAs. Teacher attitudes were negative because the CCAs were outside the class and therefore not part of their responsibility. Workload was high and teachers were therefore not interested in taking up other responsibilities.

Hansen and Larson (2007) found students tend to establish a connection between their involvement and engagement in extracurricular activities and an enhanced probability of gaining admission to a prominent university of their preference. Hence, it is imperative for both educational institutions and parents to collaborate in order to enhance students' access to extracurricular activities and adapt their degrees of engagement to facilitate students' participation and personal growth.

The extent of students' engagement in extracurricular activities may be influenced by external factors, including but not limited to age, gender, cultural heritage, and familial circumstances. The sole intrinsic element that influences students' levels of engagement in extra-curricular activities, as well as their academic and non-academic achievements, is the type of activity. Numerous studies have established a correlation between students' engagement in various activities and their overall growth. These studies have demonstrated that different activities can yield distinct academic or non-

academic benefits for students (Hansen et al., 2003; Larson et al., 2006; Martinez, et.al , 2016).

Ismaat and Saleem (2009), in India, observed that the level of teachers' engagement in co-curricular activities is influenced by their view of these activities. Due to the negative perception held by numerous educators, who preferred to prioritize academic pursuits, extracurricular activities were often regarded as unproductive endeavours. Consequently, learner engagement in Non-Formal Curriculum (NFC) was impacted. The user's text lacks clarity and coherence, making it difficult to understand the intended meaning.

In Kenya, Muthike (2017) carried out a study on the influence of school policies on student participation in co-curricular activities in Aberdare, Central Kenya Region whose purpose was to provide empirical evidence of school policies and student participation in co- curricular activities. The study utilised the descriptive survey design and had a sample size of 365 participants. It was concluded that there was a positive relationship between support by the school administration and student participation in co-curricular activities . In the same study however , it was established that there was no significant relationship between school policies and student participation in co-curricular activities. It was further suggested in the same study that the MOE had unequivocally stated that schools must offer co-curricular activities in their curricular but there are incidents of infraction against this rule on the basis that the activities are non-examinable.

Odhiambo (2017) in his study on stakeholder perceptions in co-curricular activities effectiveness and challenges in enhancing student discipline in Public Secondary Schools in Awendo-Rongo-Uriri sub-counties , Kenya , employed a descriptive survey

design. The sample included 3 sub-county QASOs, 56 principals, 56 Deputy Principals, 56 games teachers, 56 patrons of clubs and societies, 204 games and sports team captains, 204 clubs and societies officials. Based on a mean rating of 3.74 and a standard deviation of 3.50, the survey found that stakeholders considered games and sports, as well as clubs and organizations, to be beneficial in fostering student discipline. The research found that extracurricular activities were widely seen as helpful in improving student conduct in public secondary schools. Nonetheless, as a whole, students ranked the difficulty of improving classroom discipline via extracurricular activities as a 3.67.

In a descriptive study conducted by Mwanga, Gaudin, and Nguzo (2017), the significance of family in the development of athletic skill and performance was examined. The study focused on 247 runners who participated in the regional championship held in Iten, Elgeyo Marakwet, and Nandi. Additionally, another study aimed to investigate the factors that influence student participation in co-curricular activities within public secondary schools in Lamu County, Kenya. The involvement of teacher and parent stakeholders was integral to the research process. The study suggested that in order to cultivate a personalized environment, it was necessary for teachers to assume a more extensive role. In this enlarged capacity, educators endeavoured to exert influence on the social and personal development of pupils, in addition to their intellectual advancement. The educators provided assistance to pupils in order to facilitate their academic achievements within the educational institution. Kisango (2014) expressed that educators foster pleasant and respectful relationships with learners, providing assistance with their personal challenges.

Wangai (2014) found the involvement of parents and other family members in schools can facilitate the development of co-curricular talents among students of all age groups. The involvement of parents should be perceived as a continuous process rather than a collection of separate occurrences. Ongoing and interactive communication between parents and schools is essential, and it requires committed leadership to enable continuous parental involvement.

Ogoch et al (2013) sought to evaluate the effectiveness of co-curricular policy in developing talent among the youth in secondary schools in Trans Mara West Sub-County, Kenya. The objectives of the study were to assess the level of awareness on co-curricular policy among stakeholders. The study adopted a mixed methods approach. A sample size of 369 correspondents was utilized with 9 headteachers, 90 teachers and 270 students. The findings revealed that there was inadequate time allocated for co-curriculum activities and that most schools did not take co-curricular activities seriously. Most respondents were not aware about the co-curricular policy. There was also need for schools to expose their teachers to structured training in order to empower them with the necessary skills and techniques needed to develop talent among the youth.

2.6 Resources Promoting Learner Participation in Non-Formal Curricular Activities

The second objective of the study was to determine stakeholders' perceptions on availability of resources that promote participation in NFCAs in secondary schools in Kenya. Bush and Bell (2002) indicated that the term 'resource' includes finance, materials staffing and time. Resources are key in the implementation of the NFC.

Shiundu and Omulando (1992) expressed that the success of a curriculum was highly dependent on the availability of the needed facilities. Resources heavily depend on funds which are got from, the Ministry of Education, parents, donors and well-wishers. These resources will range from infrastructural facilities, equipment and supplies. For example, drama and music require a hall with a stage; games, sports and athletics require games tracks and fields. Again, drama and music need costumes and decor whereas games also require equipment such as balls, hockey sticks and supplies such as games kits, uniforms and appropriate shoes. Human resources such as 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 music, football that the school will engage. 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..

For the purpose of this study, resources included human capital, infrastructure, facilities, equipment and supplies. To achieve the core purpose of implementation of the curriculum, financial resources ought to be transferred into other forms of resources. Kenya promotes participation of school NFCAs through direct funds from the Free-Day Secondary Education 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 on the fees is drawn. In the school management guide (1999), MOE and Human Resource Development in Kenya, NFCs are featured in every annual budget by school Board of Management (BoM). There is a standard vote head allocation to be followed by all schools referred to as activity fund. If the activity fund involves travelling then Local Travelling and Transport is utilized and if there are purchases to be made, the school equipment and stores vote

head is utilized. Repairs are taken care of by Repair maintenance and improvement vote head. Additionally, NFCAs benefit from donations and fund raisers from friends and well-wishers.

The COVID-19 pandemic experienced in Kenya between 2020 and 2022 put an immediate stop to all NFCAS in Kenya and all monies that had been budgeted for the activities was reverted back to the MOE. Resumption of the NFCAs in 2023 saw the government assume full responsibility of the NFCAs. It set aside 3.3 billion for co-curricular activities which would cater for travel, accommodation and subsistence for all learners participating in the NFCAS at all levels of the activities. The activities included sports, music and drama festivals and science and engineering fares (MOE,2023). The amount was to also cater for facilitation of judges, referees, adjudicators and other officials at all levels, and was to purchase trophies.

Though there have been combined efforts of parents through the Activity Fund charged in the fees and monies disbursed by the government towards promotion of NFCAs ,this money is never sufficient to fully cater for participation of all learners. This is especially because of the large numbers of learners in public Secondary schools. Facilities are defined as an area, space or teaching station that may be located outdoors or inside a building such as a classroom, play field, laboratory, gymnasium or auditorium (Winston *et al*, 2018). Kisango (2016) defines equipment as non-expendable items, which may be a part of permanent construction such as a backboard of basketball, goal post in football or hockey as the expendables, which need to be replaced at frequent intervals such as balls, nets and supplies respectively. The school's physical facilities, often known as the school plant, are an integral part of the educational setting. All classrooms, libraries, bookstores, and the playground are part

of the school amenities. All parts of the educational system need resources in order to carry out their respective instructional tasks. "*Those goods thus created, adapted, and prepared to help teaching/learning processes*,". The provision of instructional materials including textbooks was identified as one of the major achievements of the FPE programme, according to a study by UNESCO (2005). This was especially true in terms of easing the financial burden of education on parents and attracting more students to the classroom.

Participation is actualized when the schools apportion time and supervise participation at the school level. Activities are organized at the zonal ,county, regional and national levels. Good performance at one level escalates to performance at a higher level . These funds are shared between the formal and non-formal curriculum. 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.,2013). Funding, however, is never adequate and disbursement is unreliable thus affecting the teaching and learning processes . Among the other uses for these funds are provision of sports/festival facilities, running of co-curricular activities at 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. Increased funding leads to expanded participation 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 M.O.E. (1979) . In it, there 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 is as for starting the activities is from 4.0'0 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.

Different societies should be arranged on different days. There is empirical evidence to show that resources are key in the implementation of NFCAs as shown in various studies. Khan, Gohar and Obaidalla (2018) conducted research in Pakistan's Khyber Pakhtunkhwa province. The research utilized a descriptive survey methodology, with a sample of 60 school principals selected from all the boys' high schools in Peshawar City. Out of the total sample, 52 principals were from private schools, while the remaining 8 were from public schools. The study had a total of 120 teachers, with two teachers selected from each sample school. The sampled schools were drawn from both public and private sectors, with 16 teachers representing public schools and 104 teachers representing private schools. Out of the total of 60 schools, a representative sample of 1200 students were chosen, comprising 160 students from public schools and 1040 students from private schools. Data was collected from principals, teachers, and students through the utilization of three distinct opinionnaires. The data were subjected to both quantitative and qualitative analysis. The study's findings indicate that a significant portion of Co-curricular activities were not implemented within the school system due to lack of resources and related facilities, which can be attributed to inadequate budgetary allocations. Private schools often lacked adequate playing

grounds and related infrastructure, which significantly hampered students' involvement in Non-Formal Curricular Activities (NFCAs).

In a study conducted by Mekebo (2019), the objective was to examine the implementation of co-curricular activities (CCA) in Government primary schools located in Hadiya, Ethiopia. The study aimed at identifying the prevailing practices and challenges associated with the implementation of CCA within the Hadeya Zone. The research study utilized a descriptive survey research strategy, which involved the sample of 153 students, 57 instructors, 7 principals, and 6 supervisors. The instruments employed for data collection encompassed interviews, questionnaires, and document analysis. The study revealed that lack of sufficient facilities and the absence of necessary equipment had a significant impact on the successful execution of co-curricular activities. The study also found that human resource played a crucial role in the implementation of co-curricular activities. However, it also revealed a deficiency in teacher training in co-curricular activities, as well as inadequate monitoring and guidance of students by teachers. These factors had a negative impact on the successful implementation of co-curricular activities.

The study suggested that, in order to enhance the effectiveness of co-curricular activities (CCAs) in schools, both the school community and the Woreda education offices needed to allocate funds to support the development and execution of CCAs. Additionally, job training on CCAs was advised as a means of elevating the status and impact of the CCAs. The collaboration between school principals and the Woreda education office in seeking non-governmental organizations to provide support for the enhancement of co-curricular activities (CCAs) was recommended.

Yohannes (2019) conducted a study in Ethiopia to evaluate the perspectives of teachers and students regarding the status of co-curricular activities in government secondary and preparatory schools located in the Guraghe zone. This study's findings revealed that NFCAs were limited due to inadequate facilities, lack of well-trained human resources, financial constraints, and over-emphasis on academic performance. Annual budget for co-curricular activities was insufficient and facilities for exercising CCAs inadequate. Lack of funding affected the implementation of CCAs as it negatively impacted on the availability of CCA facilities (Abera & Mekuria, 2022)

Hong (2000) in his study, “*Quality Management of Extracurricular Activities in Hong Kong Secondary Schools*”, found that a large number of schools had insufficient resources for extracurricular activities, time was not enough and neither principals nor teachers recognized the value for extracurricular activities. Teachers were unable to conduct the activities due to heavy workloads and an exam-oriented culture. Parents, teachers and children were therefore in support of extracurricular activities. In their study on policy, they posited that proper supervision of co-curricular implementation in schools should be instituted to ensure that all activities offered to students were as per the Ministry policy. Awareness of a stakeholder policy in Secondary school was to improve the implementation policy and enhance talent development. The study had a mixed-method approach. There was a total of 369 respondents. The findings of the study were that a large number of schools did not have sufficient resources for extracurricular activities, time was not enough and due to heavy workloads, teachers were not willing to conduct extra-curricular activities.

Numerous studies have been conducted in Kenya on the implementation of Non formal Curriculum. A research investigation was conducted in Tigania West Sub

county to examine the impact of certain elements on the engagement of learners with mental problems in co-curricular activities inside special units in Tigania West Sub-County. The study included a sample size of 211 pupils, 14 head teachers, 14 BOM chairpersons, 160 normal teachers, and 23 special needs teachers. The study employed a descriptive survey research design, utilizing both random and purposive selection techniques to choose participants from the population of Head teachers. The study's results indicated that the availability of appropriate physical infrastructure and facilitates was a hindrance to social interaction among those with mental disabilities.

Another notable discovery was that resource adaptation encouraged learners to develop their abilities and cultivate an interest in co-curricular activities. Teacher training, facilitates, the development of a friendly demeanour in educators equipped them with the necessary skills to effectively manage students in a professional manner. The study suggested that educational institutions should provide sufficient and high-quality physical infrastructure in order to promote the engagement of students with mental difficulties. The study posits that it is imperative to ensure the provision of adequate physical facilities to cater for the requirements of exceptional children. Additionally, it advocated for the training of teachers to augment learners' engagement in co-curricular activities.

Kisango (2016) conducted a study with the objective of identifying the elements that exert influence on student engagement in co-curricular activities inside public secondary schools. The researcher collaborated with a cohort consisting of 26 secondary schools, encompassing a total of 5539 students and 420 instructors. Additionally, a subset of this cohort was selected, comprising 3 principals, 17 co-curricular teachers, and 170 students who actively engaged in co-curricular activities

such as theatrical clubs, athletics, and ball games, alongside their respective co-curricular teachers. The research methodology utilized in this study was the descriptive survey design. The sample approaches employed in this study were both basic and purposive sampling techniques. The research findings indicated that the availability of resources positively influenced the growth of co-curricular activities. The study suggested that adequate and timely school funding for co-curricular activities was essential for their successful implementation. Therefore, it was important for the government and stakeholders, including teachers, parents, and donors, to ensure that these projects received sufficient resources, such as game facilities and infrastructure, and that the funding be disbursed in a timely manner.

This research recommended alternative perspectives that proposed the existence of several co-curricular activities that students could participate in, which did not require significant financial resources. Furthermore, it suggested that the absence of adequate facilities may not necessarily hinder students' engagement in co-curricular activities. The study put out five primary suggestions, namely that students were to be actively encouraged to engage in social clubs, religious organizations, and sporting groups. To do this, the study proposed the integration of those activities into the school timetable. The second point to consider was that student engagement in co-curricular activities required financial support in order to facilitate their participation and competitiveness at all levels. The fourth recommendation suggested that the Government and other stakeholders enhance school funding by allocating a designated budget for each co-curricular activity within schools and districts. One key aspect was the necessity for collaboration among pertinent stakeholders, including teachers, parents, and the education office, in order to establish the required infrastructure.

Karoki (2016) in her study that sought to find out the influence of resources and attitudes on students' participation in CCAs in Secondary Schools in Kibirichia Division Buuri Sub-County, Meru. County, Kenya employed a descriptive survey design with a population consisted of 520 students, 120 teachers and 9 principals from all schools in Kibirichia Division. The study included 8 selected schools out of the 9 schools in the division and the sample population consisted of 320 students of single stream classes of 40 students in the 8 schools. The study concluded that availability of facilities, equipment, finances, time and trainers enhanced students' participation in co-curricular activities. Finally, it concluded that lack of facilities, equipment, finances, time, trainers and interest limited student participation in co-curricular activities. The study recommended that the Ministry of Education should provide more finances, training and sensitization of stakeholders on the importance of co-curricular activities.

The significance of human capital is paramount in the execution of NFCAs. Muema (2019) argued that motivated teachers sacrificed more time to participate in NFCAs than unmotivated teachers. Regarding the aspect of training, the individual highlights that a substantial number of educators lacked the necessary training to effectively address non-formal and informal learning contexts, thereby leading to their limited engagement in such settings.

In a study conducted by Atinga (2018) in Kenya, whose objective was to examine the management methods of head teachers and their impact on school performance in co-curricular activities in Lugari District, Kakamega County, Kenya. The study employed a descriptive approach and focused on a sample of 25 head teachers/deputies and 25 physical education instructors. The findings indicated that

headteachers exhibited insufficient understanding of effectively managing co-curricular activities. activities. The study highlighted the significance of resources in ensuring the success of co-curricular activities . The acquisition and allocation of resources was a significant difficulty for many schools, resulting in sub-optimal utilization of resources. Consequently, insufficient resources were allocated to Co-curricular activities, hence impeding the successful execution of such programs.

The study proposed that it would be beneficial for educators specializing in physical education to have access to conferences, seminars, and training sessions focused on games and sports. It additionally suggested that the government (facilitated by the Teachers Service Commission), should arrange frequent training initiatives for all Head teachers. This would serve to enhance their managerial aptitude, enabling them to efficiently administer the school and maintain a harmonious integration of curricular and co-curricular activities within the educational institution. It was imperative that educators specializing in physical education were afforded chances to participate in conferences, seminars, and training sessions that focussed on games and sports. In order to appropriately prepare the students in games and sports, assistance was provided . The significance of providing head teachers with training in resource usage and management would enhance their ability to effectively allocate resources for both academic and co-curricular activities. There was also need for increased allocation of resources towards the remuneration of coaches in order to enhance the development of students' talents in various sports activities. In addition, it was imperative for educational institutions to appropriately allot sufficient time for the engagement in co-curricular activities (CCAs).

2.7 Perceptions of Education Stakeholders Towards Learner Participation in Non-Formal Curricular Activities

The third objective of the study was to establish stakeholder perceptions on learner participation in NFCAs secondary schools in Kenya .The perceptions of education stakeholders were first discussed by identifying the stakeholders, establishing their perceptions toward NFCAs, and discussing the various factors, that influence learner participation in NFCAs such as the school's philosophy, the organization of events both within and outside the school that encouraged participation in activities such as sports day and cultural festivals, active engagement in sports, the presence of active clubs and societies, as well as the support provided by learners, teachers, principals, and parents/guardians.

The degree of participation and support from parents in NFCAs were important factors to consider in school settings. Within the school settings, various activities were organized at different levels, namely the class level, inter-class level, and house level in the context of boarding schools. Extracurricular activities beyond the confines of the educational institution were organized in a systematic manner, adhering to predetermined schedules, and occurred at various hierarchical levels, including zonal, county, regional, national, and East African . Learner levels of participation varied from non-participation in NFCAs which implied no engagement at all . There were also occasional participants in NFCAs implying their participation was sporadic and quite infrequent. This occurred during sports days only where classes/houses called for competitors from the classes/houses.

A stakeholder refers to an individual or a group that possesses a vested interest in the prosperity of an organization, specifically in terms of accomplishing its objective,

achieving its intended outcomes, and ensuring the sustainability of its products, services, and overall performance in the long run. In the contemporary world curriculum development processes more often depend on public participation engaging policy makers, curriculum experts, practitioners, and the public (UNESCO, 2009). UNESCO (2005), stated that ‘ governments in support of stakeholder involvement take appropriate steps to make curriculum development more participatory.’ Studies on stakeholder involvement in implementing the curriculum have been carried out globally. Kumar and Arockiasany (2012) limited their study to the parent stakeholders. They sought to establish the parental influence on psychological value perception of co-curricular activities: and its links with improving personality traits of higher secondary students.

In Ethiopia, Yohannes (2019) assessed the perception of the teacher and student stakeholders toward the state of co-curricular activities in government secondary and preparatory schools in the Guraghe zone. In Tanzania, Japheth (2013) sought to explore stakeholders' views on the effects of students' participation in co-curricular activities in secondary schools.

New Zealand quite significantly involves stakeholders in educational matters. INCA (2008) indicated that representations from a number of groups are involved in the development process, which includes trials in schools, collaborative working parties, on-line discussions and inquiry into relevant national and international research. This study focuses on education stakeholders and recognizes Stakeholders influence programs, activities and services offered by the school.

This study categorizes them into internal and external where the internal stakeholders work within the school system and, on a daily basis largely controlling what goes on

in the school. School principals, teachers, and learners are in this category of stakeholders. External stakeholders are those outside the school. They have a strong interest in the school outcomes but do not directly determine what goes into producing those outcomes. They can help achieve positive change in our schools. They include politicians, the Ministry of Education and its agencies; Kenya Institute of Curriculum Development (KICD), parents and employers. The scope of stakeholders in this study includes the school principal, the HOD in charge of NFCAs, teachers, learners, the MOE through the QASO arm and parents. These are viewed through internal and external stakeholders who complement each other and should be involved for the implementation of NFC to succeed.

2.7.1 Internal Stakeholders and their Role in the Implementation of NFC

a) The School Principals

They play a major role in coordinating the curriculum. They are curriculum managers and are responsible for the success or failures of implementation of NFC. They foresee the activities that the school will participate in and utilize finances for NFCAs and sanctioning the allocations of resources, equipment and supplies required for implementation of NFC. Administratively, they organize with the HODS of NFCAs in order to plan the budget, control the expenses and assist in administering the activity fund and any other money that is directed towards NFCAs.

b) Teachers

Educators play a crucial role within the realm of education, serving as a fundamental support system. Their absence would hinder society's ability to effectively compete on a global scale. Educators are anticipated to possess sufficient expertise and

essential understanding that will empower them to guide pupils in the process of acquiring knowledge. Educators are responsible for designing instructional activities that cater to the objectives, requirements, and preferences of the learners. This is achieved by crafting meaningful experiences that facilitate the acquisition of knowledge and skills by the learners. Once assuming the position of curriculum developer, the individual subsequently transitions into the job of curriculum implementer.

From within the teachers are HODs in charge of NFCAs . Together with other teachers, HODs are responsible for the implementation of NFC through organization of the formal , informal and non-formal curricular activities in schools. Teachers plan the NFCAs as a whole (Panigrahi &Pelta, 2012) and want to enjoy watching learners develop interests and skills in their interest areas. The teachers provide guidance and support of the NFCAs and act as role models by voluntarily participating in the activities.

In interviews for teachers for either employment or promotion, teacher participation in NFCAs is important as it can influence the outcome of interviews. Rajeshekar (2014) points out that the teacher's role involved planning so that different activities could be carried out systematically. The teacher should give more opportunity to the child while performing the activities which Rajeshekar referred to as co-curricular activities. The teacher acted as an innovator by introducing some innovative programmes. The teacher was supposed to be a good organizer and take up other roles as a communicator, coordinator, advisor, motivator, recorder evaluator, and manager and decision maker. From a study carried out in Makueni County, in Kenya, it was

observed that teachers are custodians of instruction and co-organisers for school activities along with the head teachers (Ndiku, Mukasa & Achoka 2009).

c) The Learner

The learner is a recipient of the curriculum and the very reason why curriculum is developed (Yaro, Arshad & Salleh, 2016). Learners are directly influenced by the curriculum and it is the schools' responsibility to develop the learners' skills, talents and attitude in NFC as this helps them in preparation for life.

2.7.2 External Stakeholders and their Role in the Implementation of NFC

a) The Ministry of Education

The MOE strategic plan focuses on the acquisition of knowledge, skills as well as provision of life-long learning. Emphasis is on provision of holistic, quality education that promotes cognitive, psycho motor and affective domains of learning. Through its directorate of Quality Assurance of Standards unpublished guidelines, it stresses that an effective school is that which develops the whole child. In line with this, the Basic Education Act (2013) Cap 11 section 18 gives mandate to Quality Assurance and Standards officers to inspect any school with or without notice and among other duties check and advice on matters of children's welfare which include their participation in NFCAS so that they ascertain whether there is added value to Education (Gongera, Muigai & Nyakwara, 2013).

There are three major types of assessments carried out by the Quality assurance of standards team the first is routine and advisory, the second is for assessment and

registration and the third is investigative assessment (MOE, 2020) . Within the first visit, assessments in all aspects of the school are met. In section 4.2 of the MOE unpublished guideline, which is concerned with Curriculum organization and implementation, the team strives to establish the pastoral care system, the NFCAs provided in the school and infrastructure and physical facilities that promote NFCAs .The role of the QASO is marred with challenges which directly interfere with the implementation of the NFC. There is a shortage of QAS officers and so the advisory mandate is compromised and QASO function greatly hampered (MOE,2020). The challenges inherent in the QAS directly affect the implementation of the NFC.

b) The Kenya Institute of Curriculum Development

The Kenya Institute of Curriculum Development was established in 2013 by the Act of Parliament of 2013 (ROK, 2013) . Amongst other roles, KICD's is mandated to: advise the Government on matters pertaining to curriculum development'. It is also supposed to evaluate, vet and approve, for application in Kenya, any local and foreign curricula and curriculum support materials in relation to the levels of education and training and to implement the policies relating to curriculum development in basic and tertiary education and training. It develops, reviews and approves programs, curricula and curriculum support materials that meet international standards

Arising from the functions of KICD , the Kenya Government is transitioning from the 8-4-4 system ,which was introduced in 1985 , following the recommendations of the 1981 'Presidential Working Party on the Establishment of the Second University in Kenya' (Republic of Kenya, 1981) that the CBC curriculum be initiated .The guiding philosophy of the 8-4-4 system of education was 'education for self-reliance but the curriculum ended up addressing issues of curriculum content, as opposed to

fundamental issues that would transform society by enhancing the productivity of every Kenyan citizen and accelerate economic growth. Later, Task Force Reports as well as summative and formative evaluation reports led to curriculum reviews in (MOE ,2012) led to the Competency Based Curriculum (CBC).The CBC has introduced the Arts and Sports Science Pathway and this transforms the NFC into formal curriculum.

c) Parents

Parents play a crucial role in supporting the curriculum. The scope of their involvement in the implementation of the curriculum extends beyond the boundaries of educational institutions to include households. The issue of parental participation in schools has garnered attention from researchers due to its perceived ability to yield numerous favourable effects for students, such as enhanced learner outcomes. Parental engagement encompasses several activities such as attending parent association meetings, conferences, open house events, participating in classroom activities, engaging in effective communication with teachers and staff regarding the student's progress, volunteering, and providing assistance to the student with homework and study skills (Akimoff, 1996).

The involvement of parents has a crucial role in influencing the academic achievement of their children, as it extends beyond the boundaries of the household and encompasses the school environment. Scholars in the field of education concur that the circumstances within a student's household have a significant influence on their academic aptitude and performance in the school setting. The level of parental familiarity with their children plays a significant role in shaping their children's educational experience, as highlighted by Yaro, Arshad, and Salleh (2016).

It is imperative for parents to consistently collaborate with the educational institution in order to facilitate their child's academic progress. Parents who financially contribute to their child's education by paying school fees are considered to be highly supportive of school programmes. The correlation between effective parental involvement and parent educational programs is integral to the provision of high-quality educational experiences for children. Parents can play a crucial role in bridging the gap between their child and school administration by offering the necessary materials that may be required for the curriculum but are not readily accessible inside the school setting.

Empirical studies conducted at educational institutions indicate that schools implementing game-based activities often request parents to get specific equipment for their children, including items such as hockey sticks, footballs, basketballs, rugby balls, and appropriate footwear, alongside essential supplies like game kits. In addition, parents can assist educators in overseeing their child's behaviour and social growth, particularly when parents have access to dependable information regarding curriculum advancements through direct communication with their children, instructors, or school administrators. The Parent Association is established with the purpose of facilitating the administration of educational institutions. Asbourne and Andres (2015) outlined there are three distinct positions that parents might assume: enforcer, facilitator, and encourager. The parental figure responsible for enforcing rules and regulations guarantees that the children actively engage in non-formal educational activities. The child is requested to participate in NFCAs irrespective of their own inclination. The facilitative parent demonstrates a willingness to entrust their children with responsibilities and holds the belief that their intrinsic interests serve as sufficient motivation. Parents foster an environment that promotes the

exploration of children's interests and nurtures their ideas and potential. The parent who assumes the role of an encourager mixes the ideas of their children, so guiding them towards developing an interest in and actively participating in activities that enhance NFC . In the current era of rapid communication, parents have the opportunity to establish social parent association groups with the assistance of educators. These groups can serve as a platform for fostering open communication and mutual understanding between parents and school personnel. In this manner, parents would actively provide suggestions and participate in the educational process by engaging in class and school initiatives, activities, and events.

Numerous global studies have been conducted on the involvement of parent stakeholders in the implementation of curricula. The study conducted by Kumar and Arockiasany (2012) focused exclusively on the parent stakeholders. The researchers aimed to investigate the impact of parental influence on the psychological perception of value in co-curricular activities, specifically examining its relationship with the enhancement of personality traits among students in higher secondary education. The findings indicate that there is no significant relationship between parents' educational background and socioeconomic class and their opinion of the psychological benefits associated with co-curricular activities.

Kisango (2016) established active engagement of families in the co-curricular talent development of their children in Kenya has been found to provide several positive outcomes, including improved attitudes and behaviour. The social behaviour of children is significantly shaped by the influence of their parents. This influence is exerted through the supervision of their activities outside of school, as well as the cultivation of their self-assurance and drive. Consequently, children are more likely

to become accomplished learners. Furthermore, children also have an impact on the functioning of schools, as they actively engage in governance, advisory, and advocacy groups, thereby influencing the policies and practices of educational institutions.

Perceptions encompass the subjective ideas, beliefs, or views held by individuals on specific phenomena. The process of acquiring, interpreting, and organizing sensory information is inherently subjective. Survey questions designed to evaluate perception are intended to reveal the cognitive processes involved in how individuals acquire, interpret, structure, and comprehend their views about the surrounding environment. The manner in which individuals view NFCAs will have a significant impact on their ability to effectively carry out tasks and accomplish desired outcomes. While stakeholders' opinions of NFCAs may generally be viewed as favourable, it is important to acknowledge that there exist certain unfavourable attitudes that could potentially hinder the successful implementation of NFCAs.

Numerous research studies have been conducted to investigate the perspectives of education stakeholders. Notably, Kariyana, Maphosa, and Mapuranga (2012) conducted a study to explore the attitudes of educators regarding the influence of student engagement in co-curricular activities. The researchers' findings indicated that engagement in co-curricular activities resulted in the learners cultivating a favourable impression of the educational institution, fostering a positive disposition towards the school, and exhibiting enhanced discipline. Educators have also observed that interactions with peers beyond the school environment foster a sense of community and enhance social connections, which in turn have an indirect impact on students' academic performance.

A study was conducted to examine the perceptions of various stakeholders, including head teachers, teachers, and students, regarding the significance of co-curricular activities in Kikuyu division, Kenya. The findings of the study revealed that active engagement in these activities promoted the enhancement of academic competencies, fostered the development of self-discipline, facilitated the acquisition of social skills such as effective communication, and offered opportunities for the cultivation of special interests and abilities (Chege, 2012).

The discussion typically revolved around stakeholders' perceptions regarding the advantages of Non-Formal Community Activities (NFCAs) across various domains, including education, psychology, emotions, social interactions, health and physical development, recreation, culture, and vocational preparedness.

2.7.3 NFCAS and Academic Performance

Learners have varying individual differences. When the curriculum has provision for a number of co-curricular experiences, the learner got opportunities to study and work in areas of their own interests and abilities (Mangal, 2003). Several studies by educationists have been conducted in various countries and the findings show that there is a connection between NFCAs with academic performance. Oloo (2013) and Rehema (2010) research findings on the implementation of NFCAs and its influence on academic performance found out that NFCAs improved student's academic performance and learners' access to participation in extra-curricular activities in Secondary Schools in Tanzania respectively.

The activities made them relax which in turn made them grasp many concepts. Silkier and Quirk (1997) examined the effects of non-formal activities which they referred to as extra- curricular activities on the academic achievement of high school students

and established that participants in activities scored higher marks than their counterparts who did not participate in any of the activities. All classroom teaching tended to be theoretical. Practical skills were therefore imparted through NFCAs. The utilization of dramatization served as a valuable tool for enhancing the teaching of courses such as History and Geography. Numerous scholars concurred that the significance of NFC in education could not be underestimated (Johnson, 1970; Matano, 1992; McNally, 2003; Newman, 2005), as referenced by Ongonga et al. (2010). These scholars demonstrated that engagement in sports and other sport-related activities exhibited a positive association with students' academic performance. Excursions, tours, and nature studies significantly enhanced the theoretical works in disciplines such as Geography and Science. NFCAs played a crucial role in fostering civic and democratic principles through active engagement in self-governance and the coordination of various festivals and ceremonies. According to Hollande (1987), Lesun (2006), Lewis (1994), Mahoney et al. (2003), and Marsh (1992), NFCAs facilitated the enhancement of academic achievement by fostering the acquisition of life skills and attitudes.

2.7.4 Psychological Benefits

NFCAs served as a means of fulfilling psychological demands such as emotions, self-assertion, and curiosity. Khanna and Noor (2015) outlined education, in conjunction with activities that foster the cultivation of NFC, contributed significantly to the holistic development of an individual's personality. They provided numerous benefits to earners. The extent to which these principles are embraced by students and teachers will ultimately determine their impact on the educational and health outcomes of pupils. According to Johann Heinrich Pestalozzi, a prominent figure in the field of

education, the primary objective of the physical aspect of the educational process was fundamentally moral in nature. This objective entailed the cultivation of qualities such as perseverance, courage, and self-control. Heem and Turner (1976) as well as the ROK(1989), engagement in play enhanced discipline among learners by fostering their awareness of the significance and worth of rules, order, and structure. Learners engaged in physical activities that contributed to their overall physical health, vigour, and endurance. NFCA played a crucial role in facilitating the expression of individual behaviour and served as a catalyst for fostering innovative thinking. The enhancement of a learner's self-esteem could be significantly facilitated by their recognition and achievement in NFCA, considering that not all children thrived academically.

2.7.5 Social-Cultural Value

NFCAs offered significant insights into real-life scenarios, encompassing essential aspects such as collaborative efforts, sportsman like conduct, the experience of both triumph and defeat, diligent effort, and the development of leadership aptitude. By engaging in NFCAs, children acquired self-discipline, enhanced self-confidence, and cultivated the ability to navigate competitive environments. Additionally, these programs fostered connections between the school and the broader community, facilitating collaboration with local enthusiasts on community initiatives. Social collaboration was widely acknowledged as a fundamental requirement of citizenship. Through engagement in well-structured group activities, students acquired valuable lessons in etiquette and cultivate a spirit of collaboration with their peers, both inside their own educational institution and in other institutions where such activities are undertaken jointly. According to Khanna-en-Noor (2015), learners frequently engaged in activities alongside peers from different grade levels, which contributed

to the cultivation of interpersonal skills and the establishment of enduring social connections (York School, 2015).

2.7.6 Health and Physical Development

The integration of various activities within the NFC showed a positive impact on mental well-being and emotional states. They stimulate the body to produce and facilitate the circulation of blood, particularly to the brain, via means of the heart. Both hemispheres of the brain are responsible for the processing of distinct categories of cognitive processes. According to Zimmer (2005), the right hemisphere of the brain is responsible for the processing of creative thinking. The maintenance of a healthy physique is associated with increased levels of endurance. On the contrary, logical reasoning is predominantly facilitated by the left hemisphere of the brain. Games, sports, and athletics play a significant role in fostering the physical development of learners and serve as a valuable avenue for the growth and development of the learner's physique. In their study on the advantages of sports for students, Ongonga et al. (2010) discovered that students acknowledged the presence of physical fitness as a beneficial outcome of engaging in sports.

2.7.7 Teamwork

For students to participate in activities or athletics, they must join teams for football, basketball, netball, hockey, or sports. Within these teams, individuals acquire the skill of collaboration and transcend their individualistic tendencies, as the collective achievement of a victory elicited a sense of joy among the entire group. According to Jamil and Muhammad (2020), students acquired the ability to demonstrate mutual respect towards their peers and develop strategies for effectively navigating

challenging circumstances through engagement in specialized Co-Curricular Activities.

2.7.8 NFCAs as a Source of Recreation

One of the significant shortcomings in our current education system is the deficiency in individuals' capacity and training to effectively utilize their leisure time. The provision and organization of diverse activities, aimed at offering learners constructive chances, discouraging engagement in less desirable pastimes such as watching movies, television, and engaging in idle conversation. Hobbies cultivated throughout the secondary school phase had the potential to persist as enduring habits throughout an individual's lifetime. (York School, 2015)

2.7.9 Management of Time

Participants who participated in different CCAs reported that they learnt time management (Jamil & Muhammad,2020). NFCAs provide opportunities for learners to properly manage time. Most of the activities provided for by the NFC, whether, games, sports or creative arts are timed and therefore, the learners were supposed to conform to time limits. The table below is an illustration of time limits of items in the Kenya National Drama Festivals rules and regulations which trained learners in time management. Failure to adhere to the time limitation called for penalties as deduction of marks from the total score or total disqualification and so learners strived to adhere to the stipulated conditions.

Table 2.1: MOE-Kenya National Drama and Film Festival Rules and Regulations (2023)

Item	Maximum time allowed for Performance
Play	40 minutes
Cultural Creative dance	15 minutes
Modern Creative Dance	7 minutes
Narrative	7 minutes
Choral Verse/Solo Verse	5 minutes
Stand-up comedy	5 minutes
Spoken word	5 minutes
Short Feature Film	30 minutes
Screen dance	10 minutes
Screen narrative	10 minutes
Screen Verse	5 minutes
Documentary	15 minutes
Advert	1 minute

Source: MOE, KNDFR Rules and Regulations 2022

Besides Drama activities, sports also offered great opportunities for disciplined time management. There were specific games that were timed. Examples are football, netball and hockey. Below is a table to show the time allocated toward the mentioned games in Secondary school competitions.

Table 2.2: Timing for games (Kenya Secondary Schools Sports Association 2018).

Game	Class	Time Allocated
Football	Over 21	90
	Under 19	70
	Over 16	60
Hockey		40
Leg ball		60
Netball		40
Handball		40
Basketball		40
Rugby	Sevens	21
	Fifteens	60
Volleyball		Untimed

MOE (2020) KSSSA Under 19 Rule and other Secondary School Games, Rules

The discipline of athletics was primarily focused on the measurement and comparison of time. The swifter an individual's running ability, the greater their capacity to establish a reputation. Holland and Andre (1987) explained effective time

management among students was associated with the development of organizational, planning, and time-management abilities, as well as the cultivation of attitudes such as discipline and motivation. Additionally, successful time management led to the acquisition of social rewards, which in turn impacted on the development of various personality characteristics.

2.7.10 Life-long learning

The concept of lifelong learning encompasses many intentional learning activities that were pursued with the aim of enhancing one's knowledge, skills, and competence (Nijhof, 2005). Participation NFCA's fostered the development of skills such as leadership, teamwork, communication and problem-solving which were valuable to learners throughout their lives. They also allowed learners to explore their talents and interests beyond the classroom allowing them to discover new knowledge and ideas which were needed for later years of their lives. Social interaction also enhanced networking as it built life-long relationships.

2.7.11 Holistic Development of Learners

Beane (1995) writes of holistic curriculum that;

“A coherent curriculum is one that holds together, that makes sense of the whole; and its parts whatever they are, are unified and connected by that sense of the whole. It is not simply a collection of disparate parts or pieces that accumulate in a student experiences and transcripts. A coherent curriculum has a sense of the forest as well as the trees, a sense of unity and connectedness, of relevance and pertinence. Parts of pieces are connected or connected in ways that are visible and explicit (p.3).”

NFC facilitated the holistic development of the learner. This approach aimed at moving beyond a narrow focus on academic achievement and instead prioritizing a well-rounded educational experience. According (MOE, 2015), sentiments articulated by Wanjohi (2018) towards the conclusion of the August 2018 music festival implied that the integration of NFCAs, with formal education fostered the development of learners who possessed comprehensive skills that were beneficial to their engagement within society.

2.7.12 Preparation for College, the World of Work and the Future

Contemporary higher education institutions exhibited a heightened inclination towards attracting students who possessed additional attributes outside their scholastic credentials. The society was in search of students who possessed the ability to make meaningful contributions in several domains. As a result, contemporary employers prioritized the selection of employees that possessed a good attitude within a demanding professional setting. The organizations demonstrated a keen interest in recruiting individuals who possessed practical skills, leadership qualities , hands-on competencies, innovative thinking, and a sense of autonomy (Standard Media, 2015). Participation in sports contributed significantly to people's and countries' economic and social growth. Sports helped launch careers of many young individuals to global prominence, wealth, and influence, while contributing to the growth and prosperity of their countries. However, in African countries, NFCAs such as sports are still viewed as extracurricular activities that are not part of the regular school curriculum. This makes it harder for people to use sports as a career pathway (Odhiambo, Ngota & Okoti, 2020).

Already the job market has been faulted for being flooded with graduates who have academic degrees including masters that are not industry specific. Once employed, the workers can only be productive for the first six months to one year. Companies are running away from that kind of expenditure. In such situations it becomes clear that skills learnt in Non-Formal Curriculum are very important for the world of work. Wanjohi (2018) adds that while on the job hunt .it is common for employers to ask potential employees about their hobbies or any other activities they participated in other than education which for individuals who participated in NFCAs, would have an upper hand in employment.

Non-formal education and training programs (NFCAs) effectively equip learners with practical skills that are essential for their future success. The official curriculum is limited to imparting knowledge and training learners on academic theories. However, individuals who have solely been exposed to a rigid academic environment in school or college may struggle to effectively apply the knowledge they have acquired in practical settings. NFCAs excel in facilitating collaborative teamwork, fostering leadership skills, and encouraging learners to proactively take initiative.

A career is an integral aspect of an adult's life, and it was imperative for educational institutions to ensure that learners possessed interests and skills that were beneficial for professional endeavours and personal and recreational pursuits. NFCAs provided learners with the opportunity to exercise their rights and avail themselves for various opportunities as persons capable of multitasking.. A study conducted in Scotland has demonstrated that engagement in co-curricular activities enhances employability by a significant margin of 40%. The personal traits that graduates might cultivate through engagement in co-curricular activities, such as confidence and motivation, are highly

valued. When engaging in the process of hiring individuals who had completed their schooling, organizations recognized the possible advantages that can arise from employing individuals possessing such attributes (SRC Centre, 2011).

2.7.13 Improving relationships among citizens

Other perceptions are civic participation, improving race relationships and generally enhancing tribal relationships. NFCAs also lead to popularity of those who participate in the activities. It aids in blending the haves and have-nots and boosts critical thinking (Sadker & Sadker, 2000).

2.7.14 Fame

Learners who participated in NFCAs got fame and respect at school and at national level (Jamil and Muhammed, 2020). Winning in competitions and awards in NFCA fields brought attention and recognition to their schools. People's public profile also increased with exposure to media coverage.

2.7.15 Negative Perspectives about NFCAs

Despite the overwhelming support of NFCAs by a majority of stakeholders, there were some critics who are not in support of learner participation in NFCAs. They perceived time spent on NFCAs as that which destructed the academic role of schooling. (Weber, 2008). Others were of the opinion that learner identification with NFCAs may displace identification with the school (ibid, 2008). This is especially if the activities were varied.

Ismaat and Saleem (2009) in a study conducted in India noted that teacher's perception about co-curricular activities determined the teacher's involvement in them. Since many teachers had low opinion about them, they would rather learners

concentrated on academic activities .They therefore considered the activities, a waste of time. In research conducted in Kenya, NFCAs were viewed as having a negative effect on students' academic achievement, and generally as a waste of time (Kimango, Kiptala and Okero, 2014).

Teacher's involvement level in NFCAs was crucial and was used to gauge the success or the failure of implementation NFCAs. The teacher participation level was first dependent on their interests and then on their level of training in the various NFCAs. It directly affected the learner levels of participation because if well trained, teachers took keen interest in their job, and effective implementation of NFCAs happened. Though teachers in all levels of schools were qualified with either a Bachelor's Degree in Education and Post Graduate Diploma in Education, this did not match competencies in NFCAs because not much knowledge and skills are imparted on NFC in their training period. It took an interest in NFCAs, training, workshops and clinics for teachers to master skills they required in preparing learners in NFCAs.

There have existed opportunities to nurture talent in the existing education programmes through school participation in NFCAs such as the drama festivals, music festivals, Sports, athletics, science fairs. However, these performing arts, athletics, sports, and science fares have not been offered in schools as areas that learners can specialize in beyond the school and beyond competition despite the fact that many learners would be interested in them as they were talented in those areas. (MOE, 2020). Besides competition, the learners never had training opportunities for careers in the creative subject areas

Jiaux (2017) hypothesized that the participation levels of students in extracurricular activities may be influenced by extrinsic factors such as age, gender, cultural

background, and familial background. The sole intrinsic element that influences students' levels of engagement in extracurricular activities, as well as their academic and non-academic achievements, is the sort of activity engaged in. Numerous studies have established a correlation between students' engagement in various activities and their overall development. These studies have yielded findings that indicate how different activities can yield distinct academic or non-academic outcomes for students (Hansen et al., 2003; Larson et al., 2006; Martinez, Coker, McMahon, Cohen, & Thapa, 2016).

In their study titled "*Perspectives of Winning Secondary School Students: A Qualitative Case Study*," Jamil and Muhammed (2020) utilized a qualitative case study methodology. The participants in this study were chosen via purposive sampling. Specifically, male students who had achieved success in various co-curricular activities at the Tehsil level and were now enrolled in grades 9 and 10 in Tehsil Wazerabad, located in the Gujranwala District, were recruited. The data underwent qualitative content analysis. There was a deliberate focus on encouraging student engagement in co-curricular activities (CCAs) at the school level. This emphasis resulted in students being acknowledged as exceptional individuals, both within their school and beyond. Consequently, their school gained international recognition, thereby fostering a positive perception of Pakistan as a commendable nation. One limitation of this study is its potential bias towards just examining the experiences of successful students, while neglecting to consider the perspectives of students who did not achieve success in co-curricular activities.

Hanks (2018) conducted a study that aimed to evaluate the correlations between extracurricular activity (ECA) participation and academic achievement among high

school students enrolled in accelerated academic curricula. The study employed secondary analyses by utilizing an archive dataset. The study included a sample of 2,379 high school students from grades 10 through 12. The results indicated that, on average, AP and IB students dedicated approximately 5-9 hours per week to engaging in extracurricular activities (ECAs). The majority of students reported spending 10-19 hours per week on such activities. Merely 4% and 7% of the entire study population indicated a lack of engagement in terms of both breadth and intensity. AP and IB students had a greater level of engagement in extracurricular activities (ECAs) when compared to their counterparts in regular high school settings. According to Fricks (2012), the average high school student typically engages in 2-3 distinct extracurricular activities (ECAs) and dedicates approximately 5-6 hours per week to these activities. This finding is further supported by Hunks (2018).

Khandu (2021) sought to find out the teacher's involvement level in co-curricular activities in the schools of Thimphuon .The study utilized descriptive survey design with a qualitative approach. Primary data was collected from 120 teachers. The significance of teacher's involvement in co-curricular activities and the study from two thoughts on teacher's perspectives were interrogated. The findings were that co-curricular activities prepared learners' practically for the future and they coped better in life in a society where people had to change careers several times in the course of their working lives. Therefore, teacher's involvement in co-curricular activities was directly influenced by how each teacher viewed the activities it. The teacher's involvement level in co-curricular activities was examined. It was agreed that because teachers do not have specialized training in co-curricular activities, if they had little understanding of NFCAs ,it had a negative impact on the learners' level of performance.

The findings of the survey indicate that a significant majority of teachers, specifically 98.5%, had knowledge regarding co-curricular activities. However, it is advised that these activities be conducted in a manner that promotes a democratic approach, so granting learners increased empowerment and the freedom to engage in the learning process. The study suggests that the Ministry of Education should develop additional motivation and reward systems, specifically targeting instructors who are involved in offering cocurricular programs outside of regular school hours, including weekends. The Ministry of Education has the potential to designate distinct or specialized educators for the instruction of co-curricular activities within schools, as indicated by 86.6% of teachers who expressed a requirement for such specialized instructors. By doing so, the workload of teachers could be alleviated, enabling them to effectively facilitate co-curricular activities without experiencing excessive burdens. Furthermore, 85.8% of teachers emphasized the necessity for training in order to enhance their skills and knowledge in this area. One limitation of this strategy was its exclusive focus on teachers, neglecting other stakeholders and so potentially introducing bias in the presentation of perspectives.

Mekebo (2019) conducted a research study at Government elementary schools located in Hadiya, Ethiopia, with the aim of investigating the implementation of Comprehensive Child Assessment (CCA) and the associated issues in the Hadeya Zone. The research study utilized a descriptive survey research strategy, which involved sampling 153 pupils, 57 teachers, 7 principals, and 6 supervisors. The data collection methods employed in this study included interviews, questionnaires, and document analysis. The study revealed that the insufficient facilities and lack of equipment have a significant impact on the successful execution of co-curricular activities. The study found that human resource played a crucial role in the

implementation of co-curricular activities. However, it also revealed a deficiency in teacher training on co-curricular activities, as well as inadequate monitoring and guidance of students by teachers. These factors have a negative impact on the successful execution of co-curricular activities.

Jamil and Muhammed (2020) conducted a qualitative case study to explore the opinions of winning secondary school students . The participants were chosen via purposive sampling. Specifically, male students who had achieved success in various co-curricular activities at the Tehsil level and were enrolled in grades 9 and 10 in Tehsil Wazerabad, located in the Gujranwala District, were recruited .The data underwent qualitative content analysis. . Active involvement in school activities had the potential to distinguish pupils as exceptional individuals, while also fostering a broader understanding at the worldwide level that Pakistan is a commendable nation. One limitation of this study was its potential bias towards solely examining the experiences of successful students, neglecting considering the perspectives of students who did not achieve success in co-curricular activities.

Hanks (2018) conducted a study that examined the association between extracurricular activity (ECA) participation and academic achievement among high school students enrolled in accelerated academic programs. The study employed secondary analyses, utilizing an archive dataset. A sample size of 2379 high school students from Grades 10, 11, and 12. The results of this study indicated that, on average, AP and IB students dedicated approximately 5-9 hours per week to extracurricular activities (ECAs), with the majority of students claiming an involvement of 10-19 hours per week. A mere 4% and 7% of the entire sample indicated a lack of engagement in terms of both breadth and intensity. AP and IB

students had a greater level of engagement in extracurricular activities (ECAs) in comparison to their counterparts in regular high school settings. Several studies including Fricks (2012) and Hunks (2018) established it was common for high school students to engage in 2-3 distinct extracurricular activities (ECAs) and allocate approximately 5-6 hours per week to their participation in such activities.

A study was conducted in Kuala Lumpur with the objective of examining the personalities of students and their degree of involvement in co-curricular activities. This study employed a quantitative research design, utilizing questionnaires as the primary data collection instrument. The sample consisted of 351 participants, specifically Form 4 pupils from four schools (Najib, Yahya, Kutty,& Hadi , 2018). The results of the study were that the level of student involvement in co-curricular activities was moderate to highly engaged, as shown by the overall mean value of 3.710 with a standard deviation of 0.600. The research findings indicated a deficiency in the implementation of measures to guarantee the active participation of all students in co-curricular activities. The research findings indicated that prompt measures should be taken to promote a sustained and meaningful level of involvement, which played a crucial role in fostering the holistic development of students' personalities.

The Competency Based Curriculum in Kenya , offers opportunities of nurturing talent inherent in learners that previously would end at the competition level through the sports and arts pathway and in so doing prepares them for careers in creative subject areas. The arts and sports pathway are realized in the junior secondary school, beginning from Grade 7. It is divided into three learning areas which are Visual Arts , Performing Arts which includes Music dance elocution and film and Physical Education and sports (KICD, 2020).

Visual Arts in Junior School refers to two or three-dimensional arts that appeals primarily to visual sensory perception. The subject aims at enabling the learner to develop a deeper understanding and appreciation of artistic, social and cultural expressions through two or three-dimensional artworks. In relation to Dewey's Social Constructivism Theory .Emphasis is laid on an experiential and participatory approach that will give the learner an opportunity to articulate their thoughts and feelings. Through creativity and collaboration, the learner is equipped with knowledge, skills, values and attitudes to help them create aesthetic and functional artworks, with a focus on entrepreneurial skills. This subject lays a foundation for the study of visual and applied arts at Senior Secondary School.

In the Senior School, the subjects that will be offered in the three main pathways are:

- a) **Core Subjects**-It is expected that the learner takes the two-core subjects provided, irrespective of the pathway identified: Community Service Learning and Physical Education
- b) **Arts and Sports Science Pathway**-In both the Arts and Sports tracks, the learner will be expected to learn core subjects as well as choose options. Life skills in this learning pathway will be adapted to suit the specific issues in each learning area.
- c) **The Arts-Core subjects**-Legal and Ethical issues in Arts and Communication skills.
- d) **Optional Subjects**-The learner will be required to take one of the following subjects:
 - i. Performing Arts

- 1) Music
- 2) Dance
- 3) Theatre and Elocution
- ii. Visual and Applied Arts
 - a) Fine Art
 - b) Applied Art
 - c) Time Based Media
 - d) Crafts

b. Sports Science

Core subjects *Basic Education Curriculum Framework Nurturing Every Learner's*

Potential Engaged, Empowered & Ethical Citizens

- i. Human Physiology, Anatomy and Nutrition
- ii. Sports Ethics

Optional Subjects

The learner shall choose a minimum of one and a maximum of two of the following subjects according to the learner's personality, interests, ability and career choices:

1. Ball Games
2. Athletics
3. Indoor Games
4. Gymnastics
5. Water Sports
6. Boxing
7. Martial Arts
8. Outdoor Pursuits
9. Advanced Physical Education

The realization that there can be a pathway to nurture interests and talents of learners through offering a pathway is a great milestone in the implementation of The NFC as it will transform NFC from non-formal curriculum into Formal curriculum.

2.8 Designing A Model for Participation in NFCAs.

The fourth objective of the study was to design a model of implementation of NFC .

A prototype is model and prototyping serves to provide specifications for a real working situation rather than a theoretical one. It is a proposal of what ought to be

included but what will inform it in the final analysis will be formulated by the education stakeholders who have been highlighted by this study. The prototype will be structured in a way that it will allow the ache-type to be used in guiding the implementation of non-formal curriculum in secondary schools in Kenya .

This study borrowed greatly from pragmatism and existentialism , highlighted at the beginning of the chapter. The model encourages creativity and critical which aims at providing learners with a wide range of NFCAs . The resources for NFCAs are important to effectively carry out the activities . All the stakeholders support learners in participation in NFCAs and their support is considered as being very important in effective implementation of NFC. Feedback in this model is important for continued improvement and from its stakeholders continually pool together in order to enhance the implementation of NFC .

2.9 Chapter Summary

This chapter on the literature review has covered: the philosophical underpinnings of the study, the Concept of Non-Formal Curriculum, status of implementation of NFC in secondary schools, the resources that enhance the implementation of NFC, stakeholders perception of participation of learners in non-formal learning activities in secondary schools and literature on a model that would guide efficient and effective implementation of NFC in secondary schools.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Introduction

This chapter on research methodology expounds on the research design, location of the study, study population, sampling techniques, sample size, data collection instruments, and pilot testing of devices. The subsequent sections of the thesis proceed to the methods employed to establish the validity and reliability of the research instruments, elucidates the data analysis matrix utilized, and the ethical considerations that were taken into account throughout the study and then ends with the chapter summary.

3.2 Research Design

Kumar (2014) explained research design serves as a guiding framework that directs the research process towards the attainment of legitimate, objective, accurate, and cost-effective responses to the research questions. This encompasses the procedures that were employed in the gathering, measurement, and analysis of data. This study employed the descriptive survey design. According to Fraenkel (2010), the descriptive design involves the systematic collection, analysis, classification, and tabulation of data pertaining to a specific phenomenon, such as prevailing practices, beliefs, processes, trends, and cause-and-effect relationships. Subsequently, the collected data is interpreted, either with or without the use of statistical methods, to draw appropriate conclusions. The choice of the QASOs, principals, HODs, teachers, learners and parents were categorical as each one of the stakeholders in

education is key in implementation of the non-formal curriculum at various levels in the education hierarchy .

The design facilitated the methodological collection and presentation of data. Additionally, it facilitated the expression of thoughts and attitudes held by stakeholders, thereby providing a comprehensive grasp of their perspectives on Non-Formal Curricular Activities (NFCAs) . The design of the study was characterized by simplicity, as it facilitated the conduction of research within the natural settings of the respondents. The teachers and learners were found within the schools and the QASOs in their offices.

Questionnaires were developed to gather demographic information from respondents. The information pertaining to learners , encompassed their age and form level, whereas the details regarding the Principal, Heads of Departments (HODs), and teachers encompassed their age and years of professional experience. The study also aimed at gathering demographic information pertaining to parents and it included their age and gender. Additional pertinent information was about parent's status of engagement in NFCAs, the resources accessible for learner participation in NFCAs, and the degree of parents' involvement in NFCAs . Interviews were arranged with the QASOs to address any gaps in information that was not adequately covered by the questionnaires.

The research design employed a combination of qualitative and quantitative approaches. The collection of qualitative data involved the utilization of structured interviews, which were conducted with the Quality Assurance of Standards Officers (QASOs).The interviews facilitated a natural flow of dialogue, including repetitions and inquiries. The study employed observations as a methodological approach to

investigate the facilities that facilitated involvement in NFCAs. In addition, a content analysis was conducted to examine the school program, timetables, and certificates derived from participation in NFCAs (see to Appendix X and XII).

3.3 Location of the Study

The study location was Kakamega County, which is a county in the former Western province. It is one of the forty-seven counties in the Republic of Kenya. It lies on an approximate area 3050.5 km² (Kakamega CIDP, 2013), 30 kilometres North of the Equator. The population that was projected in 2017 stood at 2 028 324 people though more current information of 2019 puts the population at 1 867 579 people (2019 Census) and a population density of 618.4/km². Kakamega County has 13 sub-counties, which are Kakamega East, Kakamega South, Kakamega North, Kakamega Central, Lugari, Likuyani, Matete, Navakholo, Mumias East, Mumias West, Matungu, Butere and Khwisero. The headquarter of Kakamega County is Kakamega. To the South, Kakamega County borders Vihiga County, to the West, Siaya County Bungoma and Trans Nzoia to the North and Nandi and Uasin Gishu Counties to the East. The most dominant language spoken in Kakamega County is Luhya, which is the second largest tribe in Kenya making up 14% of the Kenyan population (Aggry, 2018).

There were 414 Secondary schools at the time of the study. The rationale for selection of Kakamega County was that learners in Kakamega had a diversity of talents especially in music, drama and games. Again, Kakamega County was among the first 13 counties that had a school selected as a talent academy for rugby, soccer and theatre (MOE,2020). It is also expected that the results that were drawn from

Kakamega County in this research study would be replicated in any other parts of Kenya.

3.4 Study Population

A “population” consists of all the subjects that you want to study. It comprises all the possible cases (persons, objects, events) that constitute a known whole (Ary, et. al.1972) The target population in this study were the Quality Assurance of Standards Officers (QASO), school principals, Heads of Departments in charge of Non-Formal Curriculum , teachers and learners. The choice of the QASO stakeholder as respondents was because they deal directly with the quality of education offered in schools in the County and will give the relevant information regarding the implementation of NFC in schools and the status of participation in NFCAs. That of the school principals was because they are managers of the curriculum implementation in schools and have the information about their schools’ participation in NFCAs .The choice of HODs was deliberate because they directly supervise NFCAs in the schools. The rationale for selecting mainly Form 2 and Form 3 learners was because they have been in school long enough to give information about NFCAs and also because they are the ones who directly participate in NFCAs. The population is shown in Table 3.1.

Table 3.1: Study Population

Description	Total
CQASOs	13
Secondary School Principals	414
Heads of Department of Non-Formal Curricular Activities	414
Teachers	10151
Learners	116363
Parents	116363
Total	243718

Source: Kakamega County Office (2018)

3.5 Sample Size and Sampling Techniques

Sampling refers to the systematic procedure of choosing a subset of individuals from a larger population in a manner that ensures the selected individuals are representative of the overall population. The term used to refer to a representative subset of a population is known as a sample (Ary, et al., 1972). The sampling procedure refers to the systematic process used to pick items within a sample. There exist two primary sampling approaches in research: random sampling, also known as probability sampling, and non-random sampling, sometimes referred to as non-probability sampling. (Taherdoost, 2016).

3.5.1 Sample Size

Sample size is usually guided by statistical power analysis which involves the desired level of confidence, the expected level size and the variability within the population . Kothari (2009) suggests a 30% sample size whereas Gay (2006) suggests a minimum sample size of 10% of the total population when dealing with large populations in descriptive research . It is within the range proposed by Mugenda and Mugenda (2013) who propose that a sample of between 10% and 50% is appropriate . It is on this basis that this study adopted a sample size of Gays' (2006) 10% of the total population on the rationale that schools, learners and teachers populations went above 10,000 for the. The sample size was calculated through the formula

$$n=0.10 \times N .$$

N= entire population size

N=sample size

Using this formula ,therefore , the sample population of the schools was

$0.10 \times 414=41.4$ schools and was rounded to 41 schools plus 1=42 schools.

Out of 414 schools, 41 schools were selected. There were 2 national schools and both the 2 were picked. This therefore increased the number of selected schools to 42.

3.5.2 Sampling techniques

The initial step of this investigation was the utilization of stratified random sampling, which ensured that the selection of schools for the sample was representative of their distribution among the population. The strata were categorized according on the sorts of schools, which included national schools, extra-county schools, county schools, and private schools. Each school within every stratum was given an equal probability of being selected for inclusion in the sample. Table 3.2 presents the stratification of schools within Kakamega County. Both national schools in Kakamega County were included in the sample.

Table 3.2: Strata of Schools in Kakamega County

School Type	No. of Schools	Sampling technique	Selected No. of Schools
National	1	Saturated	2
Extra County	30	Random	3
County	64	Random	6
Sub-County	298	Random	29
Private	20	Random	2
Total	413		42

Table 3.3: Sampling Frame

Stakeholders	National Schools	Extra-County Schools	County Schools	Sub-County Schools	Private Schools	Total
Principals	1	3	6	30	2	42
Teachers	20	30	60	300	20	430
Learners	90	135	270	1350	90	1935
Parents	4	6	12	60	4	86
	115	174	348	1 740	116	2 493

The study employed saturated sampling in selecting the QASOs respondents, the school principals and Non-Formal Curricular Activities HODs. 45 learners were selected randomly from each school to get a full view of how each of the classes across

the board is treated in participation in NFCAs. In all the 42 schools 1935 learners were selected in the sample .

Table 3.4: Study Population against Sampling Methods and Sample Size

Study Population Unit	Sample Method	Sample Size
Schools	Stratified random	42
QASOs	Purposive sampling	13
Principals	Purposive sampling	43
Heads of Department	Purposive Sampling	43
Teachers	Convenient sampling	430
Learners	Random sampling	1935
Parents	Convenient sampling	86

Purposive sampling involves deliberate selection of particular units of the universe for constituting a sample which represents the universe (Kothari, 2009). Selection of 13 QASOs was very deliberate in that each one of them was drawn from the 13 sub counties in the study. The principals were also drawn from the 42 sampled schools and so were the HODs in charge of NFCAs. Convenient sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher . Selection of teachers through convenient sampling arose from the fact that it was easy to find the teachers to administer the questionnaires to and so the researcher relied on the teachers that were nearby. This also applied to parent stakeholders and two class representatives were tasked in each school to reach out to at least one parent each .

3.6 Data Collection Tools

Primary data was obtained through questionnaires, interview guides and observations, whereas secondary data was through existing documented material such as the timetable, school routines and certificates of participation (see appendix X and XII).

3.6.1 Questionnaires

A questionnaire is a device consisting of a set of questions with some psychological, social, educational, etc. topics, given to an individual or a group of individuals to obtaining data with regard to some problems under investigation (Koul, 1996). The justification of administering questionnaires to the selected respondents is to reach the large populations that the study will deal with. The questionnaire translated the objectives and the answers given by the respondents generated the necessary data for this study.

This study employed the use of questionnaire as the main tool in gathering data . The study generated five different sets of questionnaires ; questionnaires for learners, teachers, HODs, principals and parents. Questionnaires for learners (Appendix VI) were developed for this study were in four Parts: A, B, C and D. Part A, contained demographic details of learners that included gender, age, and class and school typology. Part B, required learners to identify the NFCAs offered in their schools and had 4 questions. All possible NFCAs in schools were identified and printed in a table and learners were asked to tick the NFCAs they participated in .The policy that guided participation in NFCAs was also sought.

Part C enquired about the participation in the NFCAs . Part D contained questions on learners perceptions about NFCAs and the responses were to be presented in a 5-scale point which included the responses (5) strongly agree (4) agree (3) neutral (2) disagree (1) strongly disagree. In total, the learner questionnaires contained thirty-three questions.

Questionnaires for the teachers (Appendix V) had 4 parts and contained closed and open-ended questions. Part A contained demographic details that sought to find out the gender and age of the teachers. Part B was on the status of NFCAs in schools and had two questions . Part C was about perceptions of stakeholders about NFCAs, and Part C was about the relationship between stakeholders and the implementation of NFCAs. There were 2 open-ended questions and were limited to the area in which the researcher wanted to give freedom to respondents to reveal their feelings, personal perceptions and opinions about NFCAs and to clarify by giving additional information in their responses. The teacher questionnaires had a total of 30 questions.

The HOD questionnaires (Appendix IV) were in four parts, part A was based on demographic details on age, gender and years of experience. Part B was on the Status of NFCAS in secondary schools. Part C on Participation in NFCAs and D on facilities that promote participation in NFCAs. In total the questionnaires for HODs had 45 questions

Questionnaires for parents (Appendix VII) had 6 parts. The first was on demographic details, the second on the NFCAS in the school, the third dwelt on the support given by parents in NFCAs and the fourth was learner participation .The fifth part was on the parents perception on NFCAs .Section five was presented in a 5-scale point which included the responses (5) strongly agree (4) agree (3) neutral (2) disagree (1) strongly disagree. In total, parent questionnaires contained twenty-four questions.

The researcher and the research assistants visited the schools met teachers and learners and addressed them about their expectations of them .The either waited for the respondents to respond to the questionnaires or left them with the teachers in charge of non-formal learning activities and collected them after 2-3 days of issuance.

3.6.2 Interviews Guides

Interviews often entail a direct interaction between the participants and the interviewer, who may be the researcher or a someone trained by the researcher. The interviewer poses a set of questions to each individual within a given group and documents their respective responses (Ary et al., 2010). In a personal interview the interviewer reads the questions to the respondents in a face-to-face setting and records the answers (ibid, 2010) . Semi-structured interviews were carried out between the researcher and the QASO respondents on a one-on-one basis (Appendix VI). They were carried out where the sampled population constituted a manageable population that could be asked questions in a face-to-face situation . Questions were repeated for clarity when the respondents did not understand. The results from the interviews were recorded manually. The interview guides were in five sections. The first contained demographic information on gender, age, experience as a QASO and the highest academic qualification. Section 2 was on the status of implementation in schools in the county, the third was about availability of resources for implementation of NFCAs. Section 4 was about participation of learners in NFCAs, and the fifth was based on the model for the implementation of NFCAs.

3.6.3 Observations

Observation refers to the systematic procedure wherein individuals or a group of individuals engage in the act of observing and documenting events and occurrences within a real-life context. These observations are then categorized and recorded based on a predetermined framework or scheme (Koul, 1996). There were observations in the sampled schools (see Appendix XII). Observations allowed the researcher to have contact with the people and items under study and incidental revelations can be

observed as a result of the observers continued presence to ascertain the presence of facilities that promote implementation of NFCAs. The observations established the NFCAs offered in the schools. This was determined by the presence of sports grounds for the various games, balls and uniforms for games and sports, a hall for promotion of music, drama and dance, trophies and certificates of participation. Non- use was also observed through accumulation of dust on the equipment and facilities. The researcher drew certain parameters in advance for the observation but left avenues for any other aspects of observation that would occur in their context. The study drew observations about the available resources that promote NFCAs.

3.6.4 Document Analysis

Documents analysed in research include published papers, curriculum guides, newspaper accounts, photographs and other illustrations, transcripts of proceedings and the like (Craig & Charles, 2008). The documents that were analysed in this study included the school timetable (see Appendix XV), the school daily routine (see Appendix XIV), the school budget for non-formal curricular activities, the school calendar , to find out whether there is provision of time for NFCAs, records of participation in NFCAs and certificates of performance in NFCAs. Other documents analysed were the reports from QASOs visits to the schools and staff meeting minutes. The statistics used in the study were drawn from authentic documented sources and were duly acknowledged.

Table 3.5: Data Collection Methods

Categories of Participants	Sample Size	Data Collection Methods
Principals	42	Questionnaires
SCQASOs	13	Structured Interviews
Teachers	215	Questionnaires
Learners	1935	Questionnaires
Parents	84	Questionnaires
Total No. of Respondents	2289	

3.7 Pilot Testing of Instruments

The instruments for data collection were subjected to a pilot study to assess their appropriateness. Kothari (2019) recommends a pilot sample of between 1% and 10% of the entire population in the study. The questionnaires were randomly administered to teachers and learners in four schools in the area of study within the sampled population. The results from the four schools were analysed and helped identify ambiguities in the questions and refining of the questionnaires. It also took care of typographical errors. The pilot testing determined whether the questions in the questionnaires are relevant and whether the wording in them was appropriate.

3.8 Validity and Reliability of Instruments

Validity is a fundamental characteristic of data that signifies its genuineness, implying that the data accurately represents what it claims to represent (Mertier, 2008). On the other hand, reliability serves as a measure of the consistency of data or test findings, and is a crucial aspect to be taken into account. Consistent outcomes should exhibit a high degree of similarity across multiple iterations.

3.8.1 Validity of Instruments

Creswell (2008) posits that validity refers to the degree to which findings obtained through data analysis accurately represent the criteria validity of the subject under

investigation. Zohrabi (2013) categorizes validity into four distinct forms, including face validity, content validity, and construct validity. This study was grounded on the principles of content and facial validity. In order to ascertain content validity, the instruments were subjected to evaluation by two experts from the department of Curriculum and Instructional Technology at Masinde Muliro University of Science and Technology. These experts were tasked with assessing the extent to which the instruments were capable of measuring the intended constructs. Additionally, they were tasked with assessing the extent to which the collection of things effectively captured the underlying principles being examined. The basis of measurement was

$$CVI = \frac{\text{Agreed items by both supervisors}}{\text{Total number of items}}$$

Instruments were tested for validity by applying them in a pilot study in four schools in the study area which were included in the sampled schools. Content validity helped identify items in the research instrument that were difficult to interpret and understand. Panel experts achieve face validity according to Kothari (2017) through judgement on the relevance and representation of each of the elements of research instruments. To address face validity, improvement of each of the elements of items in the data collecting instruments was achieved by incorporating views of my supervisors and experts in Curriculum , in the Department of Curriculum and Instructional Technology. Through scrutinizing each of the items, clarity and ambiguity in the items was addressed.

Triangulation was also used for validity purposes to see if the results would be replicated. Triangulation is the application of various data collection methods. It strengthens the credibility of the research (Cohen *et al* 2007; Bryman, 2008). In some instances, the data was subjected to descriptive statistics, the mean, median and

standard deviation together with correlations for triangulation to be achieved. This research study employed 5 data collection methods; questionnaires, interviews, observations and content analysis. Where the findings of the four-showed similar results, then the researcher concluded that the findings were valid (Tolich & Davidson, 1999). The items were modified to improve their quality with the guidance of the supervisors, and experts in the Curriculum and Instructional Technology Department.

3.8.2 Reliability of Instruments

The concept of reliability refers to the degree of consistency and accuracy in a measurement, specifically in terms of its capacity to be replicated and produce consistent results (Oppenheim, 2003). In order to ensure the reliability of the instruments, the test-retest reliability coefficient, specifically the Pearson moment, was utilized. This coefficient was applied to both the questionnaires for teachers. Following a two-week interval, the same questionnaires were administered to the teacher respondents in order to establish a correlation between the two sets of scores obtained at different points in time.

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} \quad \text{Where } x = x - \bar{x} \text{ and } y = y - \bar{y}$$

The value of r ranging from 0.3 to 0.7 was needed to regard the instrument as having sufficient reliability. A test-retest Pearson correlation test was analysed. Table 3.6 below demonstrates a 1% confidence level for teacher implementation and teacher participation. We can therefore conclude that the research instruments were reliable. The value for teacher implementation was found to be 0.899 where as that of teacher participation was at 0.983 which is above the 0.7 value that is considered critical.

Table 3.6: Reliability Coefficient Analysis

		Teachers Implementation	Pre-Test	Teacher Participation
Teachers Implementation	Pearson Correlation	1	.899**	.983**
	Sig. (2-tailed)		.000	.000
	N	16	16	16
Pre-Test	Pearson Correlation	.899**	1	.883**
	Sig. (2-tailed)	.000		.000
	N	16	16	16
Teacher Participation	Pearson Correlation	.983**	.883**	1
	Sig. (2-tailed)	.000	.000	
	N	16	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

3.9 Data Analysis

Data analysis is the process of editing, coding, classification and tabulation of data (Kothari, 2009). It involves identifying common patterns in the responses and critically analysing them in order to achieve the research objectives. Data was analysed both quantitatively and qualitatively. Quantitative data was first collected then cleaned to identify errors and any missing values . It was then coded and analysed using the Statistical package for social sciences SPSS Version 20. It was presented in descriptive statistics and presented in tables, frequencies and percentages , the median, mode, mean and standard deviation. Data was also generated from documents that included the time table (See Appendix XII) school routines (see Appendix XIII) and NFCA calendars from the MOE.

Qualitative data was gathered from school routines and school timetables. Recurring patterns were analysed and similarities and differences on how NFCAs are scheduled and implemented . From the scheduled activities the researcher was able to tell whether the schools adhered to MOE guidelines of scheduled activities. Interviews were analysed thematically in narrative forms and verbatim citations were captured from the QASOs.

3.9.1 Descriptive Analysis

Descriptive statistics that were used included frequencies, percentages and means. They were summarized in frequencies, tables, bar graphs, and pie charts. Demographic information collected from this study formed part of the analysis. It included factors such as age, gender, and form/class for the learners and teaching experience for the teacher's frequencies and percentages.

Quantitative data collected through questionnaires was cleaned coded, summarized, edited for possible errors and then analysed with the aid of the SPSS statistical software package version 20 and results presented in means, frequencies , percentages, tables, pie- charts and bar graphs.

Table 3.7: Data Analysis Matrix

Objective	Method of analysis	Methods of Presentation
To assess the status of implementation of non-formal curriculum in secondary schools.	Quantitative/ Qualitative	Tables Frequencies mean Standard deviation
Analyse the availability of resources for implementation of non-formal curriculum in secondary schools.	Quantitative/ Qualitative	Tables/bar graphs mean Standard deviation
To explore the perceptions of the stakeholders' of the learner participation in non-formal curriculum activities in secondary schools.	Quantitative/ qualitative	Tables mean Standard deviation
To design a model for implementation of non-formal curriculum in secondary schools in Kakamega county, Kenya	Quantitative/ Qualitative	Tables

Table 3.8: Qualitative Analysis Matrix

Transcript	Themes/sub-themes	Codes
To what extent does the Ministry of Education encourage schools' participation in co-curricular activities?	MOE factors	MOEF PF SF
What would you say about funding of NFC activities in schools?	Government Policy factors	GPF
How do schools get trainers/ coaches for NFC activities?	School factors	SF
To what level do school principals promote implementation of NFC in schools in your sub- county?	Principal factors	PF
What is your view of teachers' level of involvement in drama, games, clubs and societies in schools?	Teacher Factors	TF
Do learners view NFCAs as a waste of time?	Learner factors	LF
What do you think is the overall learners' perception of the importance of NFC?	Learner factors	LF

3.10 Ethical Considerations

Ethical consideration for this study revolved around voluntary participation, informed consent, confidentiality and honesty. Measures were taken to ensure that the rights of QASO, principals, teachers and learner informants were observed. Other ethical considerations that applied in this research were that relevant approvals from Masinde Muliro University of Science and Technology departmental and school boards were sought. The Directorate of Post Graduate Studies Board minutes of these approvals are available in the various sections. Thereafter a research permit was sought for from National Council of Science and Technology (NACOSTI) before collection of data. The permit is attached in Appendix 1.

Permission was also sought from the Kakamega County Director's office before carrying out the research, which entailed collection of data from the education offices, schools and parents. In every school visited there were introductory and briefing sessions with the principals of the schools. There was also a briefing session with the respondents where the general purpose of the study was disclosed. Protection of schools and respondents used in the research study was ensured through confidentiality and anonymity. To achieve this, the respondents were not required to

write their names or sign anywhere in the questionnaires. The names of the schools were also not indicated on the questionnaires. The purpose for which data obtained from the questionnaires was to be used was explained to the informants. Informants were reminded that participation was purely on voluntary basis and were provided an opportunity to ask questions for clarification purposes before being issued with the questionnaires. Reciprocity was to apply upon completion of the study with copies of thesis being sent to NACOSTI and publications shared with the public within a timely manner.

3.11 Chapter Summary

This chapter presented the research design, location of the study, the study population, sample size and sampling techniques. Additionally, it outlined the instruments of data collection, explained the pilot study, the reliability and validity and the data analysis method. The ethical concerns that were put into consideration in this study were also explained.

CHAPTER FOUR

4 FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the presentation, interpretation and discussion of findings on the implementation of non-formal curriculum in secondary schools in Kenya. It is in two parts ; the first deals with participants' response rates and characteristics of the respondents. The second, with the findings and discussions in relation to the four objectives of the study which were:- one, to assess the status of implementation of NFC in secondary schools two, to analyse the availability of resources that support participation in NFCAs , three to explore the perceptions of stakeholders on learner participation in non-formal curricular activities and four, to design a model of participation in NFCAs in Secondary Schools.

Below are response rates, demographic characteristics and the results of the analysis, their interpretation and discussion.

4.2 Participants' Response Rate

The participants' response rate in the study is presented in Table 4.1.

Table 4.1: Participants' Response Rate

Respondents	N	Response rate	%
Learners	1935	1296	67.3
Teachers	430	335	78.1
HODs of NFCAs	43	37	86.1
SCQASOs	10	9	90.0
Parents	43	40	93.0
Total	2461	1717	70.0

The study received a response rate of 69.2% from SQASOs, 86.1% from Heads of Departments, 78.1% from teachers, 67.3% from Learners and 73% from parents. The overall response rate was 74.6 %. This response rate is satisfactory as suggested by Mugenda and Mugenda (1999), that a response rate of 70% and above is acceptable in research studies.

4.3 Learners' Demographic Characteristics

The tables 4.2 show demographic details of the participants.

4.3.1 Learners' Demographic Data

Characteristics investigated included gender, age, class level and school type. Learner demographic findings are summarized in Table 4.2.

Table 4.2: Distribution of Learners' Demographic Data

Demographic	Characteristic	Frequency	%
Gender	Male	662	51.1
	Female	634	48.9
	Total	1296	100
Age	Less than 15 years	280	21.6
	15-18 years	702	54.2
	Over 18 years	314	24.2
	Total	1296	100
Class	Form 1	336	25.9
	Form 2	443	34.2
	Form 3	432	33.3
	Form 4	85	6.6
	Total	1296	100

The findings showed that 51.1% of the learners in the study were male while 48.9% were female. Girls' enrolment in secondary schools has almost equalled that of boys' which this is a positive trend towards gender parity and a departure from traditional gender stereo-types of denying girls equal education opportunities with their male counterparts . Majority of the learners; 54.2% were aged 15-18 years though some learners were above 18 years, which is an interesting trend because the average age

of learners in secondary school is 17 years. It could be that some learners join Secondary schools at a much older age or that some are they are retained in schools because of their talent; a practice for some schools to allow them to keep excelling in the activities in order to bring fame to the schools . Indeed , random surveys have shown that schools retain learners in schools for competition in games such as soccer .basketball ,netball, volley ball and rugby for the sole purpose of participating in competitions long after their period of being in school is over to bring fame to the schools .

About 55.8% of the learners were in sub-county schools, 31.1% in county schools, 7.4% in extra- county schools and 5.7% in national schools. Most schools in Kakamega County were in the sub-county school category. This order of schools agreed with Onderi and Makori (2014) who found that the number of schools decreased as you moved upwards from the sub-county schools to the national schools. There are therefore more sub-county schools than county schools, less extra county schools than county schools then just two national schools in Kakamega County.

Fewer learners in Form 1 and 4 participated in the study as compared to Form 2 and 3 whose participation rated highly. Form 2 and 3 were appropriate years for engaging learners in the study because they had already acclimatized with the schools and were entrenched in the school culture and routine unlike Form 1 learners who had recently joined school and were yet to establish which NFCAs to participate in . Form fours were busy with remedials in preparation for end year examinations in the competitive arena where schools clamour for good grades in the national examinations.

4.3.2 Teachers' Demographic Details

Figure 4.1 presents participant teachers' age.

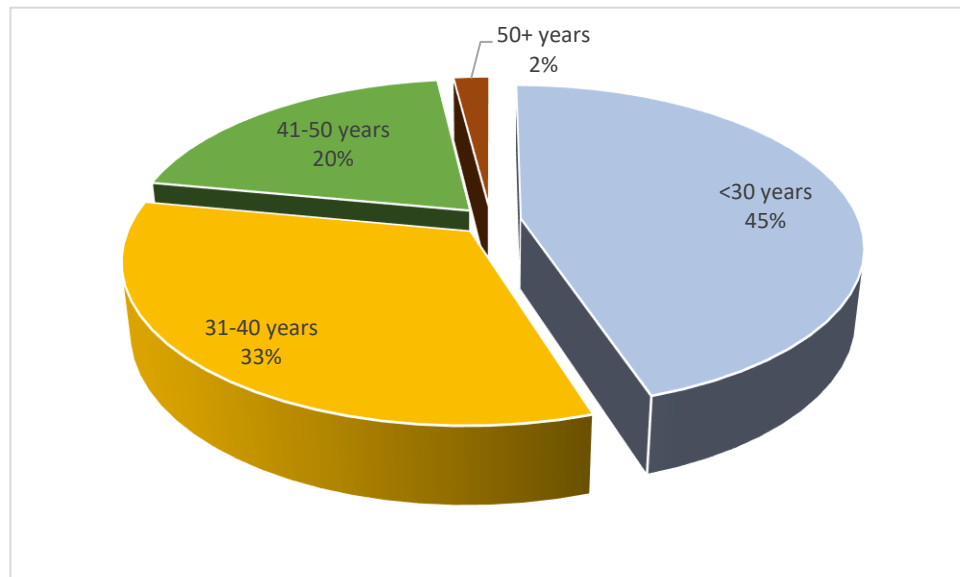


Figure 4.1: Participant Teachers' Age

About 75% of the teachers that participated in the study were between 30 and 40 years. This showed that the younger teachers participated most actively in NFCAs in secondary as opposed to the older teachers. There was a gap in the participation rate, which could be explained by the fact that younger teachers had a more competitive spirit than their older counterparts. They also may have had less family responsibilities and therefore more time and willingness to participate. Younger teachers may have viewed participating in research as an opportunity to enhance their professional development. A lot can be done to motivate the older teachers to participate so that they could benefit from NFCAs. They can be made to understand that participating in games and sports for example can keep them fit, healthy and young.

Table 4.3: QASOs' Demographic Data

Demographic	Characteristic	f	%
Gender	Male	4	44.4
	Female	5	55.6
Age	31-40	0	0.0
	41-50	8	77.8
	51-60	2	22.2
	Below 5	7	66.7
Participant's experience (in years) as a CQASO	5-10	3	44.4
	Total	10	100
Participant's highest academic qualification	Bachelor's degree	4	44.4
	Master's degree	6	55.6
	PhD	0	0.0
	Total	10	100

The study found that 55.6% of SQASOs were female while 44.4% were male. In many other fields of leadership, there have been concerns of gender parity for instance, in sports; Burton (2015) asserted, “*Despite increased participation opportunities for girls and women in sport, they are underrepresented in leadership positions at all levels of sport*”. The trajectory toward gender parity in education leadership is thus laudable. Majority of the SCQAS were in the age bracket of 41-50 years. This was in order because SCASOs are recruited at managerial positions, having had first taught in schools .They were relatively mature and had good experience in the position and this enabled them to oversee implementation of the curriculum. A majority of them were master's degree holders in education and had had about 5 years' experience as QASOs. The fact that they had advanced in their education is a good indicator that they were knowledgeable in their sphere of work.

4.4.3 Parents Demographic Details

Figure 4.2 presents the proportional representation of the parent participants by their sex.

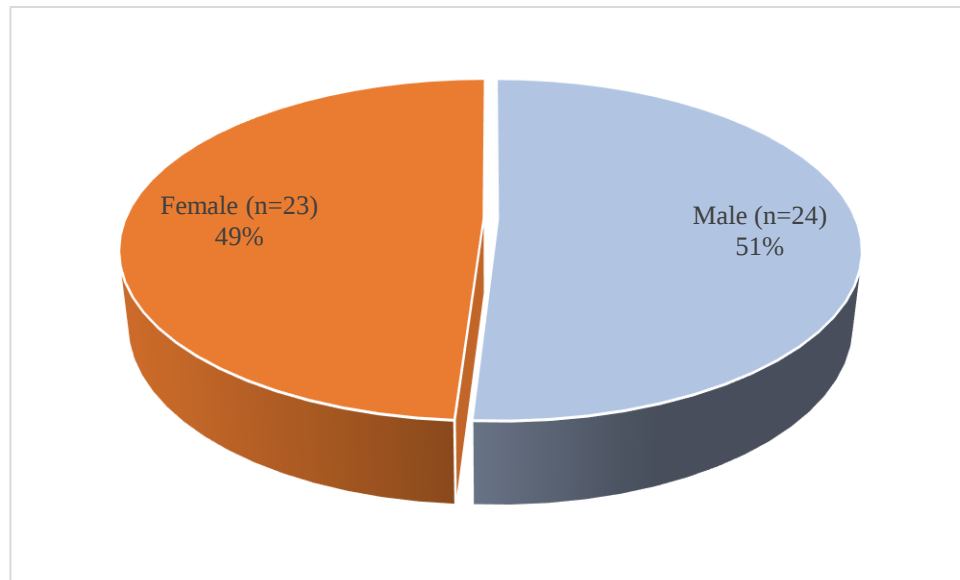


Figure 4.2: Parental participants by sex

There was an almost equal number of males as female parents who participated in the study; 51 % male against 49% female. That was impressive because it indicated that both parents were responsive to their children's affairs and their involvement in the study could be viewed as positively influencing their children in participation in NFCAs. The idea that there was a gender balance showed that there certainly was a departure from the traditional roles that left women to take charge of their children's wellbeing.

The 42% of parents were less than forty years. With this kind of age ,then it was expected that NFCAs are given the attention they deserve. There was also likely to be

a duality that parents embraced both the formal and non-formal curriculum or that they exposed their children to NFCAs .

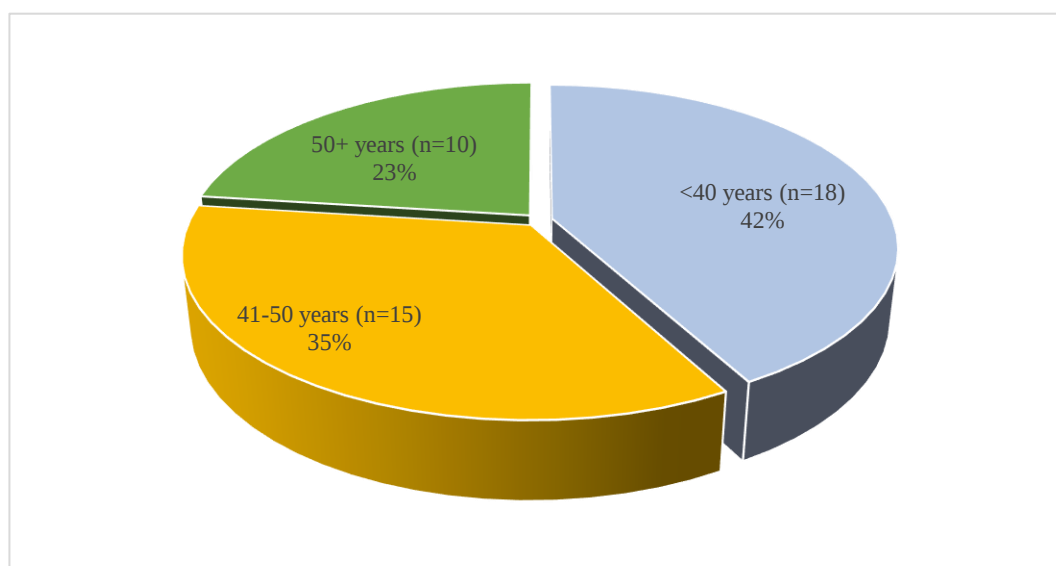


Figure 4.3: Parents age

4.4 Status of Implementation of NFC in Secondary Schools in Kakamega County

The first objective of the study was to assess the status of implementation of NFC in Secondary Schools in Kakamega County .To achieve this , the range of NFCAs offered in schools was addressed and the diversity of the programmes .Of interest , was also , whether schools offered a balanced mix of activities or there was a bias toward certain activities .The teacher, parent involvement in the NFCAs , policy on implementation of NFC and preparation of learners for participation in NFCAs in Secondary schools was also interrogated . The results were as follows:

4.4.1 Available NFCAs in Schools in Kakamega County

On the range of NFCAs figure 4.4 gives a summary of the broad range of NFCAs in Kakamega County.

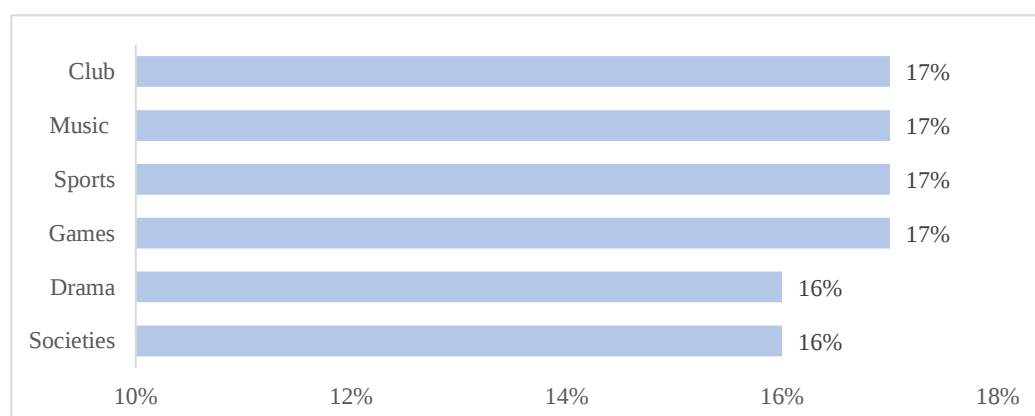


Figure 4.4: Available NFCAs

Deductions were made that the range of NFCAs were sports 17 %, games , 17 %, drama 16 % , music 17 %, clubs , 17 % and societies 16%. The NFCAs had ratings of more or else similar percentages i.e., sports and games at 34%. Clubs and societies and performing arts had an equal popularity; each rating at 33%. Participation rates were influenced by gender for example as all boys' schools and only 30% of the girls' schools offered football according to the observations. Netball was common in all the girls' schools and unpopular in boys' schools. Popularity of games and sports were attributed to the cost incurred by schools in setting up the games and sports and that of clubs and societies would also have been as a result of the minimal monetary demands for societies. All games required space/a field and balls whereas athletics merely needed a marked track. For the less endowed schools balls were improvised by the learners themselves. It was a requirement that learners purchase games kits on admission to the schools but observations showed that not all learners could afford to buy the kits therefore games uniforms at the school level for football and netball were

optional for the schools where learners were financially limited . It was at the competition level that games and sports those schools required uniforms and schools either borrowed, purchased or solicited them from sponsors and well-wishers. Schools in Kakamega County had indeed benefited from soccer uniforms from donors and well-wishers for example Brookside Milk Company, and the Cleophas Malala donations Kakamega Governor Baraza's kitty among other donors.

Clubs required minimal funding as the learners themselves paid membership fees that was utilized in the running of the clubs as seen in the guidelines for participation in NFCAs. Debate was in all the schools and compulsory for all the learners . Some of the clubs were income generating and so the burden of funding them was lifted from the school to the learners . Young farmers were an example of such a club and the proceeds from the club were shared between the club members. Societies such as Christian Union (CU) , Young Christian Society (YCS) and IREC were dominant in schools and merely required just space for worship, which in most instances was a classroom, open space, chapel or mosque depending on the school sponsorship. Drama was rated as the most expensive activity as it required infrastructure, rostrums, decors and costumes which cost colossal amounts of money that schools got discouraged in participating in the same. It was because of the high costs that many schools opted out and instead participated in music which was less expensive . Below are specific activities that schools participated in Kakamega County from the learners' questionnaires.

Some of the games found to be available in Kakamega County Secondary Schools included athletics, basketball, badminton, handball, hockey, netball, rugby, swimming, softball, football/soccer, tennis (lawn and table), volleyball, tennicoit,

lacrosse, karate, tae kwondo, judo, kabaddi, scrabble, and chess. Soccer was rated as the most highly available game in secondary schools in the county going by the results from questionnaires for teachers and learners. This was supported by the participant observations; refer to (Appendix X) in the appendices section where the presence of fields and goal posts for football were noted. Volleyball, netball and handball were next in popularity. Lacrosse was a newer game introduced in some of the schools. Others newer games include Tae-Kwondo , Karate , cricket and indoor games such as scrabble . Introduction of new games gave wider choices of NFCAs from which learners would select from depending on their interests and talents.

Learners participated in the games informally without any set rules during games time but when competitions were at stake then formalities set in and teams took on the required numbers of players for example football; 11 players, netball 7 and basketball 5, Rugby had teams for learners to participate in 7 and 15 asides. The given numbers constituted one main team and if other teams were formed , they were for substitution purposes. At most , they were between one and four substitute teams accommodated in a school. This could not take up the whole learner population and so schools had to get creative to involve as many learners as possible by widening the scope of games. The playgrounds were few and could not effectively accommodate large learner populations. The rest of the school would not then participate in football and would be required to join other activities. Given that games are based on talent, only a few were selected into the teams to represent the school in competitions and the rest of the learners then joined either clubs or performing arts as alternatives. This then cut out a number of learners from participating in games and sports. This was the case also for athletics in which only the best was selected to join the athletics team. This explains why learners were limited in participating in games

because games in the long run were meant for competitions and only the most talented learners got chances to be in the teams.

The fact that sports was the most popular NFCAs for learners has been echoed by Jian (2017) who explained how the most popular activity had been art and academic clubs by 2006 but later studies showed that this order had reversed and learners began to value hobbies and vocational clubs. Martinez et.al (2016) found out that both arts and academic clubs became the two most attractive activities in schools. These findings also agreed with those of Chege (2012) who opined that there were many varieties of NFCAs in schools, which included sports, games, clubs, societies drama and dance. Several clubs were listed as being in different schools: art, debate, environmental/sanitation, journalism, language, subject specific clubs (Mathematics and Science), Red cross/ St. John's, Scout, Student Council, Presidential Award, Religious clubs (Christian Union (CU), Young Christian Society (YCS), Islamic Religious Education), Science and Engineering Fair, Young Farmers Association, Straight Talk, and Business club. The popular clubs were journalism and debate whereas the most popular societies were Christian Union and Young Christian Association. The fact that the Islamic Religious Education Club and Young Christian Society and Christian Union Societies were all in existence in a secondary school showed that schools allowed religious freedom of learners.

Learners of all faiths were allowed to participate independently in the societies that strengthened their respective faiths . The clubs that did not have a large school participation were Red Cross/St. Johns Clubs , Straight Talk , Art and Business Education clubs .Schools needed more education about the importance of the Red Cross / St Johns Ambulance Clubs so that they could embrace the useful clubs .The

former leads to volunteering to deliver vital services such as comforting people affected by disasters and distributing humanitarian aid and the latter with equipping learners with knowledge about what to do faced with a disaster which were critical to saving lives . Straight talk on the hand allowed learners who were in their adolescence with coping strategies and behavioural life skills that helped them to remain in control of their behaviour . Art club boosted learner confidence and Business Education Club boosted developed and boosted collaborative and entrepreneurial skills/All these skills were life-long skills that would allow the learners to cope with the challenges of life. The study established that the available performing arts were: Bass band, choir, drama, dance, music, and martial arts. The most popular performing arts were drama, music, choir and dance respectively. Brass band was noted to be popular in schools that could afford brass pieces which are expensive to purchase. The national schools were noted to have school bands which performed in school functions and whose services could be leased out. This trend was catching up in the county schools and there was no discrimination as to which gender played the brass pieces as both the girls and boys schools' trained learners for the school band. Martial arts were also being introduced in school as defensive sports and had gained great popularity.

4.4.2 Parent on Availability NFCAs

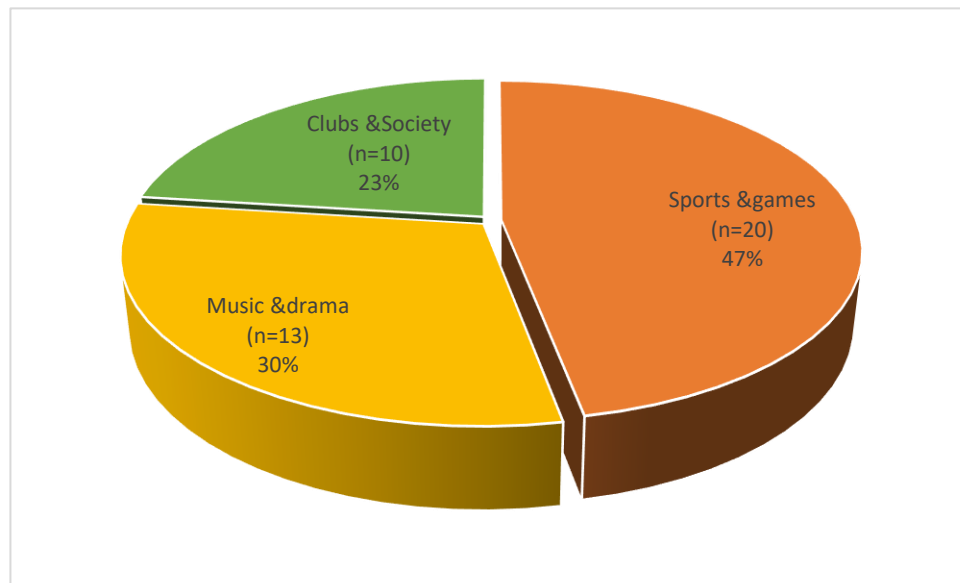


Figure 4.5: Range of NFCAs Available in Schools

Figure 4.5 shows the parental perspective of distribution of NFCAs available in schools for the learners to participate in. The highest participation was in Sports and games at 47% followed by performing arts at 30% and then Clubs and Societies at 23%. The availability of sports and games at the highest percentage agreed with that of learners. The parents went ahead to even propose new varieties of NFCAs they wished their children to participate in and they included Human rights club, indoor activities, hockey, swimming, Lacrosse, and polo.

The fact that parents are at the centre of proposing new clubs implied that they were interested in NFCAs and wished to have the activities expanded to provide more benefit to their children. If taken up by the schools, these are activities that would strengthen ties between schools and communities as some of the activities were beyond the schools ability to introduce so there would be a need to outsource or share

resources such as swimming .Relationships between schools would have to be made to share available swimming pools for swimming to take off.

Table 4.4: Descriptive Statistics Showing the Availability of NFCAs

	Mean	Median	Mode	Standard deviation
Games and Sports	120.62	110	350	249.11
Clubs and Societies	204	246	1	105
Performing Arts	182	242	10	116

A mean of 182 and Standard deviation of 116 in Performing Arts is in agreement with Figure 4.5 that performing arts are available in the secondary schools in Kakamega. The scenario is, however, different for clubs and societies, which had a large disparity between the mean and the standard deviation implying that clubs and societies are areas that were not sufficiently attended to. The teachers, HODs and learners were consistent that NFCAs were evenly spread. They felt that learners should be allowed to take part in a variety of NFCAs and the activities expanded to accommodate large learner populations. Some types of activities lent themselves to certain regions for example in the dance genre, the Eshikutu dance was popular among the Idakho in Kakamega County. It was important to emphasize participation of all learners at the school level even though they did not qualify for competitions beyond the school levels.

The interviews for QASOs confirmed that all schools participated in at least an area in NFCAs. In the visits to schools, the QASOs enquired to know whether schools were active in games, sports drama, music, clubs and societies. Schools had to give documentary evidence such as departmental meetings minutes of participation in NFCAs. They also had to show invites to other schools for friendly meets .Trophies and certificates were also to be produced as evidence of performance /excellence in

any of the NFCAs the school took part in . For sports, there had to be evidence of equipment, balls, uniforms , sports shoes/boots, knee caps and inventories of the same to show that they were active in games and sports. One of the QASO pointed out that

‘The number of activities that a school participates in depends on the school typology and funds that the school raised. Day schools seem to have fewer learners whose parents are not committed to paying fees and so they participated in basic sports, clubs and societies. Principals of mixed schools argued that it is as if they run two schools in one and offering NFCAS is a challenge as they offer girls’ activities and boys’ activities separately. Larger schools tend to be ‘everywhere’ because they participate in as many NFCAs as possible. Such types of schools receive a larger capitation and have learners whose parents are supportive in fee payment (SQ 10, personal interview, 2nd September 2021).

4.4.3 School Policy on Implementation of NFC

Implementation of the NFC is enhanced through a national policy, which translates into a school policy lending itself to a school culture. It was the duty of school principals to ensure that their schools enforced the available national policy Evidently, there was no clear national policy guiding the implementation of NFC .This was clearly demonstrated when the learners were asked whether there was a policy guiding participation in NFCAs . Their responses were as summarized in figure 4.6.

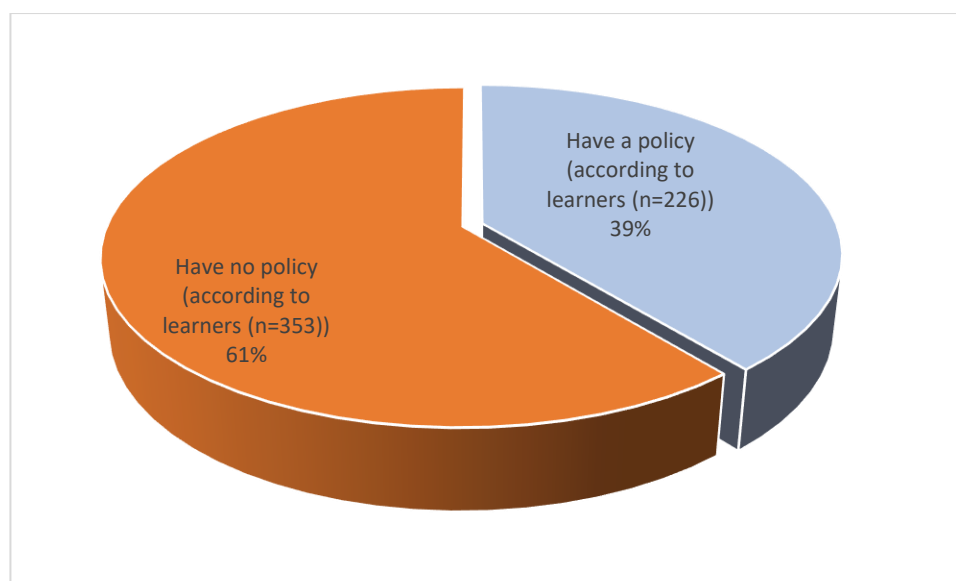


Figure 4.6: Learner’ responses on available NFCAs schools policy

The learners were asked to respond to whether their schools had a policy on NFCAs and in their responses a majority (61%) of them indicated that schools lacked a policy on participation in NFCAs. Most schools lacked clearly stipulated guidelines that guiding learner engagement in NFCAs. From the participant observations, however, it was apparent that all schools in the County had scheduled NFCAs in the school routine (see appendix XVI) which were available and visible in the Principals office, staffrooms, departmental offices, classes and on school notice boards. Whether that routine was adhered to or not was in contention.

Text box I: Some of identified guidelines for Participation in NFCAs in Secondary Schools

- *At least academic grade threshold to participate in co-curriculum activities*
- *Belonging to at least one club and 1 sport*
- *Must have attended all lessons*
- *Pay registration fees e.g., Ksh. 50*
- *State weight (50kg) and height (6ft*
- *Must have games kit*

Participation in NFCAS is hinged on existing policy guidelines. Policies help a school establish rules and procedures and create standards of quality for learning , safety, expectations and accountability. Learners were asked if there was a school policy guiding the participation in NFCAs .They understood it to mean conditions that allowed them to participate in NFCAs and gave the guidelines presented on text box I. These conditions were that: all learners must belong to at least two clubs and one sport; they must pay a registration fee of fifty shillings to join a club and they must be in their games kits every Tuesdays and Thursdays after classes. To be in the journalism club, learners were required to read news on parade and the condition for participating in basketball was a height of 5.8 feet tall and above. Other guidelines for societies were that they must belong to either C.U, YCS or IREC .Some of these guidelines appeared discriminatory and could actually discourage learners participating in NFCAs. For example , the height requirement in basketball was very limiting and discouraged the shorter learners from participating in the game and yet there were situations in which even short learners have excelled for as long as they have mastered skills such as dribbling, jumping and defending the ball from being shot into the goal . There were other conditions that were not suitable for learners subscribing to C.U and YCS when they were Muslims .

One QASO stressed on the fact that:

‘There was a policy in place for guiding participation in NFCAs , however, ,things are different on the ground ’implying that there is a policy which is not fully implemented in the secondary schools in the county(SQ 9, personal interview, 3rd September ,2021)

Table 4.5: Descriptive statistics showing policy guidelines

Mean	20
Median	2
Mode	1
Std. Deviation	43

The question on policy elicited a standard deviation of 43. The disparity between the mean and the mode was an indicator that the policy needed to be re-worked if schools in Kakamega County must optimize participation in NFCAS. Was it that lack of clear policy at the school level was influenced by lack of a strong national policy on the implementation of NFC and a rather weak monitoring system by the QASO? The situation was no better when the school principals were left at their own discretion to influence the participation and management of NFCAs in their schools. As a result, there was no uniformity in implementation of NFC as some schools concentrated on academics while others chose only a few activities from the range of activities that were possibly available. This was worsened by the weak monitoring system by QASOs as visitations to schools occurred once in a term, a year or in two years. The findings of the study differed with those of Yohannes(2019) and Mutiike (2017) who opined that there was a policy direction but with minimal involvement of both teachers and learners and that of the latter that there was no significant relationship between school policies and learner participation in NFCAs.

4.4.4 Preparation of Learners towards Participation in NFCAs

The Heads of Department of NFCAs were asked to respond to statements concerning learner preparation in undertaking NFCAs. Their responses were as summarized in Table 4.6.

Table 4.6: HOD's responses on learners preparedness for NFCAs

		SD	D	UD	A	SA
All new learners undergo orientation about	f	0	0	0	12	25
cocurricular activities in the school	%	0	0	0	32.4	67.6
Learners select at least one activity area in	f	0	0	0	22	15
games	%	0	0	0	59.5	40.5
Learners are expected to participate in a	f	0	0	0	3	34
sport	%	0	0	0	8.1	91.9
Learners are expected to participate in	f	0	0	0	20	17
drama	%	0	0	0	54.1	45.9
Learners are expected to participate in	f	0	0	10	18	9
music	%	0	0	27.0	48.6	24.3
Learners are expected to participate in	f	0	0	0	22	15
clubs	%	0	0	0	59.5	40.5
Learners are expected to participate in	f	0	0	0	15	22
societies	%	0	0	0	40.5	59.5
Talents and potentials among learners are	f	0	0	0	13	24
rewarded	%	0	0	0	35.1	64.9

All Heads of Department either agreed (32.4%) or strongly agreed (67.6%) that new learners were prepared to undertake NFCAs through an orientation programme during which the schools expectations of the learners were spelt out. This finding is important as it assisted in establishing whether schools had a way of initiating new comers to the school into NFCAs. Learners whose talent is tapped from the onset allowed their placement into NFCAs of their choice and would be futuristic as it would go beyond the school level to colleges or universities leading to talent-based employment. Arising from this, there should be no problem about learners participating in NFCAs but what happens thereafter after identifying talent is a worrying trend because no follow- up is made by teachers, Teachers on duty and HODs need to ensure that learners momentum is not lost after Form one. From table 4.6, it is evident that all new learners had to select at least one activity in sports and games , drama or music. They were also expected to be in clubs and societies. Capps and Miller (2006) opine that orientation of new students helped them transit smoothly into the new institutional culture .

Respondents further agreed (35.1%) or strongly agreed (64.9%) that talents and potentials among learners were rewarded. Reward systems for learners who excel in NFCAs are very important for reinforcement purposes. At the close of the National ball game competitions held in Kakamega in August 2023, the Cabinet Minister, Youth Affairs , Arts and Sports pointed out that

‘..... in the same way we reward those teachers who post good results in academic subjects, we must also reward our teachers who train these gems to excel in their arts ’(Namwamba ,11th August, 2023).

Tredinnick, Menzies and VanRyt (2015) explained reward and recognition is fundamental in the student’s journey to build self-efficacy in whichever activities they are to undertake in the school. However, reward schemes appear to be more common in academic programmes than in NFCAs. Kapoor (2018) agreed that rewarding good performance motivated students to study and improve their academic performance. Though non-examinable, non-formal curriculum activities also require reward schemes to encourage learner participation

Some schools also had special days dedicated to NFCAS, such as sports days and cultural days. In many cases, learners were not adequately prepared for such occasions so that they could adequately practice . Sometimes the notice given for Sports day was very short because schools were required to present teams at the sub-county competitions whose dates were decided by the MOE . The result was that learners hurriedly practiced and developed complications such as muscle cramps especially when they did not practice enough.

Table 4.7: School events dedicated to NFCAs

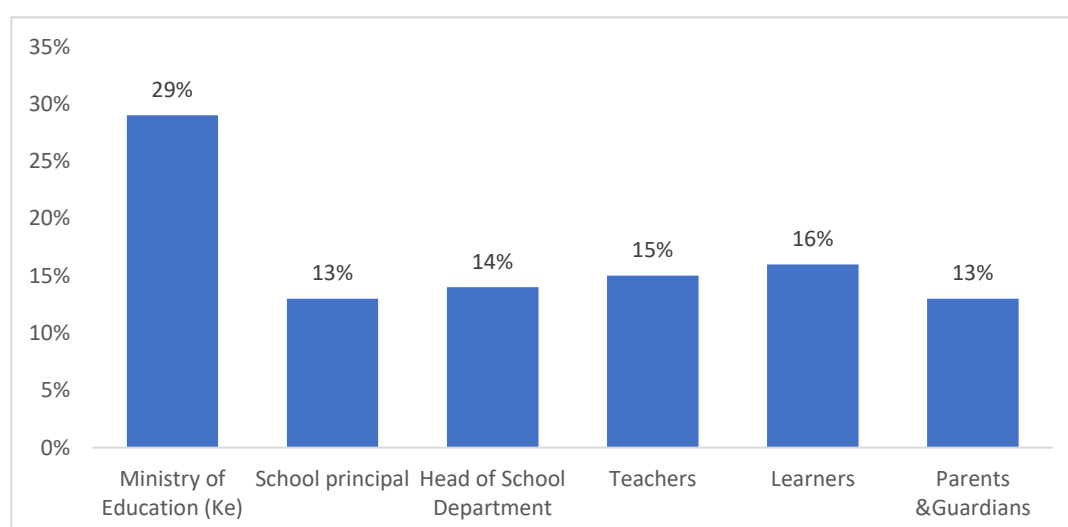
The school has a sports day.	f	0	3	3	12	19
	%	0	8.1	8.1	32.4	51.4

According to one SQASO:

NFCAs are more effectively undertaken if entrenched within the school routine. The teacher on duty can follow them up and enforce to ensure they are done. If not entrenched in the school routine, they are easily forgotten. Some schools also have special days dedicated to NFCAs, such as sports days and cultural days. (SQ 5, personal interview and cultural days, September 23, 2021)

4.4.5 Support by Stakeholders

Figure 4.7 presents the perception on how key stakeholders are supporting the NFCAs initiatives.

**Figure 4.7: Stakeholders who support NFCAs**

Generally, the school principal, HODS, teachers, learners and parents supported NFCAs in almost equal measure that is 13%,14% ,13%16% and 13% respectively. The MOE support of NFCAs was immense standing at 29% .The reason for this could

be that MOE was directly responsible for policy making and ensuring that policy was put into practice through implementation of NFC by advocating for participation in NFC. In the routine visits to schools the quality QASOs purposed to find out about the status of implementation of NFCAS in secondary schools as guided by their inspection manual.

Learners were asked to indicate their level of agreement or disagreement on various statements relating to support of NFC activities by the school administration and the Ministry of Education. Findings were as summarized in table 4.8.

Table 4.8: Learner’ levels Perception on Administration’s support of NFC.

		SD	D	UD	A	SA
the Ministry of Education encourages school participation in NFCAs and so our school has a variety of activities.	f	95	58	51	184	191
	%	16.4	10.0	8.8	31.8	33.0
The school principal has little support for NFCAs.	f	284	170	41	43	41
	%	49.1	29.4	7.1	7.4	7.1
The HOD does not follow up the participation in NFCAs	f	297	165	54	52	11
	%	51.3	28.5	9.3	9.0	1.9

Majority (31.8% agreed and 33%) agreed that they had a wide variety of NFCAs as a result of the support from the MOE . Again , participation in NFCAs thrived best when there was maximum support by the school administration .The school principals are the ones on the ground who can oversee the requirements by the MOE and put them into practice . From the view of the learners , the Principals support was evident through encouragement of learners to participate in NFCAs , funding the activities and engaging coaches/trainers to prepare the learners in the activities The principals support was rated at 51.9% by the learners .The percentage is not good enough given

that just almost as much a percentage of 48.1 % did not support the learners in NFCAs.

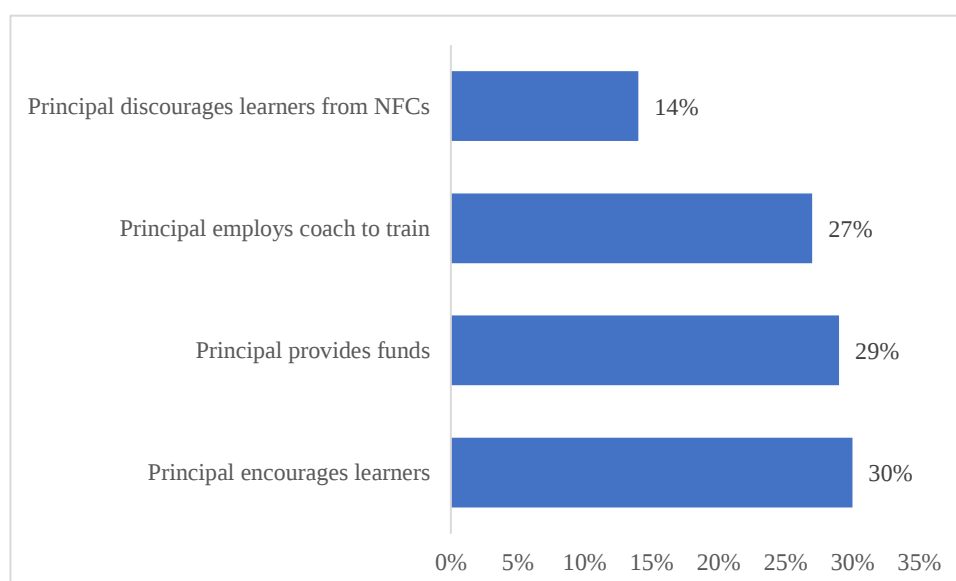


Figure 4.8: Principals Support of NFCAs

A school principal is a very important determinant of learners participation in NFCAs and it was an apparent that they determined the little regard that was accorded to participation in NFCAs in a number of schools in Kakamega County.

Further, Figure 4.8 summarizes the specific manner in which the principals supported the NFCAs. Arising from the findings it is evident that there is an almost equal support for NFCAs as lack of it by the school Principals. A support of 51% against 49% fails to give a large disparity. Learners specifically pointed out the nature of support given by the principals as that of providing funds, and engaging coaches/trainers to train them in the NFCAs. Few learners agreed that the school principals discouraged them from participating in the activities. Other studies that have been undertaken that support this finding. Are that of Noman et al., (2018) who concluded that a strong support for co-curricular activities was one of the vital constituents of successful

leadership among Malaysian school principals This was further supported by Nduguri et al. (2017) who reported a positive response between the support of the school and the learner participation . Yohanness (2019) had a contrary opinion when he reported that NFCAs in secondary schools lacked a stable structure. Though there was participation, they lacked adequate support, as there was no system to monitor, regulate and boost the participation in co-curricular activities across the education system .Teacher attitudes were negative because the CCAs were outside the class and therefore not part of their responsibility.

Van den Berg, *et al.*, (2017), however differed on the principal's support of physical activity programmes summing up as , *"It's a battle... you want to do it, but how will you get it done?"*. Many principals prefer to spend money on academic programmes perceived to have visible results for the school. Muema(2012) supported Van den Berg, *et al.*, (2017), when he indicated that most teachers were not supported by the school administration to promote NFCAs and this had an adverse effect on the implementation of NFC .

4.5 Availability of Resources for Implementation of NFC

The second objective of the study sought to analyse the availability of resources for implementation of non-formal curriculum in secondary schools. The resources were funds , infrastructure , time , human resources and administrative support. This was answered through the interviews of the QASOs, questionnaires by HODS, parents and learners.

Funding was found to be the key resource that other resources relied on .The other important resources were infrastructure , equipment , supplies , time and human

capital. The question of funding was addressed in the interviews with the Quality Assurance of Standards Officers who agreed with the position that there was immense support by the MOE in funding NFCAs . One QASO explained that:

The Ministry of Education fully supports the activities from the sub-county to the nationals by funding the activities. This money caters for transport, meals for learners, teachers and allowances for the coaches. Furthermore, the government releases money for co-curricular activities to schools once every year in December.
(SQ3, personal interview, September 20, 2021)

Another said that

The MOE is responsible for funding the NFCAS . This is done at the Zonal, Sub-County , County and the regional levels. The activities that benefit from this funding are the Games , Sports, Music, Drama , Science and Engineering Fair. The money specifically takes care of the learner's meals, teachers allowances and honorarium for the judges, referees and adjudicators,

(SQ 10, personal interview, 2nd September 2021)

Yet another was able to delve deeper and explain that there is a Co-Curricular Fund and Free Day Secondary Education Fund that is set aside for CCAs . Parents also top up by Ksh.798 in Boarding and Extra County Schools . Every learner had a total of Ksh.1500 and this money that was used to run festivals at the school, Zonal , Sub-County , County and National levels. Specifically, the money was for games and sports ,music and drama, Science and Engineering Fair (SQ 7 personal interview , 4th September 2021)

The QASO were also cognizant of the fact that funding depended on the level of participation in NFCAs. They felt that funds allocated at the school levels, zonal, sub-county and county levels were inadequate. They however, pointed out that the bulk of the funding was at the national level where there was also sponsorship from organizations in their Corporate Social Responsibility (CSR) for example Brookside sponsored up to 14.5 million shillings for Term 1 national games in 2023 and they had continued to sponsor schools in games for 12 years, from 2011 save for 2020 - 2022 which had been interfered with by the COVID pandemic. NFCAs funds at the national level were hardly disseminated to the bottom levels. Schools at those levels were left with little choice than to source for funds elsewhere either from the Constituency Development Fund (CDF), parents and well-wishers to succeed in their quest to participate in NFCAs.

The funding from the MOE cascades down to the schools hence the teachers asked whether the MOE and the school principal provided funds for participation in NFCAs. Their responses were as summarized in Table 4.9.

Table 4.9: Teachers' Perception on Principals' Committing Budget for NFCAs

Perception	Frequency	Percentage %
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 (49.7%) agreed and (47.6%) strongly agreed that school principals provided funding for NFCAs. This therefore, implies that the funds collected by schools as activity fund were used for the intended purpose.

Table 4.10: Parents responses on whether they support NFCAs

Perception	f	%
Strongly disagree	0	0
Disagree	2	4.6
Agree	3	7.8
Strongly Agree	38	88.3
Total	43	100.0

A large percentage of percentage of parents 88.3% (strongly agreed) and 7.8% (agreed) to the fact that they supported their children through payment of fees . Indeed, as had been established , activity fund is derived from fees paid by parents, however, through observations of the school fees registers , the figures of fees defaulters were high and therefore one wonders how the schools managed to run the activities with minimal funding.

Table 4.11 shows resources that are available in schools: fields/courts, balls, nets, sports shoes, hall, Muslim rooms, teacher trainers, equipment/instruments, public address, and sports attire/uniform. Schools have a number of 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 Act (2021) in Kenya that require all schools to have suitable infrastructure to promote P.E 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 sports shoes were also available though in very small percentages.

To determine the availability of facilities equipment and resources , learners were asked availability of various facilities and equipment.

Table 4.11: Learner’ on Available Resources for Implementation of NFC

		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 playground.	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

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

Okigbo and Elujekwute, (2021) observed that funding has enormous influence on management of schools and the activities that a school undertakes. According to Roser and Ortiz-Ospina (2016), financing education had an association with measures of student performance. Did this then imply that performance of schools in NFC activities was good, owing to the financing by school administration?

Kisango (2016) agreed with the findings of this research in his findings that funding for NFCAs was inadequate and that it therefore affected learner participation in games and sports. This was supported by Ndunguri et al (2017) ,Karoki (2016) Victorini and Wambiya (2016) and Wangai(2012) who all observed that education and training resources were still scarce in most public educational institutions and that affected learners participation in NFCAS.

The resources for implementation of NFC were therefore scarce and this therefore implies that there are still glaring gaps in the implementation of NFC owing to lack of sufficient funds which are determinants of other resources such as infrastructure supplies and equipment.

Table 4.12: Descriptive statistics showing Availability of Resources

Mean	9.80
Median	3.00
Mode	1
Std. Deviation	18.304

A standard deviation of 18 in figure 4.12 implies that resources that support NFCAs are available despite being in very low percentages. This agrees with Fig.4.12 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 these resources. A strong policy by the MOE on funding specifically for NFCAs would have to then be formulated to enable schools to actively participate in the same. Large schools with populations of 1000-1500 learners require more play grounds, equipment and supplies to accommodate the populations but this was not the case as evident from the participant observation (see appendix XV). Play grounds did not match whole populations in the school implying that many learners were not adequately catered for. Other supplies such as equipment, supplies such as uniforms and balls also were also inadequate.

There are other important resources that are not directly pegged on funding and one of them is time. Time as a resource must be factored in for successful implementation of NFC. In this regard, the study sought to establish how schools implemented NFCAs in terms of time allocation. Heads of Departments of NFCAs in the schools were required to indicate whether NFCAs were scheduled in the school routine, and if time allocated was adequate. Their responses were as summarized in Table 4.13.

Table 4.13: 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	5.4	0

Their responses to whether the time allocated for NFCAs was adequate revealed that 32.4% disagreed while 35.1% strongly disagreed. This means that majority of heads of department indicated that NFCAs were allocated insufficient time. When time is not sufficiently dedicated to NFCAs, schools do not fully participate in the activities.

Allocation of time for NFCAs from the participant observations purposed to find out whether time was allocated in the school timetable and the school routine. The results were that all timetables and school daily routines were available and strategically placed in the classrooms, staffroom and the school notice board . Games and sports were scheduled for Tuesday, clubs, and Societies on Thursday's .The results showed that 32.4% agreed while 67.6% strongly agreed that NFCAs were scheduled in the school routine. If 100% agreed that time, was scheduled for NFCAS what then happened to the actual participation in NFCAs? The answer could be that those learners have opportunities created within the school programmes for engagement in NFCAs because it is a requirement by the MOE but whether the time allocated for the activities was dedicated to the purpose it was meant for remained questionable. It also implied that time was allocated for the activities but was inadequate therefore the MOE needed to dedicate more time to NFCAs.

Similar results were registered by a QASO, who said that:

Co-curricular activities are more effectively undertaken if entrenched within the school routine. The teacher on duty can follow them up and enforce to ensure they are

done. If not scheduled in the school routine, they are easily forgotten. (SQ 4, September 23, 2021)

Storey (2010) indicated that NFCAs activities were found at all levels of schools' system as routine activities, and included debate, athletics, music, drama , school publications, school clubs, contests and various social events .This was is in agreement with Quay (2014) who pointed out that in the case of sports, not much time was given to it. Even time allocated for Physical Education and sports lessons which were a part of the formal curriculum and therefore timetabled was used for teaching other examinable subject . Ismaat and Salem(2008) observed that less time was given to sports and other non-formal curricular activities.

Preference was given to other subjects in the formal curriculum and the scheduled time for NFCAs taken up by them. Stakeholders' attitudes therefore need to be addressed so that they would begin to appreciate the value of NFCAs to effectively implement NFC in schools. Chege (2012) supports the fact that the schools administration allocated time on the timetable for NFCAs and this time was not indicated for the intended purpose .

Human capital is also fundamental if implementation NFC should succeed . In this regard therefore , the school principals allowed teachers to attend workshops and clinics to hone their skills in NFCAs . In other instances, referees and coaches were sought from outside the school . This was a positive move towards the implementation of the NFC because when the Principals were in support of NFCAs then it followed that learners and teachers would be compliant .On support by the principals one QASO had this to say:

That they expected that the principals would use the teachers in their school to coach the learners in games, sports ,drama, music and dance because external coaches were discouraged, but this is usually not the case as the Principals get crafty and engage external trainers and coaches to train the learners in games , sports, drama and music. (SQ 7, personal interview, 2nd September 2021)

Figure 4.10 shows the presence of human capital in terms of trainers and coaches who impart requisite skills for the implementation of NFCAs to the learners . Fig. 4.10 shows that the principal employed coaches to train NFCAs .

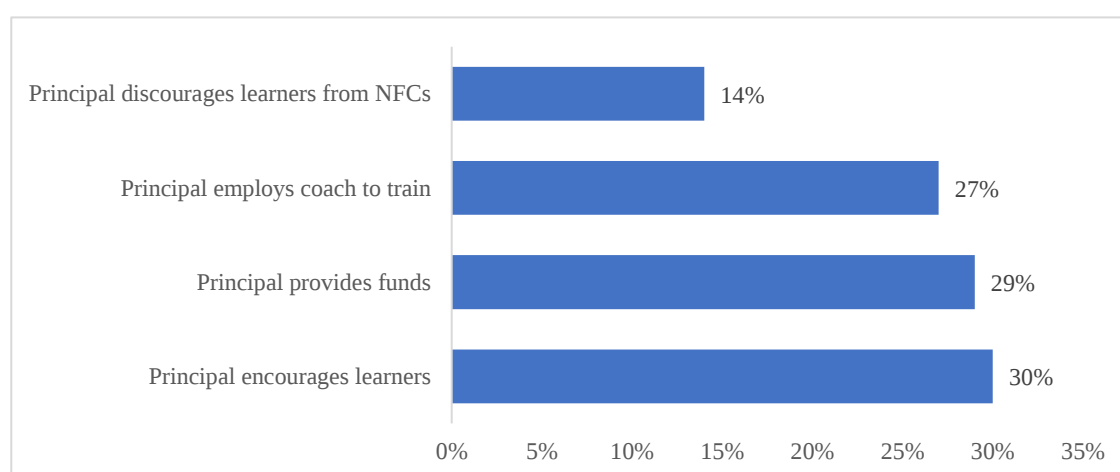


Figure 4.9: Presence of Human Capital implementation of NFCAs

Bucher and Krotee (2002) & Mekebo (2019) converge with the findings in this study in their emphasis on human capital when the former suggested that those responsible for learners and teachers must be well trained and adopt professionalism in their coaching .The latter agreed that human resource played a crucial role in the implementation of NFCAs . However, the latter added a deficiency in teacher training on co-curricular activities, as well as inadequate monitoring and guidance of learners by teachers had a negative impact on successful implementation of NFCAs .

4.6 Perceptions of Stakeholders on Learners' Participation in NFCAs

The third objective of the study was to explore the perceptions of stakeholders on learner participation in NFCAs .This was achieved through establishing the perceptions of stakeholders about NFCAs and learners participation in NFCAs at the various levels.

Table 4.14: Perceptions of Teachers on NFCAs

	Frequency(F)	Percentage (%)
Promote Academic Achievement	31	7.5
Aid Learners Manage Emotions	35	8.4
Enable Learners Socialize	38	9.1
Encourage Self Discipline	38	9.1
Build Learner Confidence	35	8.4
Improves Learners Health	34	8.2
Help Learners Control Emotions	36	8.7
Good Source of Leisure	33	7.9
Enhances Life Skills	35	8.4
Help in Holistic Development	38	9.1
Aid in Preparation of World of Work	35	8.4
Management of Time Enhanced	28	6.8
Total	416	100

From the teachers perceptions , presented in Table 4.10 there was a tie in perceptions of stakeholders about the benefits derived from NFCAs. These were 9.1% with a frequency of 38 were that NFCAs enabled learners to socialize , encouraged self-discipline and aided in holistic development of learners . At the school level, learners got together after school to play games and to participate in clubs and Societies such as Debate, Young Farmers and YCS and this improved their socialization skills. When they were invited to other schools for friendly games and other NFCAs, they further expanded their circle of socialization. Not only did the learners socialize but they also learnt self-discipline when they participated in games, sports and other activities like debate. They learnt restraint and self-control in situations that could flare their tempers such as games where an opponent could step on the others toes or provoke them. Again, NFCAS helped in holistic development of the learner .This finding agrees with that of (Khanna-en-Noor, 2015) that NFCAs develop relationship skills.

NFCAs also instilled self -discipline and respect for others. Teachers also agreed that there was holistic learning through participation in NFCAs. The other highly rated perceptions were that learners managed their emotions, built their confidence and were prepared for the world of work.

Table 4.15: Teachers active participation in NFCA

		SD	D	UD	A	SA
Teachers actively participate in NFC activities	f	0	0	0	15	22
	%	0	0	0	40.5	59.5

The Heads of NFC Departments were asked to indicate their perception on teacher participation in NFCAs. Their responses were as summarized in Table 4.15 . Majority; (59.5%) of the Heads of NFCAs Department strongly agreed that teachers actively participated in NFCAs. This meant that teacher attitude and involvement in NFCAs was good, hence promoted NFC. This finding however differed with Kariuki (2017) who established that not many public schools had PE and sports being practically taught as the attitudes of teachers towards sports and PE were undesirable. The role of teachers in curriculum implementation, whether formal or non-formal was indisputable. That explains why the buy-in and participation of teachers was vital for success of any school programme.

From the QASOs the question ‘what is your view of teachers’ level of involvement in drama, games, clubs and societies in schools?’ attracted divergent perceptions .One QASO answered *that*

in some of the schools that they visited while in their line of duty’ little time was assigned to NFCAs as the school is expected to excel in examinations . All efforts are

therefore directed to academic work . All form four learners are supposed to take remedial lessons which are scheduled every Tuesday and Thursday when other learners participate in NFCAs(SQ 8, personal interview, 3rd September 2021)

Another QASO said

“that teachers level of involvement in the sub-county was very high. Schools had a very high level of competition in games, music and drama. Teachers were well motivated and were happy to see their learners excel in NFCAs and so preparation of learners in NFCAs by their teachers was very high .The teachers had both intrinsic and extrinsic motivation. Intrinsic because they were happy to see their learners participate to the regional and National Competitions and excel at those levels and extrinsic because they were rewarded by their schools. (SQ 9, personal interview, 5th September 2021)

Table 4.16: Learners’ perceptions of teachers participation in NFCAs

		SD	D	UD	A	SA
Teachers prefer that we learn than get involved in non-formal curricular activities, and so there is little participation.	f	198	208	63	51	58
	%	34.2	35.9	10.9	8.8	10.2
Our teachers are not trained to guide us in participating in NFCAs	f	316	145	28	31	59
	%	54.6	25.0	4.8	5.4	10.2

To the negative statement “Teachers prefer that we learn than get involved in NFCAs, and so there is little participation”, 35.9% disagreed while 34.2% strongly disagreed. This means that teachers encouraged participation in formal curriculum activities in more or less equal measure as the NFCAs. The learners agreed that teachers were not adequately trained to guide them in the various activities. There is a correlation between training and participation in NFCAs. Ismaat and Saleem(2009) agree that teacher involvement in NFCAs determines the learner involvement in the same way

parental encouragement was perceived as being important influence in learner participation in NFCAs .

Table 4.17: Learner Perception on Participation in NFCAS

Learners Participation	Statistics
N	43
Mean	305.75
Median	342.00
Mode	181 ^a
Std. Deviation	84.287

Table 4.18: Learner perceptions on teacher participation in NFCAs

Teacher Participation	
Mean	515.00
Median	596.00
Mode	251 ^a
Std. Deviation	151.773

The wide deviation in the descriptive statistics agree with the findings in table 4.18 and is therefore an indicator for the need to have teachers trained in the varieties in NFCAs to give them the requisite knowledge and skills for them to coach the learner in the range of NFCAs.

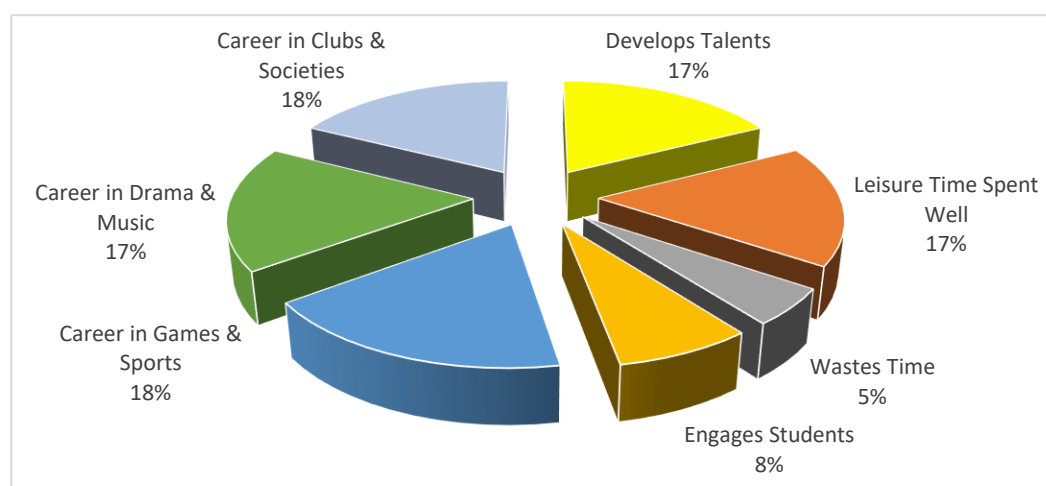


Figure 4.10: Parental Perceptions of NFCAs

Generally, stakeholders developed positive attitude towards NFCAs when they found the activities beneficial to the learner. It was clear that there was a large parental support when only 5% agreed to NFCs being a waste of time .17% of the parents viewed NFCAs as aiding in developing their children’s talents allowing them to spend their time well. The additional perception was that NFCAs enabled careers in games and sports, drama , music and clubs and societies. This is important for the learners in so far as selection of careers in the CBC Arts and Sport Science pathway was concerned because there was already some good will from the parents. The findings of this study agreed with those of (Yohanness , 2019) who considered games and sports, as well as clubs and organizations, to be beneficial in fostering student discipline .

Learners were asked to respond to the statement that “Parents are negative about NFCAs and they discourage us from participating”. The findings were as summarized in Figure 4.12

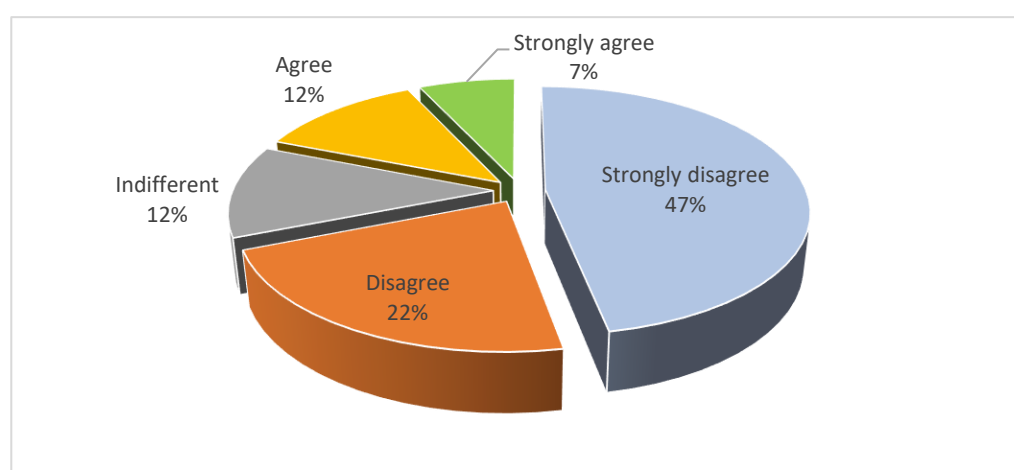


Figure 4.11: Learners’ responses on “Parents being negative NFCAs”

From the findings, it was apparent that parents were positive about their children participating in NFCAs. This was seen from the percentage 68.9% from the learners

disagree and strongly disagree to being discouraged by their parents .The above strongly relates with Figure 4.17 that follows which shows immense support of NFCAs either through encouragement of their children to participate in NFCAs or by sponsoring the NFCAs.

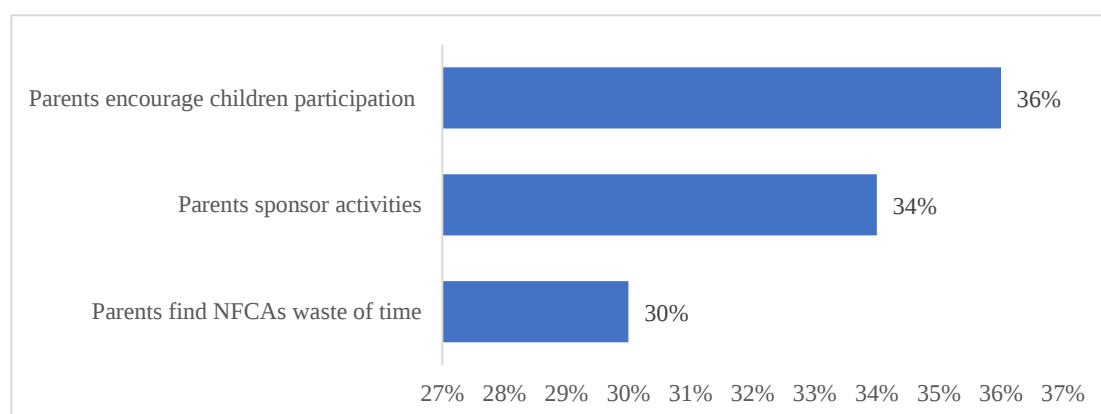


Figure 4.12: Parental Support of NFCAs

Parental reinforcement is positively correlated with their children’s participation in NFCA. In this study, Parents highly supported the learner’s participation in NFCAs as seen from of 70% response; 36% parents were in support of their children’s participation with another 34% sponsoring their children in the activities. Findings in this study agree with Wangai (2012) (Lagace & Casc, 2010), Fletcher, Elder and Mekos (2000) and those of Jian Xu (2017) who all agreed that parental support played an important role in influencing learner participation in NFCAs. Wangai (2012) is also in agreement when she points out that parents contributed positively in the development of learner talents especially when they monitored how their children spend their time outside school.

Table 4.19: Descriptive Statistics Showing Parental Support on NFCAs

Description	
Mean	267.67
Median	263.00
Mode	255 ^a
Std. Deviation	15.535

A standard deviation of 15 is low and indicates that the variation of parents support is minimal and therefore supports the fact that parents actually support their children's' participation in NFCAS. This agrees with Figure 4.8 in which parental support is recorded at 70% with parents encouraging partition in NFCAs and also through financing the activities.

The overall impression created was that, most learner's perceived that their parents would want them to participate in NFC activities. The findings agreed with Jian (2017), that parental involvement played an important role in influencing learner participation in NFCAs though those of Kisango (2016) in interrogating the role of parents on development of NFCA differed when he found 76% of the students indicated that there was no positive parental involvement in co-curricular activities. There was therefore need for parents to be made aware of NFC, and the roles they could play to make participation of their in NFCAs successful.

Other than participation at the school level there were also competitive NFCAS at the zonal, sub- County, county, regional, national levels and East Africa region. To ascertain the levels, the learners were asked to indicate their highest level of participation in NFCAs, whether the NFCAs were a part of the school routine and the time that was allocated to NFCAs in their schools. The response to the first question was summarized in Table 4.20. The higher the level of performance the less the performers as demonstrated in the table. At the school level, participation is free for every learner as part of the school routine but as you get to the zonal level, it is for

completion . Winners at the Zonal region move the next level which is the County level. At this level , they compete with all the other winning teams in the county to get winners for the next level which is the regional level. Winners at County level are reduced even further up to 3 teams from the county in all the activities. If the school does not qualify to this level it implies that they cannot participate in the competition above the county.

In order to address the third objective, the HODs were asked to respond to the negative statement whether some learners did not participate in any NFCAs. Their responses were as summarized in Table 4.20.

Table 4.20: HOD’s responses learners non-participants on NFCAs

		SD	D	UD	A	SA
Some learners do not participate in any NFCAs.	f	0	0	3	19	15
	%	0	0	8.1	51.4	40.5

Results showed that 51.4% agreed and 40.5% strongly agreed that some learners did not participate in any NFCAs as presented in table 4.8. If the Ministry of Education set guidelines for participation in NFCAs which need to be adhered to by the schools, the problem would be that there is no strict monitoring of these activities by the teachers. HODS, Deputy Principals and Principals .The findings differ from Han and Kwon (2018) who found that majority of learners participated in NFCAs because they perceived them as beneficial to them and in turn, to their career development and college life. The learner is a recipient of the curriculum and the very reason why curriculum is developed (Yaro, *et al.*, 2016). Learners are directly influenced by the curriculum, it is the schools’ responsibility to develop the learners’ skills, talents, and attitude in NFC as this helps in preparation for life. Jamil and Muhammed (2020)

recommended that learners who participated at the school level should be recognized as extra ordinary leaners at both school and international level as they and created awareness that Pakistani was a good country.

Khandu (2021) in a study that sought to find out the teacher's involvement level in co-curricular activities in the schools of Thimphuon agreed that because teachers had no specialized training in NFCAs, they had little understanding of them and that affected the learners' level of performance. Learners agreed to an overwhelming level of support by the Principal who offered encouragement to learners to participate in NFCAs. The Principal also provided funds for the activities as well as engaged coaches where possible assist train learners in NFCAS.

Table 4.21: Perception on principals level of Participation in NFCAs

Mean	312.00
Median	352.00
Mode	177^a
Std. Deviation	90.998

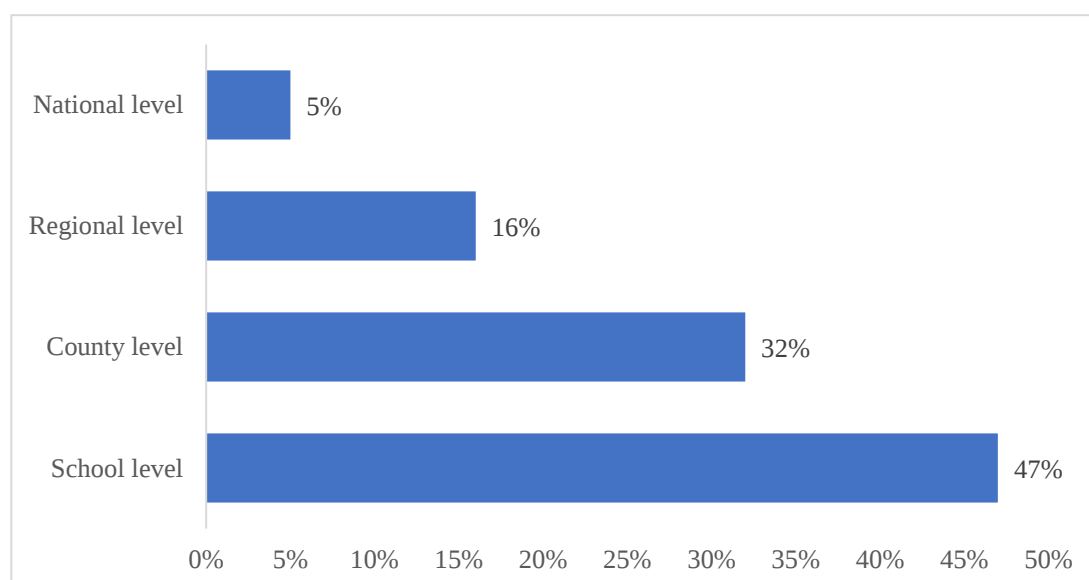


Figure 4.13: Responses on extent to which learners participated in NFCAs.

The findings indicate that majority of learners (46.8%) participated in NFCAs only at school level. Most learners therefore lacked a competitive edge to enable those progress to higher levels. Even then, learners participated at the county level ,regional level and national levels and this was laudable because it exposed learners to levels beyond their schools socializing the learners even further.

4.7 Design a model for Implementation of the NFC in Secondary Schools

The fourth objective of the study was to design a model for the implementation of the NFC, which is achieved through learner participation in NFCAs .The model for participation in NFCAS was anchored on the theoretical underpinnings of pragmatism, and existentialism. Proponents of pragmatism are Charles Sanders Pierce (1839-1914) William James and John Dewey. NFCAs are practical in nature be they sports, games, performing arts or clubs and societies .The activities focus on real world skills, active learning and allow learners to develop their psycho-motor skills.

Stakeholder theory also applies because of the varied stakeholders who manage NFCAs. They include the MOE through the Directorate of Quality Assurance of Standards, the school principal, the heads of Departments, the teachers , parents and learners. All the stakeholders pool together for the success of implementation of NFCAs. The decisions made by the stakeholders create a more inclusive , transparent and accountable approach given that decision making is collaborative.

The theory of multiple intelligences (Gardner, 1993)also informs the model in that learners are endowed with various types of intelligence such as linguistic logical mathematical, bodily kinaesthetic, interpersonal, intrapersonal and naturalistic. When designing this model ,the wide range of these intelligences is necessary to engage all

the learners. When schools consider , that every learner is unique and provide as many activities as they possibly can, they create more holistic approaches to learner development.

The model was also guided by the curriculum implementation theory (Gross,1991) which posits that the execution of any educational programme depends on educators capacity, accessibility and utilization of assets .Teacher capacity depends on academic qualifications that allow effective implementation of the curriculum. Gross (1971) recommends availability of resources that are relevant to the curriculum being implemented, the environment in which the learners are in is important . Already in the conceptual framework the different types of environments have been alluded to. These are the socio-economic, political and technological

According to Ornstein and Hunkins (2010) many planned and developed curricular do not get implemented because a plan to incorporate them into schools educational programme does not exist .They advise that new curriculum ought to be tailored to the school because each school is unique and has its own culture .Curriculum should therefore be localized because of the differences in the school environment. The model of implementation of the NFC then becomes important as it is a road map/plan through which the NFC can be implemented.

It is advised that communication between key stakeholders about the curriculum be considered. This communication can be vertical or horizontal namely between teachers and other teachers ,between teachers and parents, teachers and learners. Curriculum ought to be supported financially. Finances allow resources that implement NFC to be got and in so doing promote participation in NFCAs.

Research and Evaluation is very important to evaluate the progress of implementation and it can be carried out at 3 levels; Diagnostic evaluation, formative evaluation and summative evaluation .

Sources of finances are the Government fees sponsorship, donors, grants through MOE. These finances would boost the acquisition of the requires resources of infrastructure, facilities, supplies and equipment.

KICD has introduced the Arts and Sports Science Pathway in the mainstream curriculum and so NFC is recognized as a pathway in the curriculum from which learners can select. It will be realized through normal class procedures , field trips community integration. Champions in the various NFCAs can be called upon to mentor the learners in the activities. This way the learners identify with them and try to emulate them to build their talent .

4.8 Model for Implementation of the Non-Formal Curriculum

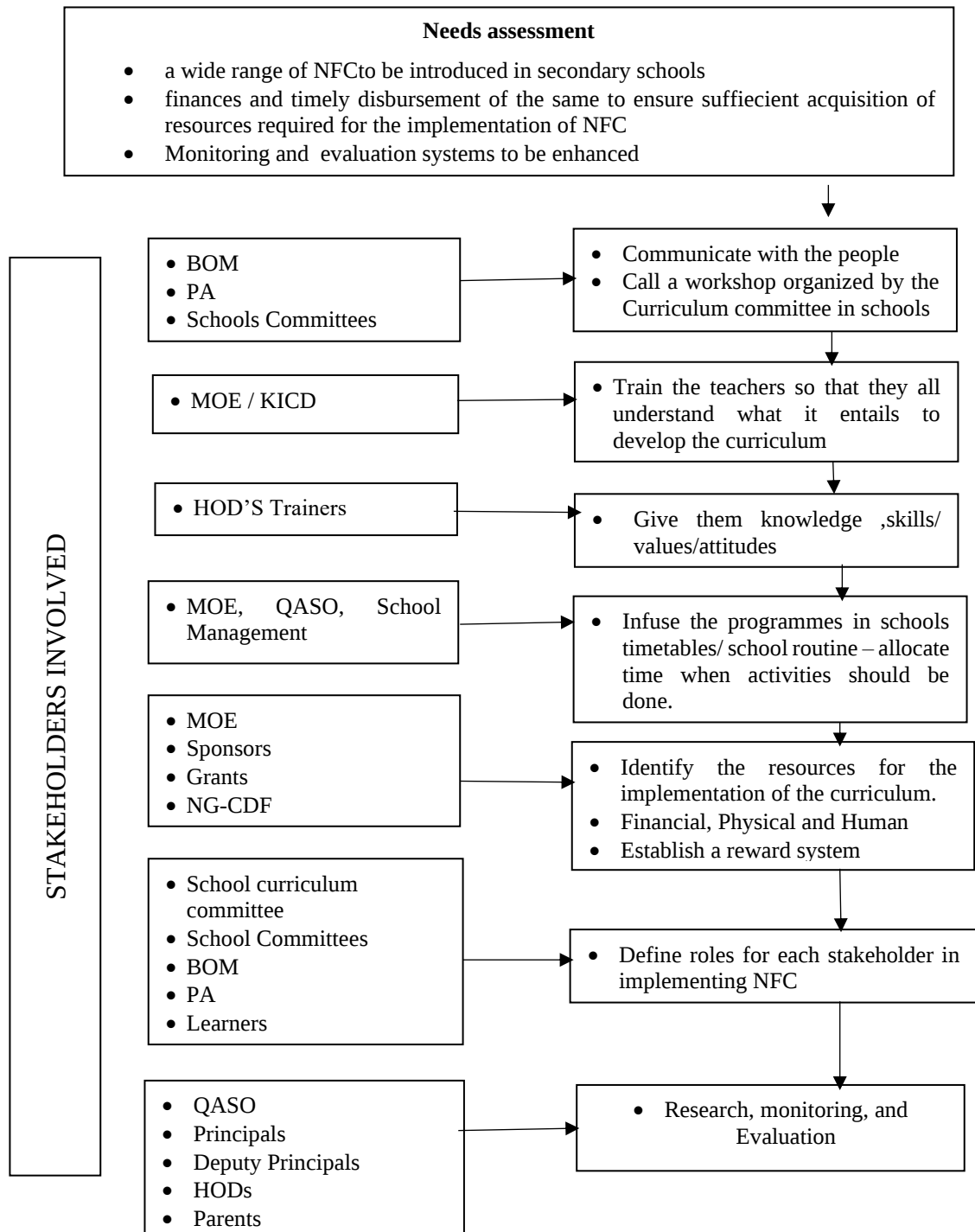
The model for implementation of Non-Formal Curriculum in this study is an innovation premised on the idea that schools have different environments Implementation of the curriculum per se has to be in cognisance of the school socio-economic , political , technological environments. From this study it was established that there are some learners who go through their entire school life without interrogating with the non-formal curriculum .

The model for implementation of NFC was guided by the philosophical underpinnings of the study which were pragmatism , theory of multiple intelligences and stakeholder theory and the stakeholder theory . It also borrowed greatly from curriculum

implementation theory(Gross ,1971) and the enrichment clusters model (Renzulli et al , 2013) .

From the stakeholder model, education stakeholders need to be brought on board ; the MOE , the school Principals, HODs , teachers and learners as they all play important roles in the implementation of NFC .Their synergies allow effective implementation of NFC .The model specifically addresses expanded resources for the provision of wider choices of NFCAs as per the interests of learners as advocated for in the theory of multiple intelligences that views learners as having different personalities, interests, talents and potentials. The MOE would need to work on clearer policies to guide the participation in participation of learners in NFCAs. Monitoring of the activities would be by all education stakeholders to ensure that schools strengthen the implementation of NFCAs and that no learner is left behind.

Model For Implementation of NFC



Researcher (2024): A model proposing a comprehensive approach to implementation of the Non-Formal Curriculum for Secondary the Schools.

4.9 Chapter Summary

The interpretation and discussion of findings with regard to the implementation of non-formal curriculum in secondary schools in Kenya was presented . It was in two parts; participants' response rates and characteristics of the respondents the findings and discussions in relation to the four objectives of the study The model proposing a comprehensive approach to implementation of the NFC was also presented .

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The research sought to investigate stakeholders' perceptions on the implementation of non-formal curriculum in secondary schools in Kakamega County, Kenya. This chapter presents a summary of the findings, conclusions based on findings, gives recommendations , and suggests areas for further research.

5.2 Summary of the Study

This study was carried out in order to determine stakeholders' perceptions on the implementation of non-formal curriculum in secondary schools. The study objectives were: to assess the status of promotion of non-formal curriculum implementation in secondary schools; analyse the availability of resources for implementation of non-formal curriculum in secondary schools; to explore the perceptions of the stakeholders' regarding participation of learners in NFCAs in secondary schools and to design a model for implementation of the non-formal curriculum in secondary schools in Kakamega county, Kenya. The study was predicated upon the Social System Theory, and employed a descriptive survey design. Participants included 42 Principals, 42 Heads of Department of NFCAs, 430 teachers, 1935 learners and 13 QASOs.

From the analysis of the data presented in the preceding chapter, the following are the major findings of the study. From objective one, findings revealed that NFCAs that were available in secondary schools ranging from the bare minimum which to an almost optimum range of NFCAs. This depended on the school type ,size and school

population .In the circumstances identified the activities offered in schools could not fully support the large learner populations in schools. The Ministry of Education , school principals, teachers, parents and learners were involved in implementation of the NFC but this involvement was inadequate .The MOE lacked sufficient orientation programmes for new learners. The findings of this study also showed that existing policies on the implementation of NFC were rather loose and mere guidelines that did not give clear directions to schools. There was a schedule that streamlined term activities but it was not compulsory for all schools except the schools that were interested in competition .

From objective two, the findings revealed that resource allocation influenced the implementation of NFC. However, because funding was inadequate and was not disbursed at the appropriate time , not all categories of NFCAs were supported. Further, the facilities were not sufficient to match the large enrolments of learners in schools. Time was also not dedicated to the NFCAs and human capital to train the learners was not also supported fully in schools.

From objective three, the study found out that a majority of the learners participated in NFCAs mainly at the school level .Schools engaged learners in NFCAs mostly for competition with other schools and there was a chance that some learners did not participate in any NFCAs at all in their entire school life. A model for effective implementation of NFCA was designed to respond to objective four.

5.3 Conclusions

Based on the status of implementation of NFC , this study concludes that NFC is implemented in Secondary Schools in Kakamega County largely through learner participation in NFCAs which vary from games and sports ,clubs and societies and drama and music .However , there are variations in participation depending on the schools typology with national schools taking the lead in offering a wide range of activities and sub-county schools offering fewer activities .

There are policy guidelines for implementation of NFC which are neither clear nor adopted by a number of schools .Therefore schools are left at their own discretion to participate in the activities that are convenient for them . On availability of resources, the study concluded that facilities, were available in most schools. However, they were inadequate and did not cater for whole learner populations in the schools . Learner participation in NFCAs is evident in schools though limited to the school level. Only the best in the activities were selected to go beyond the school levels. The higher the levels of participation such as the sub-county, county, regionals, and nationals the more the schools were cut out from participation and only the best were left to participate as the participation became very competitive . There was a large chance that some learners did not participate in any NFCAS at all even at the school level . For this reason, policy guidelines are important in ensuring that no learner is left behind. NFCAs were scheduled within the school routine but were not attended to fully.

5.4 Recommendations

1. In view of the conclusions drawn above, the study makes the following recommendations :-
2. Schools should consider introducing a wide range of NFCAs and provide opportunities for learners to engage in NFCAs that are aligned to their interests talents, potentials and strengths .Schools should also advocate for the development of clear and comprehensive guidelines for the implementation of NFCAs.
3. Schools should have equitable access to resources to support the implementations of NFCAs . They should also consider dedicating resources for the entire learning population to promote inclusivity and avoid disparities.. QASO should encourage schools to adopt and adhere to the policy guidelines provided by MOE to ensure consistency in participation in NFCAs .The government should step up provision of funds to enable investment in NFC facilities, infrastructure, resources and supplies in schools for timely learner participation in NFCAs. They could also consider sharing resources that they lack with other neighbouring schools that have the resources .
4. Getting everyone involved in NFCAs should be compulsory and the QASO , School Principals and teachers should monitor the learner in participation in NFCAs.
5. KICD could study the model designed in the study, in order to validate and recommend its adoption in guiding the NFC implementation for holistic development of the curriculum .

5.5 Suggestions for Further Research

The study suggests further research to be done in the following areas: Explore the role of Quality Assurance and Standards Officers (QASO) in promoting policy adherence and ensuring consistency in the implementation of NFC across different schools:

1. Analyse whether equitable access to resources has reduced disparities in participation in NFCAs.
2. Explore the perceptions and experiences of education stakeholders regarding the implementation guidelines for NFCAs.
3. Replicate the study to validate the effectiveness of the model designed for implementation on the NFC.

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APPENDICES

APPENDIX I : RESEARCH PERMIT

 REPUBLIC OF KENYA NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Ref No: 998157	 RESEARCH LICENSE License No: NACOSTI/P/21/10332 Applicant Identification Number NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 06/May/2021 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Verification QR Code 
This is to Certify that Ms. ABISAKI soso OLOO of Maasai Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: An assessment of stakeholders perception of the implementation of non-formal curriculum in secondary schools in Kenya for the period ending : 06/May/2022.		

APPENDIX II: LETTER OF INTRODUCTION

Masinde Muliro University of Science and Technology
Department of Curriculum and Instruction
P.O. Box 190
Kakamega

The Principal,

.....

Dear Sir/Madam

Permission to Conduct Research in Your School

My name is Abisaki Aono Oloo; a post graduate student pursuing doctoral studies in Curriculum and Instruction in Masinde Muliro University of Science and Technology. I am conducting a research study on *‘Perceptions of stakeholders on the Implementation of Non-Formal Curriculum in Secondary Schools in Kenya’*.

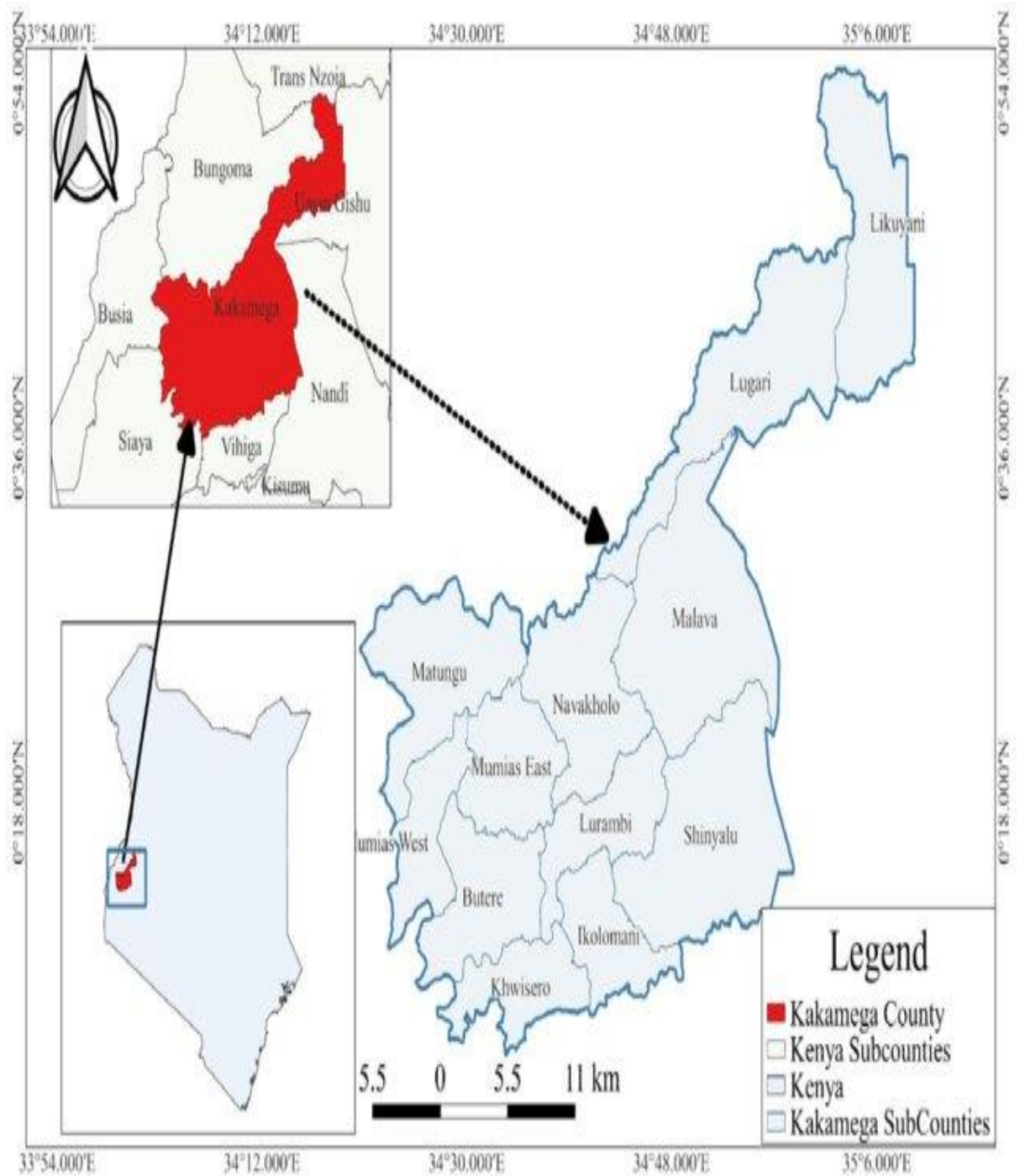
I write to kindly request you to allow me to carry out the study in your school. The information that will be got from this study will be used strictly for the purpose of this research and the respondents’ identity will be kept confidential

Thank you

Yours sincerely,

Abisaki Aono Oloo

APPENDIX III: MAP OF KAKAMEGA COUNTY



APPENDIX IV: QUESTIONNAIRE FOR HEADS OF DEPARTMENT OF NON-FORMAL CURRICULAR ACTIVITIES

This questionnaire seeks to assess the perceptions of Education Stakeholder's in the implementation of Co-curricular activities in Secondary Schools in Kenya. Please express your honest views on each of the questions. The answers you give will be used for the purpose of this study only.

Thank you!

Part B: The Co-curricular activities available in your school and the level of Participation of Learners in the activities

a) What Non-formal curricular (Co-Curricular) activities do learners in your school participate in?

Game

Sports

Drama

Music

Club

Societies

b) List some of the community activities that your school has participated in

.....
.....
.....
.....

Tick in the appropriate boxes the levels of participation your school has been involved in for each of the activities.

	School Level	Zonal Level	Sub-County Level	County Level	Regional Level	East Africa Region
Games						
Sports						
Drama						
Music						
Clubs						
Societies						

Using, Strongly Agree=SA, Agree=A, Undecided=U, Disagree, Strongly Disagree=SD, indicate your level of agreement with the following statements.

Item	Statement	SA	A	UD	D	S D
ELP1	All new learners undergo orientation about co-curricular activities in the school					
ELP2	Learners select at least one activity area in games					
ELP3	Learners are expected to participate in a sport					
ELP4	Learners are expected to participate in drama					
ELP5	Learners are expected to participate in music					
ELP6	Learners are expected to participate in clubs					
ELP7	Learners are expected to participate in societies					
ELP8	activities are scheduled in the school routine					
ELP9	Teachers actively participate in the activities					
ELP10	The school has a games pitch to promote co-curricular activities					
ELP11	The school has a Sports day					
ELP12	Talents and potentials among learners are rewarded					
ELP14	Some learners do not participate in any activities					
ELP15	There are inter-class competitions					
ELP16	Participation in co-curricular activities is purely for competition with other schools					
ELP17	Activities are adequately funded by the school					
ELP18	Activities are adequately funded by the Ministry of Education					
ELP19	Form 4 students do not participate in non-formal curricular activities					
ELP20	The community surrounding the school participate in the activities					
HDP1	co-curricular activities promote academic achievement					
HDP2	co-curricular activities aid learners manage their emotions					

HDP3	Through co-curricular activities learners learn to socialize					
HDP4	co-curricular activities encourage self-discipline					
HDP5	co-curricular activities build learner confidence					
HDP6	Co-curricular activities improve the health of learners					
HDP7	Co-curricular activities help learners' control their emotions					
HDP8	Co-curricular activities are a good source of leisure					
HDP9	Co-curricular activities Enhance life skills					
HDP10	Co-curricular activities help in holistic development of learners					
HDP11	Co-curricular activities prepare learners for the world of work and future					
HDP12	Co-curricular activities assist learners to manage time					
RBPI 1	Co-curricular activities in our school thrive owing to the school principals support					
RBPI 2	Co-curricular activities in our school thrive owing to the support from the Ministry of education					
RBPI 3	The teachers are supportive of the co-curricular activities motivating the learners to participate					
RBPI4	The learners are positive about participation in co-curricular activities affecting the implementation of the activities					
RBPI 5	The parents are supportive of their children participating in co-curricular activities					
RBPI 6	Employers reach out to learners who excel in co-curricular activities motivating learners to participate					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX V: QUESTIONNAIRE FOR TEACHERS

I am a Doctorate student at Masinde Muliro University of Science and Technology (MMUST) undertaking a research study whose title is 'An Assessment of Stakeholders Perceptions of the implementation of Non-Formal Curriculum for Secondary Schools in Kenya. Non- Formal Curriculum is promoted through Non-formal Curricular Activities which are commonly referred to as co-curricular activities. When filling this Questionnaire please express your honest views on each question. The answers you give will be treated with the confidentiality they deserve. You do not need to give your name.

Thank you!

Abisaki Oloo

Part A: Demographic Information

Please indicate your gender Male [☐] Female [☐]

Age

Less than 30 { ☐ }
31-40 { ☐ }
41-50 { ☐ }
Above 51 { ☐ }

PART B

3. List all the activities in your schools that promote

- a) Games
- b) Sports
- c) Drama
- d) Music
- e) Dance
- f) Clubs
- g) Societies

3.What facilities are available in the school that promote the implementation of co-curricular activities?.....

Part C: The Perceptions of Stakeholders regarding the implementation of Non-formal Curriculum

Kindly rate the following statements regarding the implementation Co-Curricular activities using the degrees provided: Strongly Agree (SA) Agree(A), Neutral (N), Disagree (D)Strongly Disagree (SD);

Item	Statement	SA	A	N	D	SD
SPP1	The school Principal encourages learner participation in the co-curricular activities					
SPP2	The school principal provides funds for participation in the activities					
SPP3	Coaches/trains the learners in Non-Formal Curricular activities					
SPP4	The school principal discourages learners' from participating in Non-Formal Curricular Activities					
HDC1	The HOD actively participates in drama, music, games or clubs and societies					

HDC1	The HOD discourages learners from participating in clubs or games					
TPC1	The teachers mobilize learners to belong to a game, club or society					
TPC2	Teachers actively participate in co-curricular activities					
TPC3	Teachers discourage learners from participating in co-curricular activities					
LPC1	Learners actively participate in co-curricular activities					
LPC2	Learners influence other learners to participate in NFCAs					
LPC3	Learners Find NFCAs a waste of time					
LPC4	Learners wish to have more co-curricular activities					
PPC1	Parents find co-curricular activities a waste of valuable teaching time					
PPC2	Parents sponsor co-curricular activities					
PPC3	Parents encourage their children to participate in co-curricular activities					

Part D: The relationship between the perceptions of education stakeholders and implementation of NFC

Item	Statement	SA	A	U	D	SD
RPSH1	Because the Ministry of Education encourages school participation in co-curricular activities our school has a variety of activities					
RPSH2	The School Principal is not positive about co-curricular activities therefore there is little participation in the activities					
RPSH3	The Head of Departments in charge of Non-Formal Curricular activities does not follow-up the co-curricular activities and so students are relaxed in participating in the activities					
RPSH4	Teachers prefer that we learn than we participate in activities and so we rarely involve ourselves in co-curricular activities					
RPSH5	Learners prefer to learn than to get involved in co-curricular activities and so there is little participation					
RPSH6	Parents are negative about co-curricular activities and they discourage us from participating					

APPENDIX VI: QUESTIONNAIRE FOR LEARNERS

I am a Doctorate student at Masinde Muliro University of Science and Technology (MMUST). I am undertaking a research study whose title is ‘A Proto-Type for Education Stakeholders guiding the Implementation of Non-Formal Curriculum for Secondary Schools in Kenya’. Non formal curricular activities are commonly referred to as co-curricular activities. When filling this Questionnaire please express your honest views on each question. The answers you give will strictly be for the purpose of this study and will be treated with the confidentiality they deserve. You do not need to provide your name.

Thank you!

Abisaki Oloo

Section1: Personal Information

Gender Male Female
 Age { } { }

Less than 15

15-18

Above 18

Your Form

Form 1 { }

Form 2 { }

Form 3 { }

Form 4 { }

What is your school type? Tick the appropriate one.

National school

Extra County School { }

County School { }

Private School { }

Section B: The Co-curricular activities in our school

This section seeks to find out about the CO curricular activities found in your school.

a) The following are lists of activities offered in schools. Please tick the co-curricular activities in your school

Games and Sports	Performing Arts	Clubs, Societies& Community Service
Athletics { }	Brass band { }	Art { }
Basketball { }	Choir { }	Debate { }
Badminton { }	Drama { }	Environmental{ }
Handball { }	Dance { }	Journalism { }
Hockey { }	Music { }	Language { }
Netball { }	Martial Arts{ }	Mathematics{ }

Rugby []		Red Cross/St. Johns Ambulance []
Swimming []		Science []
Softball []		Scouts []
Tennis []		Sanitation []
Table tennis []		Science []
Volleyball []		Students Council []
Tennikoit []		Presidential Award []
Lacrosse []		Christian Union ` []
Cricket []		Young Christian Association []
Karate []		Islamic Religious Education Club []
Tae-Kwondo []		Science and Engineering Fair []
Judo []		Young Farmers Association []
African Kembo []		Straight Talk []
Scrabble []		

Section C: The level of participation of Learner in NFCAs

a) From the co-curricular activities listed above, which ones do you participate in?

.....
.....
.....
.....
.....

b) In which of the following listed levels of participation have you been involved in. Tick the appropriate levels

School level []
County level []
Regional level []
National level []
East Africa level []

c) Is there a policy in your school that guides participation in in your school for example, you must belong to a club or participate in music or drama?

Yes [] No []

d)What is the policy?.....

Tick the most appropriate degree in the statements below

Strongly Agree (SA), Agree(A), Undecided (U), Disagree (DA), Strongly Disagree (SA)

Item	Statement	SA	A	U	D	SD
PLC1	Co-curricular activities motivate me					
PLC2	Co-curricular activities assist in instilling discipline in my school					
PLC3	Co-curricular activities help in reducing delinquent behaviour such as smoking, drug - abuse and drinking in my school					
PLC4	Co-curricular helps me develop my talents					
PLC5	Co-curricular activities help me control my anger					
PLC6	Co-curricular activities help me to socialize with other learners					
PLC7	Co-curricular activities help me achieve physical fitness					
PLC8	Co-curricular activities help me to spend my leisure time well					
PLC9	Co-curricular activities prepare me for college and for work					
PLC10	Co-curricular They waste a lot of valuable time that I could use for learning					
PLC11	Co-curricular activities are expensive for the school to run					
PLC12	Our school has no equipment/facilities to promote co-curricular					
PLC13	Our school has no play ground					
PLC13	Our school has no balls for games					
PLC14	Our school has no school hall to promote drama activities					
PLC15	The school does not give any rewards/motivation to students who participate in co-curricular activities					
PLC16	our teachers are not trained to guide us in participating in Co-curricular activities					
PLC17	Our parents discourage us from participating in these activities					

Item	Statement	SA	A	U	D	SD
RPSH1	Because the Ministry of Education encourages school participation in co-curricular activities our school has a variety of activities					
RPSH2	The School Principal is not positive about co-curricular activities therefore there is little participation in the activities					
RPSH3	The Head of Departments in charge of Non-Formal Curricular activities does not follow-up the co-curricular activities and so students are relaxed in participating in the activities					
RPSH4	Teachers prefer that we learn than we participate in activities and so we rarely involve ourselves in co-curricular activities					
RPSH5	Learners prefer to learn than to get involved in co-curricular activities and so there is little participation					
RPSH6	Parents are negative about co-curricular activities and they discourage us from participating					

THANK YOU FOR PARTICIPATING

APPENDIX VII: QUESTIONNAIRE FOR PARENTS

I am a Doctorate student at Masinde Muliro University of Science and Technology (MMUST). I am undertaking a research study whose title is 'The implementation of Non-Formal Curriculum in secondary Schools in Kenya'. Non formal curricular activities are

commonly referred to as co-curricular activities. When filling this Questionnaire please express your honest views on each question. The answers you give will strictly be for the purpose of this study and will be treated with the confidentiality they deserve. You do not need to provide your name.

Thank you!

Abisaki Oloo

Section A: Personal Information

1. Gender Male Female
2. Age { }
Less 40 years
41-50 { }
Above 50 { }

Section B: The Co-curricular activities in school

This section seeks to find out about the co- curricular activities that children participate in.

What co-curricular activities does your child participate in in the areas below

Sports and games.....

Music and drama.....

Clubs and societies.....

Are there any other co-curricular activities that you would want to have added in the school? If so, which ones?

Section D :-Support of parents in NFCAs

Do you support sports and games
.....
.....?

Do you support clubs and societies?

Do you support drama and music?

5. In which ways do you support co-curricular activities of your child's school?

Tick the most appropriate

Parents pay fees { }

Buy playing equipment for my child

Give moral support to my child { } { }

Any other.....

Section C: Level of Participation

4. At what level does your child participate. Tick the appropriate levels

School level.....
 Zonal level.....
 Sub-county.....
 County.....
 Regional.....

Would you like your children to develop their career in co-curricular activities?

Section E

6. Tick the most appropriate degree in the statements below

Strongly Agree (SA), Agree(A), Undecided (U), Disagree (DA), Strongly Disagree (SD)

Item	Statement	SA	A	U	D	SD
	Co-curricular activities assist in instilling discipline in children in schools					
	Co-curricular helps children develop their talents					
	Co-curricular activities help children spend leisure time well					
	Co-curricular activities are a waste of our children's time					
	The school engages us in their co-curricular activities of our children					
	it is possible for children to get a career in games and sports					
	it is possible for children to get a career in drama and music					
	it is possible for children to get a career in clubs and societies					

APPENDIX VIII: INTERVIEW SCHEDULE FOR QASOS

This interview seeks to investigate the “*Stakeholders’ Perceptions of the Implementation of Non-Formal Curriculum in Secondary Schools in Kakamega County, Kenya*”. You are among those selected for this research, and I hereby request for your participation in this interview. The responses provided here will only be used for the purpose of this study, and will be used with utmost confidentiality.

Section I: Demographic Information

1. Participant’s gender?
☐ Male
☐ Female
2. Participants age (in years)?
☐ 20-29 ☐ 40-49 ☐ 60-69
☐ 30-39 ☐ 50-59 ☐ 70 and above
4. Participant’s experience (in years) as a SCDE?
☐ Below 5 ☐ 5-10 ☐ 11-15 ☐ 16-20 ☐ Over 20
5. Participant’s highest academic qualification?
☐ Diploma
☐ Bachelor’s degree
☐ Master’s degree
☐ Doctorate degree

Section II: The Status of Implementation NFC in Secondary Schools in Kakamega County

6. To what extent does the Ministry of Education encourage schools’ participation in co-curricular activities?
7. To what level do school principals promote implementation of NFC in schools in your subcounty?
8. What would you say about the level of funding of NFC activities in schools?
9. How do schools get trainers/ coaches for NFC activities?
10. What is your view of teachers’ level of involvement in drama, games, clubs and societies in schools?
11. Do teachers encourage learners to participate in non-formal curriculum activities?

Section III: Availability of Facilities for Implementation of NFC in Secondary Schools

14. Do schools have facilities for drama, games, clubs and societies in schools? If yes, how adequate are they?

Section IV: Participation of Learners in NFC in Secondary Schools

15. What is the extent of participation of learners in NFC activities in schools in your subcounty?
16. What is the highest level ever reached by schools in your subcounty in national competitions?
17. Do learners view NFC activities as a waste of time? What do you think is the overall learners’ perception of the importance of NFC?

Section V: Framework for Non-Formal Curriculum Development

18. What would you consider as vital aims and objectives of the non-formal curriculum?

APPENDIX IX: OBSERVATION SCHEDULE

CHECK LIST FOR NON-FORMAL CURRICULAR ACTIVITIES

School Name

School type

National /Extra County/County/Sub-County

School Population

Boys	Girls

S/No	Resource	Number	utility			
1	Pitches and Fields • Soccer • Basketball • Hockey • Volley ball • Netball • Handball • Rugby • Lawn tennis • Gable tennis • Any other					
2	School hall					
3	Balls • Soccer • Basketball • Hockey • Volley ball • Netball • Handball • Rugby • Lawn tennis • Any other					
4	equipment					
3	supplies					

	8.00-8.40	8.40-9.20	9.20-9.30	9.30-10.10	10.10-10.50	10.50-11.10	11.10-11.50	11.50-12.30	12.30-2.00	2.00-2.40	2.40-3.20	3.20-4.00	4.00-5.30
1R	HIST 16	MATH 1	B	MATH 1	C.R.E. 28	B	AGR 17	AGR 17	L	COMP 26	KISW 6	ENG 11	G
1G	HIST 16	MATH 8		ENG 11/30	I.R.E.27/32		B/ST 5	B/ST 5		KISW 16	GEO 25	PHY 22	
1B	HIST 27/32	MATH 24		GEO 14	C.R.E. 28		ART/D 15	ART/D 15		COMP 26	KISW 13	ENG 7/33	
1W	BIO 17	BIO 17	R	MAT 25	I.R.E. 23/29	R	ARAB 20	ARAB 20	U	KISW 28	GEO 14	ENG 10	A
2R	ENG 10/30	KISW 28		BIO 17	BIO 17		PHY 22	PHY 22		B/ST 5	CRE 27	MATH 25	
2G	ENG 23	MATH 9		KISW 6/29	MATH 9		PHY 22	PHY 22		AGR 17	CRE27	BIO 27	
2B	MATH 8	KISW16	E	BIO 4	BIO 4	E	MAT H 8	ENG 19/33	N	ART/D 15	IRE 20/29	P.E.	M
2W	GEO 25	ENG 23		ENG 23	P.E.		KISW 13	MAT 24		ARAB 20	IRE /14	HIST 27	
3R	MATH 24	ENG 2		PHY 22	CHEM 12		GEO 14	KISW 16		MAT 24	AG17COM P26	AGR17 COMP 26	
3G	ENG 7	MATH 25	A	I.R.E. 20	CHEM 12	A	HIST 28	ENG 7	C	KISW 13	B/ST 5	B/ST 5	E
3B	CHEM 3	CHEM 3		C.R.E 27	MAT 8		GEO 14	KISW28/29		ENG 19	ARAB 20	ART/D 15	
3W	CHEM 3	CHEM3		“	ENG 11		HIST 28	MATH 1		KISW 6	ART/D 15	ARAB 20	
4R	AGR21 COMP18	AG21 COMP 18	K	MATH 9	KISW15	K	CHEM 12	CHEM 12	H	ENG 7	ENG 7	HIST 13	S
4G	B/ST 5	B/ST 5		MAT 8	KISW 13		CHEM 3	CHEM 3		BIO 21	ENG 2	GEO 14	
4B	ART/D15	ART/D 15		KISW 6	P.E.		MAT 9	MATH 9		BIO 4	ENG 19	HIST 13	
4W	ARAB 20	ARAB 20		CHEM 3	CHEM 3		MATH 1	ENG 10		ENG 10	KISW1 6	GEO 14	

MASTER TIMETABLE

MONDAY

TUESDAY

	8.00-8.40	8.40-9.20	9.20-9.30	9.30-10.10	10.10-10.50	10.50-11.00	11.10-11.50	11.50-12.30	12.30-2.00	2.00-2.40	2.40-3.20	3.20-4.00	4.00-5.30
1R	KISW 6	CHEM 12	B	I.R.E.23/29	COMP 26	B	MAT 1	PHY 9	L	ENG 11	COMP 26	P.E.	C
1G	KISW 16	CHEM 12		C.R.E.27/32	ENG 11/30		PHY 22	MATH 8		BIO 24/31	GEO 25	COMP 26	
1B	MATH 24	MATH 24		I.R.E. 23/29	COMP 26		BIO4	PHY 9		ENG 7/33	COMP 20	KISW 13	
1W	PHY 22	PHY 22	R	C.R.E. 27/32	KISW 28	R	MATH 25	P.E.	U	BIO 17	ENG 10	COMP 26	L
2R	ENG 10/30	MATH 25		CHEM 3	CHEM 3		C.R.E 27	KISW 28		PHY 22	GEO 14	P.E.	
2G	ENG 23	KISW6/29		CHEM 3	CHEM 3		C.R.E 27	ENG 23		PHY 22	GEO 14	MATH 9	
2B	PHY 9	PHY 9	E	ENG 19/33	GEO 25	E	I.R.E 20/29	ENG 19/33	N	HIST 27/32	MATH 8	KISW 16	U
2W	PHY 9	PHY 9		KISW13	MATH 24		I.R.E20/29	ENG 13		HIST 27	BIO 21	BIO 21	
3R	ENG 2	BIO 4/31		MATH 24	KISW 16		ENG 2	P.E.		CHEM 12	CHEM 12	HIST 28	
3G	ENG 7	KISW 13	A	MATH 25	KISW 13	A	ENG 7	MATH 25	C	CHEM 12	CHEM 12	GEO 14	B
3B	KISW28/29	MATH8		BIO 4	BIO 4		CHEM 3	CHEM 3		ENG 19	KISW28/29	HIST 28	
3W	BIO 21	BIO 21		ENG 11	KISW 6		CHEM 3	CHEM 3		ENG 11	MATH 1	GEO 14	S
4R	KISW 15	ENG 7	K	MATH 9	MATH 9	K	BIO 24	BIO 24	H	AG21 C O M	PHY 22	PHY 22	

										P 18			
4G	MATH 8	ENG 2		BIO 21	BIO 21		KISW 13	ENG 2		B/ST 5	I.R.E.23	I.R.E. 23	
4B	ENG 19	ENG 19		CHEM 12	CHEM 12		MATH 9	KISW 6		ART/D 15	C.R.E. 27	C.R.E. 27	
4W	MATH 1	MATH 1		BIO 17	BIO 17		ENG 10	KISW 16		ARAB 20	“	“	

WEDNESDAY

	7.00-8.00	8.00-8.40	8.40-9.20	9.20-9.30	9.30-10.10	10.10-10.50	10.50-11.10	11.10-11.50	11.50-12.30	12.30-2.00	2.00-2.40	2.40-3.20	3.20-4.00	4.00-5.30
1R		AGR 17	KISW 6	B	PHY 9	PHY 9	B	ENG 11	MAT 1	L	BIO 21	BIO 21	HIST 16	D
1G	L	B/ST 5	P.E.		ENG11/30	MATH 8		PHY 22	PHY 22		GEO 25	KISW 16	HIST 16	
1B	I	ART/D 15	ENG7/33		PHY 9	PHY 9		CHEM 3	MATH 24		GEO 14	KISW 13	HIST 27/32	
1W	F	ARAB 20	MAT H 25	R	PHY 22	PHY 22	R	CHEM 3	MATH 25	U	HIST 27	ENG 10	KISW 28	E
2R	E	MATH 25	ENG 10/30		COMP 26	CRE 27		AGR 17/31	AGR 17/31		HIST 6	KISW 28	BIO 17	
2G		KISW6/29	COMP 26		ENG 23	CRE 27		B/ST 5	B/ST 5		HIST 6	MATH 9	P.E.	
2B	S	KISW 16	MAT H 8	E	COMP 26	IRE. 20/29	E	ART/D 15	ART/D 15	N	CHEM 12	GEO 25	ENG 19/33	B
2W	K	KISW 13	COMP 26		MATH 24	IRE 20/29		ARAB 20	ARAB 20		CHEM 12	GEO 25	ENG 23	

3R	I	PHY 22	PHY 22		ENG 2	KISW 16		MATH 24	ENG 2		AGR17 COMP 15	AG17CO MP18	MAT 24	
3G	L	C.R.E. 27	C.R.E. 27		ENG 7	MATH 25	A	BIO 17	BIO 17	C	B/ST 5	B/ST 5	KISW 13	A
3B	L	I.R.E. 20	I.R.E. 20		MAT 8	ENG 19		KISW28/29	ENG 19		ART/D 15	ART/D 15	MATH 8	
3W	S	‘	“		MATH 1	ENG 11		MATH 1	BIO 21		ARAB 20	ARAB 20	KISW 6	
4R		CHEM 12	CHEM 12	K	KISW 15	ENG 7	K	ENG 7	GEO 14	H	MATH 9	PHY 22	AG16 COMP 18	T
4G		MATH 8	CHEM 3		KISW 13	ENG 2		MAT 8	HIST 13		ENG 2	C.R.E. 27	B/ST 5	
4B		MAT 9	ENG 19		CHEM 12	KISW 6		MATH 9	HIST 13		ENG 19	I.R.E. 23	ART/ D 15	
4W		CHEM 3	KISW 16		MATH 1	P.E.		ENG 10	GEO 14		ENG 10	“	ARAB 20	E

THURSDAY

	8.00-8.40	8.40-9.20	9.20-9.30	9.30-10.10	10.10-10.50	10.50-11.00	11.10-11.50	11.50-12.00	12.30-2.00	2.00-2.40	2.40-3.20	3.20-4.00	4.00-5.30
1R	MATH 1	BIO 21	B	ENG 11	GEO 14	B	CHEM 12	CHEM 12	L	ENG 11	GEO 14	KISW 6	G
1G	BIO 24/31	BIO 24/31		ENG 11/30	MATH 8		CHEM 12	CHEM 12		KISW 16	COMP 26	ENG11/30	U
1B	KISW 13	BIO 4		CHEM 3	CHEM 3		ENG 7/33	MATH 24		HIST 27/32	GEO 14	ENG 7/33	I
1W	ENG 10	MATH 25	R	CHEM 3	CHEM 3	R	GEO 14	BIO 17	U	HIST 27	COMP 26	KISW 28	D
2R	HIST 6	ENG 10/30		GEO14	ENG 10/30		KISW 28	MATH 25		BIO 17	CHEM 3	COMP 26	I
2G	HIST 6	COMP 26		GEO 14	MATH 9		BIO 21	BIO 21		KISW 6/29	CHEM 3	ENG 23	N
2B	BIO 4	MATH 8	E	KISW 16	ENG 19/33	E	GEO 25	HIST 27/32	N	PHY 9	CHEM 12	COMP 26	G&
2W	MATH 24	COMP 26		BIO 21	BIO 21		MATH 24	ENG 23		PHY 9	CHEM 12	KISW 13	C
3R	CHEM 12	CHEM 12		ENG 2	MATH 24		ENG 2	GEO 14		KISW 16	BIO 4/31	BIO 4/31	O
3G	CHEM 12	CHEM 12	A	ENG 7	MATH 25	A	KISW 13	HIST 28	C	ENG 7	BIO 17	MATH 25	U

3B	ENG 19	KISW 28/ 29		BIO 4	BIO 4		MATH 8	HIST 28		ENG 19	MATH 8	P.E.	N
3W	ENG 11	MATH 1		KISW 6	MATH 1		ENG 1 1	GEO 14		BIO 21	KISW 6	P.E.	S
4R	PHY 22	PHY 22	K	CHEM 12	MATH 9	K	MATH 9	ENG 7	H	GEO 14	KISW 15	BIO 24	E
4G	C.R.E. 27	C.R.E. 27		MATH 8	KISW 13		CHEM 3	CHEM 3		HIST 13	KISW 13	ENG 2	L
4B	I.R.E. 23	I.R.E. 23		MATH 9	KISW 6		BIO 4	BIO 4		HIST 13	ENG 19	ENG 19	L
4W	“	“		MATH 1	KISW 16		MATH 1	ENG 10		“	ENG 10	BIO 17	I

FRIDAY

	8.00-8.40	8.40-9.20	9.20-9.30	9.30-10.10	10.10-10.50	10.50-11.10	11.10-11.50	11.50-12.30	12.30-2.00	2.00-2.40	2.40-3.20	3.20-4.00	4.00-5.30
1R	MATH 1	KISW 6	B	ENG 11	GEO 14	B	PHY 9	HIST 1 6	L	CHEM 12	C.R.E.27/3 2	BIO 21	G
1G	KISW 16	COMP 26		BIO 23/31	ENG 11/30		MATH 8	HIST 16		CHEM 12	I.R.E.23/29	MAT 8	
1B	MATH 24	ENG 7/33		BIO 4	BIO 4		PHY 9	P.E.		KISW 13	C.R.E.27/3 2	CHEM 3	
1W	KISW2 8	COMP 26	R	MATH 25	GEO 14	R	HIST 27	ENG 10	U	ENG 10	I.R.E.23/29	CHEM 3	A
2R	MATH 25	KISW 28		CHEM 3	MATH 25		ENG 10/30	PHY 22		COMP 26	GEO 14	HIST 6	
2G	MATH 9	BIO 21		CHEM 3	ENG 23		COMP 26	PHY 22		KISW6/29	GEO 14	HIST 6	
2B	ENG 19/33	BIO 4	E	CHEM 12	CHEM 12		KISW 16	MAT H 8		COMP 26	PHY 9	HIST27/32	
2W	ENG 23	MAT 24		CHEM 12	CHEM 12		COMP 26	KIS W 13		GEO 25	PHY 9	HIST 27	

3R	PHY 22	PHY 22		KISW 16	ENG 2		BIO 4/31	BIO 4/31		HIST 28	MAT 24	KISW 16	
3G	C.R.E. 27	C.R.E. 27	A	BIO 17	BIO 17	A	ENG 7	P.E.	C	HIST 28	MATH 25	KISW 13	E
3B	I.R.E. 20	I.R.E. 20		MATH 8	CHEM 3		ENG 19	ENG 19		GEO 14	BIO 4	KISW 16	
3W	“	“		KISW 6	CHEM 3		MATH 1	BIO 21		GEO 14	ENG 11	ENG 11	
4R	ENG 7	MATH 9	K	GEO 14	ENG 7	K	BIO 24	BIO 24	H	KISW 15	KISW 15	P.E.	S
4G	MATH 8	ENG 2		HIST 13	MATH 8		KISW 13	ENG 2		BIO 21	BIO 21	P.E	
4B	CHEM 12	CHEM 12		HIST 13	KISW 6		BIO 4	BIO 4		MATH 9	KISW 6	ENG 19	
4W	BIO 17	BIO 17		“	KISW 16		CHEM 3	CHEM 3		KISW 16	MATH 1	ENG 10	

APPENDIX X: SCHOOL PROGRAMME/ROUTINE

A. MONDAY TO FRIDAY

Time	Activity
4.30am	Waking Up/Grooming Up
4.45a.m – 6:00a.m	Morning Preps
6:00a.m – 6.30a.m	Breakfast/ Cleanliness (Boarders) And Day Scholars Arrival
6.30a.m – 7:00a.m	Cleaning – Community Work
6:30a.m-7:45am	Seeking Medication
6.30a.m – 7:30a.m	Preps/Assignments/Remedial
7:30a.m – 8.00a.m	Assembly (Monday And Friday)
7:30a.m – 7.50a.m	Tuesday – Class Meeting/Thursday – House Meeting
8.00a.m – 9:20a.m	Lesson 1 And 2
9:20a.m – 9:30a.m	Short Break
9:30a.m – 10.50a.m	Lesson 3 And 4
10:50a.m – 11:10 a.m.	Long Break
11:10a.m – 1:10p.m	Lesson 5, 6 And 7 (Monday – Thursday)
11:10a.m – 12:20p.m	Lesson 5 And 6 (Friday)
1:10p.m – 1:40p.m	Lunch Break (Monday – Thursday)
1:10pm- 1:45pm	Seeking Medication
1:40p.m – 2:00p.m	Remedial/Assignments/Consultations (Mon – Thursday)
12:50p.m – 2:00p.M	Prayer Service Friday
2:00p.m – 4:00p.M	Lesson 8, 9 And 10
4:00p.M – 5:30p.M	Monday & Friday – Games Tuesday - Clubs Wednesday – Debate Thursday – G And C
5:00p.M – 5:30 P.M.	Self-Directed Activities
5:30p.M – 6:00 P.M.	Supper/Day Scholars Off
6:00p.M – 9:30 P.M.	Preps
6:50p.M – 7:10p.M	Swallat For Muslims
9:30p.M – 10:00p.M	Hot Water/Self-Directed Activities
10:00p.M – 4:45a.M	Dormitory Lights Out Then Sleeping.

B. Weekend School Programme (Saturday)

Time	Activity
4.30am	Waking Up And Grooming
4.45a.M – 6.00a.m	Morning Preps
6.00a.M – 6.30a.m	Breakfast/Cleanliness And Personal Grooming
6.30a.M – 7:30a.m	Community Work
7:30a.M – 10.00a.m	Preps/Lessons/Assignments
10.00a.M – 10:30a.m	Tea Break
10:30a.M – 12:30p.m	Preps/Lessons/Assignments
12:30p.M – 2.00p.m	Lunch Break And Seeking Medication
2:00p.M – 4:00p.m	Lessons/Preps/Assignments
4:00p.M – 5:30p.m	Games/Day Scholars Off/ Self-Directed Activities
5:30p.M – 6:00p.m	Supper/Dinner
6:00p.M – 10:30p.m	Entertainment/C. U /Y. C. S/Personal Study/Hot Water

10:30p.M – 6:30a.m	Lights Off Then Sleeping
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Sunday's And Holiday's School Programme

Time	Activity
6.30 a.m. – 7:00a.m	Waking Up/Grooming Up
7.00 a.m. – 7:30a.m	Breakfast
7:30 am- 8:00 a.m.	Sunday Assembly
8:00 a.m. – 10.00 a.m.	Thorough Cleanliness
10.00 a.m. – 10:30 a.m.	Hot Water
10:30 a.m. – 11:30 p.m.	Prayers
11:30 p.m. – 12.30 p.m.	Preps
12:30 p.m. – 2.00 p.m.	Lunch And Seeking Medication
2:00 p.m. – 4:00 p.m.	Preps
4:00 p.m. – 5:30 p.m.	Self-Directed Activities/Games
5:30 p.m. – 6:00 p.m.	Supper/Dinner
6:00 p.m. – 9:00 p.m.	Preps
9:00 p.m.– 10:00 p.m.	Hot Water/Self-Directed Activities
10:00 p.m. – 4:45 a.m.	Dormitory Lights Out/Sleeping

School Programme/Routine Monday To Friday

Time	Activity
4.30am	Waking Up/Grooming Up
4.45a.M – 6:00a.m	Morning Preps
6:00a.M – 6.30a.m	Breakfast/Cleanliness(Boarders) And Day Scholars Arrival
6.30a.M – 7:00a.m	Cleaning – Community Work
6:30am-7:45 am	Seeking Medication
6.30a.M – 7:30a.m	Preps/Assignments/Remedial
7:30a.M – 8.00a.m	Assembly (Monday And Friday)
7:30a.M – 7.50a.m	Tuesday – Class Meeting/Thursday – House Meetings
8.00a.M – 9:20a.m	Lesson 1 And 2
9:20a.M – 9:30a.m	Short Break
9:30a.M – 10.50a.m	Lesson 3 And 4
10:50a.M – 11:10	Long Break
11:10a.M – 1:10p.m	Lesson 5, 6 And 7 (Monday – Thursday)
11:10a.M – 12:20p.m	Lesson 5 And 6 (Friday)
1:10p.M – 1:40p.m	Lunch Break (Monday – Thursday)
1:10pm- 1:45 p.m.	Seeking Medication
1:40p.M – 2:00 p.m.	Remedial/Assignments/Consultations (Mon – Thursday)
12:50p.M – 2:00 p.m.	Prayer Service Friday
2:00p.M – 4:00p.m	Lesson 8, 9 And 10
4:00p.M – 5:30p.m	Monday & Friday – Games Tuesday - Clubs Wednesday – Debate Thursday – G And C
5:00p.M – 5:30 p.m.	Self-Directed Activities
5:30p.M – 6:00 P.m.	Supper/Day Scholars Off
6:00p.M – 9:30 P.m.	Preps
6:50p.M – 7:10p.m	Swalat For Muslims
9:30p.M – 10:00p.m	Hot Water/Self Directed Activities
10:00p.M – 4:45a.m	Dormitory Lights Out Then Sleeping.

Weekend School Programme (Saturday)

Time	Activity
4.30am	Waking Up And Grooming
4.45a.M – 6.00a.m	Morning Preps
6.00a.M – 6.30a.m	Breakfast/Cleanliness And Personal Grooming
6.30a.M – 7:30a.m	Community Work
7:30a.M – 10.00a.m	Preps/Lessons/Assignments
10.00a.M – 10:30a.m	Tea Break
10:30a.M – 12:30p.m	Preps/Lessons/Assignments
12:30p.M – 2.00p.m	Lunch Break And Seeking Medication
2:00p.M – 4:00p.m	Lessons/Preps/Assignments
4:00p.M – 5:30p.m	Games/Day Scholars Off/ Self Directed Activities
5:30p.M – 6:00p.m	Supper/Dinner
6:00p.M – 10:30p.m	Entertainment/C.U/Y.C.S/Personal Study/Hot Water
10:30p.M – 6:30a.m	Lights Off Then Sleeping

Sunday's And Holiday's School Programme

Time	Activity
6.30a.M – 7:00a.m	Waking Up/Grooming Up
7.00a.M – 7:30a.m	Breakfast
7:30am- 8:00am	Sunday Assembly
8:00a.M – 10.00a.m	Thorough Cleanliness
10.00a.M – 10:30a.m	Hot Water
10:30a.M – 11:30p.m	Prayers
11:30p.M – 12.30p.m	Preps
12:30p.M – 2.00p.m	Lunch And Seeking Medication
2:00p.M – 4:00p.m	Preps
4:00p.M – 5:30p.m	Self-Directed Activities/Games
5:30p.M – 6:00pm	Supper/Dinner
6:00p.M – 9:00p.m	Preps
9:00p.M – 10:00p.m	Hot Water/Self Directed Activities
10:00p.M – 4:45a.m	Dormitory Lights Out/Sleeping