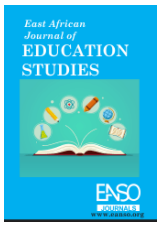

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*Original Article*

# Influence of Principals' Management Practices on Students' Participation in Extracurricular Activities in Public Secondary Schools in Samburu County, Kenya

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*Extracurricular Activities, Principals' Management Practices, Public Secondary Schools, Student Participation.*

## ABSTRACT

This study assessed the influence of principals' management practices on student participation in extracurricular activities in public secondary schools in Samburu County. Specific objectives were to determine the influence of principals' mentorship practices on student participation in extracurricular activities, and principals' motivational practices on student participation in extracurricular activities, respectively. The mixed methods research approach was adopted using an embedded research design guided by the Ecological Systems Theory by Bronfenbrenner (1977). The target population of 8,358 comprised 21 principals, 1,127 teachers and 7,210 students in 21 public secondary schools in Samburu County. A representative sample of 382 comprising 21 principals, 52 teachers and 309 students was ascertained using Slovin's formula. Three research instruments were used: Questionnaires for principals, questionnaires for teachers and focused group discussions for students, which were piloted and their validity and reliability confirmed and enhanced through piloting. The Cronbach's Alpha exceeded .7 for principals' and teachers' questionnaires. Descriptive and inferential statistics were generated with the assistance of the SPSS computer programme, while qualitative data were analysed thematically. Data was obtained from 86% of the principals and 100% of the sampled teachers and students, respectively. Quantitative findings show that Principals' mentorship and motivation practices recorded Peason's Correlation Coefficient R=.642 and R=.328, respectively. The multiple linear regression model yielded R=.547, indicating a strong positive relationship between the two principals' management practices and student participation in extracurricular activities. The $R^2$ computed was .312, which suggests that the model explained 31.2% of student participation in extracurricular activities in Samburu County. Qualitative data confirmed these results, and based on these findings, the two null hypotheses were rejected and alternative hypotheses adopted. The study concluded that principals' management practices contributed fairly well to student participation in extracurricular activities in Samburu County. These findings are significant to the Ministry of Education, TSC and teacher trainers who should develop policies and strategies to enhance principals' management practices in order to boost student participation in extracurricular activities and to realise the benefits that accrue from

 

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it. Finally, further research is necessary to assess the influence of student participation in extracurricular activities on academic performance.

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## INTRODUCTION

There's a growing body of literature on the significance of student participation in schools. Participation in education entails all academic and extra-curricular experiences of learners in school (Stodden & Roberts, 2009). Research studies show that there's a positive relationship between student academic performance and participation in extra-curricular activities (Gilman, Meyers, & Perez, 2004). The significance of student participation in extracurricular activities is underplayed (Vukić & Zrilic, 2016), and schools tend to spend more resources on academic activities compared to extracurricular activities (Bradley & Conway, 2016). The Student Role Performance (SRP), especially in extracurricular activities, may contribute more significantly to students' academic performance, jointly with intelligence (Korir & Kipkemboi, 2013).

School principals carry 'a burden of responsibility' (Stuart, Lido, Morgan et al, 2011), implying that they should be accountable for student participation in both academic and extra-curricular activities. Research studies show that student participation is affected by factors such as parental level of education, school environment, lack of teachers, inadequate physical facilities, the community around the school and absenteeism due to long distances (Kuli, 2011). Extant research is rich with information on factors influencing student participation in academic activities, but there is insufficient literature on factors influencing student participation in extra-curricular activities.

Seow and Pan (2014) reviewed the literature on participation in extra-curricular activities and its influence on students' academic performance. This review unearthed three major theoretical frameworks: "The zero-sum framework posits that participation in extra-curricular activities has a negative effect on academic performance because students devote more time to their extra-curricular activities at the expense of their academic studies. The developmental framework, on the other hand, theorised that participation in extra-curricular activities has a positive effect on academic performance indirectly as a result of the extra-curricular and social benefits associated with participation in extra-curricular activities. Lastly, the threshold framework hypothesised that

 

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participation in extra-curricular activities has a positive effect on academic performance up till a certain point beyond which participation leads to negative academic outcomes" (Seow & Pan, 2014).

Studies on factors influencing student participation in extra-curricular activities have embraced the hierarchical model of leisure constraints by Crawford, Jackson and Godbey (1991). These studies show that student participation in extra-curricular activities is influenced by structural, intrapersonal and interpersonal constraints (Bahari, 2008; Maamor, Ibrahim, & Samsi, 2015; Othman, 2016). Structural constraints include infrastructure and equipment that might be lacking, inadequate or poorly maintained. Intrapersonal constraints, according to Sari and Esa (2017), refer to the perception, consciousness, and self-interest that influence students in selecting their extracurricular activities. Othman (2016) found that students perceived extra-curricular activities as a burden and boring. On the other hand, interpersonal constraints include external factors such as pressure, cultures, abilities and skills (Bahari, 2008) that influence student participation. Students who lack the courage to explore their ability were passive (Maamor et al., 2015), and their parents were unable to encourage them to participate in extra-curricular activities.

Students in Malaysia have the opportunity to select their desired extra-curricular activities, which are compulsory (Jamalis & Omar Fauzee, 2007). Negative perceptions towards the implementation of extra-curricular activities have a negative impact on student participation in these activities (Esa et al., 2015). The consequences of low student participation in extra-curricular activities are many and dire. For instance, low student participation in decision-making is attributed to unrest and rampant destruction of school property because students feel isolated (Kagendo, Onyango & Kyalo, 2019). School unrests yield to high dropout rates because some students end up with expulsion. Jeruto and Kiprop (2011) observed that calls for the inclusion of students in the decision-making structure in schools led to various attempts by the Ministry of Education to put in place structures for inclusion. Accordingly, the Kenya Secondary School Student Council (KSSSC) was formed in 2009 with a view to making secondary school governance more participatory by including student representatives in the school management team.

In the USA, students in elementary, middle and high schools are encouraged to engage in physical activity to make them become healthier, and before they are allowed to graduate, they should complete physical education programmes, especially in the state of Georgia (Georgia Department of Education, 2010). Studies show that students who are involved in extracurricular activities enjoy more benefits, like higher academic results. Craft (2012) states that the students who participate in extracurricular activities learn teamwork, dedication, success, failures, the ability to manage time, and the ability to build relationships with other students, coaches, parents and community members. Craft (2012) recommends that principals should support extracurricular activities, especially by engaging quality coaches and sponsors who would influence the students to choose to participate in these activities.

Available literature also suggests that principals' leadership practices can support student participation in schools (Clifford, Menon, Gangi, Condon, & Hornung, 2012). Research on leadership practices shows that effective leaders "model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart" (Kouzes & Posner, 2002). For example, principals as leaders can 'model the way' by clarifying their personal values and aligning their actions with the shared values of students in their schools (Kouzes & Posner, 2002). Principals' leadership practices can impact the attitudes of students on their participation in extra-curricular activities such as student councils, guidance and counselling, games and sports, drama, music, etc. (Bashir, 2012), which constitute part of the school climate (Hansen, 2016).

 

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Leadership practices that are inclined towards supporting extra-curricular activities are likely to 'model the way' for students to concentrate on their activities. The principals' leadership practices act to clarify their values and set examples to be emulated by students (Al Ansari & et al., 2016).

According to Karuna, Kanokorn, Sujanya, Somjed, and Aduldej (2014), schools will be successful if principals become leaders who can inspire, motivate, innovate in advance, and collaborate to get extraordinary things done. In Nigeria, secondary school students' interest in extracurricular activities was found to significantly influence their self-efficacy (Achil, Ngban, Amalu, & Abang, 2020). Principals are thus advised to create opportunities for students to participate in extracurricular activities such as travelling for excursions. Extracurricular activities are educational activities undertaken by students outside of school hours (Buchtova, Kučerova, Chudy, Neumeister, & Novotna, 2015; Teimoornia, Hamidi, Jomeh & Foroozesh-nia, 2011) to help them develop according to their needs, potential, talents, and interests through activities organised by educators who have the capability (Okoji, 2015). Ilham (2021) posits that:

In the extracurricular area, the principal is expected to be able to: (1) establish an organizational structure and job descriptions for extracurricular activities; (2) establish the vision, mission, and goals for extracurricular activities; (3) conduct coaching/training on extracurricular activities; (4) provide a schedule of extracurricular activities; and (5) provide facilities and infrastructure for extracurricular activities. Extracurricular activities must adhere to the established criteria of the school's organizational culture; if they do not, they must be eliminated (p.179).

The benefits of student participation in extracurricular activities are numerous. Mahoney (2000) emphasised that participation in relevant extracurricular activities makes students engage in movements that encourage conventional behaviour. Research studies show that student participation in extracurricular activities and academic performance are positively related (Pitts, 2013; Donnelly et al., 2013; Bozkus, 2013; Trail, 2006). For instance, students who are constantly exposed to music perform better in school than students who do not attend music classes or performances (Cash, 2009). According to Pitts (2013), extracurricular activities in school are meant for the complete social development of the students.

Donnelly et al. (2013) studied the influence of extracurricular activities on students' academic achievement and established that constant participation of students in various extracurricular activities enhances student academic achievement in the classroom. Bozkus (2013) investigated the association between extracurricular services and students' academic success and found a positive relationship between participation in football, quiz completion and other social and student academic performance, which is consistent with findings from a study by Trail (2002). Extracurricular activities include music, drama, athletics, publications, student administration, visual arts, academic clubs, service organisations, student council activities, special interest activities and religious organisations (Massoni, 2011).

Mentorship is a process involving two parties in a relationship in which "one party (the mentor) guides the other (the mentee) through a period of change and towards an agreed objective, or assists him or her to become acquainted with a new situation" (Kay & Hinds, 2012). In schools, principals and teachers are likely to provide mentorship services to their students through coaching, counselling and support (Irby, 2012) aimed at enhancing student participation in academic or non-academic activities (Kadji, Zachariou, Liarakou & Flogaitis, 2013). Mentorship relationships can be informal or formal between the mentor and mentees (Kay & Hinds, 2012).

Chrysanthi, Beltran, Aravella et al (2013) observe that mentoring enjoys widespread popularity. They

 

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argue that in a mentoring process, the mentor who usually has appropriate experience, ability and knowledge plays the role of listening, asking questions, providing information and guidance, building confidence and identifying opportunities for learning from which the mentee can benefit. The aim of the mentor in this process is to help mentees form their own views, develop different perspectives, grow as persons and work towards or achieve their goals, not to instruct them or tell them what to do (Chrysanthi et al, 2013).

There's an emerging trend in secondary schools where principals are actively involved in mentoring their students for the purposes of enhancing their participation in both academic and non-academic activities. Schools can develop formal or informal mentorship structures through which principals and or teachers can have direct mentorship relationships with their students. As leaders of schools, it's incumbent upon principals to provide direction by deliberately engaging themselves in guiding, teaching, influencing, and supporting student mentorship activities (Blanson, 2005).

Research studies show that schools do not have formal mentorship structures, and mentors do not have formal mentorship training (Anachuna & Obi, 2021). For mentorship relationships to be more effective, Ingersoll and Strong (2011) suggest that they should not be restricted to formal visitations. Anachuna and Obis' (2021) study conducted in Nigeria to determine principals' mentorship practices on teacher retention, established that schools lacked formal structures to guide principals in the provision of mentorship services to teachers and that mentorship relationships were encouraged after normal school hours in which teachers chose their own mentors who had no formal training in mentorship.

Through mentorship practices, principals can manage to develop in schools a culture of teamwork among teachers and students for enhanced school climate, safety, turnout and accomplishments (Schchargel et al, 2007). The influence principals have on teachers and learning conditions puts them in a vantage position to effectively guide students (Heck and Hallinger, 2009). A study conducted in Kenya by Karanja and Gikungu (2014) found that managers of schools were involved in mentorship activities by creating awareness of these activities in schools, initiating the mentorship programmes, developing structures for mentorship programmes, assisting in solving issues arising from mentorship programmes, providing supervisory services, assisting in determining the criteria used to allocate mentor/ mentees, establishing goals for mentorship programmes and organizing meetings with students to ensure that goals are met.

Karanja and Gikungu's (2014) study also established that mentorship programmes in schools helped students to formulate solutions for themselves. However, this study did not look at the influence of principals' mentorship practices on student participation in extra-curricular activities. A qualitative study by Kibata and Nyakundi (2023) conducted in public secondary schools in Tiaty East and West Constituencies in Baringo County found that principals invited mentors for staff development to improve collaboration, ultimately positively impacting student outcomes and promoting a collaborative secondary school culture. Kibata and Nyakundi (2023) investigated the influence of school principals' leadership practices on collaborative school culture. The leadership practices focused on were mentorship and communication. Specifically, the literature reviewed on mentorship practices does not explain the relationship between principals' mentorship practices in identifying talent, organising clinics and developing talent and students' participation in extracurricular activities.

According to Solak (2012) and Philemon and Mkulu (2020), motivation is the force that directs students to achieve their anticipated goals for schooling. Motivation in this study refers to the ability of principals to encourage and inspire students to participate in extracurricular activities.

 

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In this respect, principals spearhead activities that encourage students to develop goals and social commitments in extracurricular activities within the schools. There is a large body of research-based information available in literature on motivation and student retention, such as: Ajoke, Hasan, and Sheu (2015); Philemon and Mkulu (2020); Kelmendi and Nawar (2016); Ongige, Ngala and Tikoko (2020); Kirondo (2014). However, there are few studies focusing on motivation and student participation in extracurricular activities.

Kelmendi and Nawar (2016) analysed the relationship between motivation and student retention among university students in the UK. The analysis confirmed that there is a relationship between motivation and student retention, and extrinsic motivation had a larger impact. This finding is significant to principals as they innovate ways of motivating their students with the aim of retaining them by involving them in extracurricular activities. Specifically, the study by Kelmendi and Nawar (2016) did not focus on the influence of principals' motivation practices on student participation in extracurricular activities. Kouzes and Posner (2017) suggest that principals who hold high expectations for and believe in their students are likely to help them develop self-confidence, courage and volition to live up to the principals' expectations (Kouzes & Posner, 2017). Specifically, Kouzes and Posner (2017) assert that:

Believing in others is an extraordinarily powerful force in propelling greater performance celebrations and rituals, when done in an authentic way and from the heart, build a strong sense of collective identity and community spirit that can carry a group through extraordinarily tough times (Kouzes & Posner, 2017, p. 16-19).

Kouzes and Posner (2017) seem to suggest that principals should celebrate student success in extracurricular activities passionately and work to develop a strong identity among students and teachers that will hold them together as a school even during difficult times.

In Nigeria, Ajoke, Hasan, and Sheu (2015) evaluated the impact of co-curricular activities on the success of Senior Secondary School students. The study focused on engagement and academic accomplishment for students who were members of press clubs, literary and debating societies. The mock examination results suggested that co-curricular activities had a substantial positive impact on senior secondary school students' academic success in English. The survey also indicated that there was a lack of commitment and encouragement on the part of the school administration and instructors. It is noteworthy that research by Ajoke et al (2015) did not assess the influence of principals' motivation practices on student participation in extracurricular activities.

Moriasi, Thinguri and Nyakundi (2023) studied the influence of principals' motivational strategies on teacher productivity in public secondary schools in Machakos County and found that principals did not significantly employ motivational strategies on their teachers. The studies reviewed on principals' mentorship and motivational strategies were not focused on establishing the influence of principals' mentorship and motivational practices on student participation in extracurricular activities. Specifically, there was a paucity of research data on how these principals' management practices influence student participation in extracurricular activities in public secondary schools in Samburu County, hence the need for the study.

**Statement of the Problem**

Available empirical data suggest that student academic performance in Samburu County could be related to student participation in extracurricular activities. School principals have a critical role in ensuring that there's a balance between student participation in academic and extracurricular activities, respectively. While there's a lot of empirical data on the influence of principals' management practices on student participation in academic activities, there's scant empirical data on

 

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how principals' management practices influence student participation in extracurricular activities. The absence of such critical data hinders the efforts to enhance student learning achievement. This study was suitable because student participation in extra-curricular activities is particularly important in enhancing uptake of education which is low in Samburu county due to factors like truancy, teenage pregnancy, poverty, nomadic lifestyle, retrogressive cultural practices, understaffing, poor and inadequate infrastructures in schools, negative attitude towards education and separation of families. Specifically, this study assessed the influence of principals' mentorship and motivation practices on student participation in extracurricular activities in public secondary schools.

### Purpose of the Study

The purpose of this study was to assess the influence of principals' management practices on student participation in extracurricular activities in public secondary schools in Samburu County.

### Objectives of the Study

The objectives of this study were to:

- Determine the influence of principals' mentorship practices on students' participation in extracurricular activities in public day secondary schools in Samburu County.
- Establish the influence of principals' motivational practices on students' participation in extra-curricular activities.

This study tested the following two null hypotheses:

- **$H_{01}$:** There is no statistically significant relationship between the principals' mentorship practices and students' participation in extra-curricular activities in public secondary schools in Samburu County (at α=.05 confidence level).
- **$H_{02}$:** There is no statistically significant relationship between the principals' motivation practices and students' participation in extra-curricular activities (at α=.05 confidence level).

## MATERIALS AND METHODS

### Research Methodology

This study employed the mixed methods research approach because the complexity of the relationships between principals' management practices and student participation in extra-curricular activities cannot be fully explained by either obtaining quantitative or qualitative information exclusively.

### Research Design

In this study, an **embedded concurrent mixed methods design** was adopted. This design involves collecting both quantitative and qualitative data simultaneously during a single phase of data collection, with one method playing a supportive role to the other. In this case, the quantitative data formed the core component of the study, while qualitative data was embedded to provide additional insights and help explain trends or anomalies observed in the numerical findings. This approach enabled the researcher to enrich the primary results with context-specific details drawn from participant experiences, allowing for a deeper understanding of the phenomena under investigation.

This study was carried out in Samburu County, which, according to the literature reviewed, experienced low uptake of education caused by factors like truancy, teenage pregnancy, poverty, and cultural practices. Literature also supported the fact that student participation in extracurricular activities can help address these issues. Specifically, involvement of students in extracurricular activities was likely to depend on the principals' management practices such as collaboration, support, mentoring, and motivation. However, there was a gap in the literature on the influence of principals' management practices on student participation in extracurricular activities, hence the need for this study.

 

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Samburu has a total size of 21,022 square kilometres and is located in the Arid and Semi-Arid Land (ASAL) region. Turkana (Northwest), Baringo (Southwest), Marsabit (Northeast), Isiolo (East), and Laikipia (South) are its neighbouring counties (Samburu County, 2021). Samburu Central, Samburu East, and Samburu North are the three sub-counties that make up Samburu County. Samburu County had 310,372 residents as of the 2019 Population and Housing Census; this number was expected to rise to 399,378 by 2022 and 456,418 by 2025. Compared to the 3% national growth rate, the population growth rate is 4.45% annually. Floods, droughts, insecurity, cattle rustling, human and animal disease outbreaks, inter-clan disputes, tribal disputes, locust invasion, water scarcity, human-wildlife conflict and others affect Samburu county.

Stratified sampling was used in this study to ensure fair and proportionate representation of the three key subgroups: principals, teachers, and students. The total population of 8,358 individuals—comprising 21 principals, 1,127 teachers, and 7,210 students from 21 public secondary schools in Samburu County—was first divided into these distinct strata. This approach allowed the researcher to draw a sample that accurately reflected the distribution of participants across the different roles in the education system.

All 21 public secondary schools were included to capture diversity across the county. Within each school, participants were selected proportionally from each stratum. Since each school had one principal, all principals were likely included through a census. Teachers and students were then sampled using simple random sampling within their respective strata, based on their population size in each school. This ensured a balanced, unbiased selection while preserving the representativeness of the overall sample.

Using Slovins' formula:

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

Where:

$n_o$ – desired sample size

N – Population

e– Margin of error level (95% confidence level = 0.05)

Solved:

$$x = \frac{8358}{1 + 8358(0.05^2)}$$

Sample (x) = 382

The sample of 382 participants was allocated proportionately as follows: Principals 21 (5.5% of the sample); 52 teachers (13.5% of the sample); and 309 students (81% of the sample), as shown in Table 1.

 

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**Table 1: Sample Size Distribution**

| Participants | Population | Sample size | Sample % |
|---|---|---|---|
| Principals | 21 | 21 | 5.5 |
| Teachers | 1127 | 52 | 13.5 |
| Students | 7210 | 309 | 81 |
| **Total** | **8358** | **382** | **100** |

**Source:** Research study

Table 1 shows that principals in all public secondary schools in Samburu County were to participate in this study due to their small number, while teachers and students were drawn from all schools proportionately. Three research instruments were used to collect both quantitative and qualitative data from principals, teachers and students, respectively.

The principals' questionnaires were tested for their content and construct validity by consultation with the university's supervisor because the two types of validity are not statistically measurable (Kimberlin & Winterstein, 2008). According to Middleton (2020), measuring questionnaire validity enables the researcher to improve the quality of the questionnaires; otherwise, validity will be threatened if the questionnaires miss some aspects or include irrelevant aspects. Reliability of questionnaires was determined using the Cronbach's alpha reliability coefficient method by utilising data obtained from the pilot study. A correlation coefficient of >.7 was deemed to be sufficient for evaluating the research instrument as accurate (Orodho, 2009) was considered. The test-retest approach was adopted within two weeks in the form of repeated trials, and the Cronbach's alpha yielded coefficients greater than .7 for both the principals' and teachers' questionnaires that were used to collect data.

The credibility and dependability of focused group discussions for students were determined through consultations with professionals in the field. The language in the discussion guide was appropriate for the students being studied, and after piloting, the language for some items in the interview guide was adjusted to match the social background of the students' age, educational level and social classes. Data was collected after obtaining all the required licenses and authorisation, and categorised either as quantitative or qualitative for ease of presentation and analysis according to the two research objectives. Quantitative data was checked and verified to ensure consistency and accuracy through piloting data collection instruments. Demographic data is presented in the form of tables. The latest Statistical Package for Social Sciences (SPSS) was used to generate descriptive statistics like percentages, means and standard deviation. Furthermore, inferential statistics such as the Pearson's correlation coefficients and multiple linear regression analysis were generated in order to test the null hypotheses. The standard multiple linear regression analysis model that was used is expressed as:

$$\mathbf{P=}\ ß0 + ß1x1 + ß2x2 + Ɛ$$

Where,

**P=**Student participation in extracurricular activities

**ß0=**Constant term (predicted value of dependent variable if the composite of independent variable (participation in extracurricular activities) is zero

**ß1=** Contributions of principals' mentorship practices on student participation

**ß2=** Contributions of principals' motivation practices on student participation

**x1=** Principals' mentorship practices

**x2=** Principals' motivational practices

**Ɛ =** Standard error (other variables that may affect student participation in extracurricular activities but are not included in the model and were assumed not

 

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to interfere with student participation, e.g. Government Policies; principals' characteristics, etc.)

Two composite variables of principals' management practices were evaluated in terms of their predictive power on student participation in extracurricular activities. The standard multiple linear regression model was used to determine R-Square ($R^2$), which is the coefficient of determination of the amount of variability explained in principals' management practices in student participation in extracurricular activities. The model established the regression weight (Beta), which is the amount of contribution of a variant of principals' management practices while holding other variables constant (Creswell, 2014).

The analysis of beta weight **ß** made it possible to determine the principals' management practice that had a larger contribution to student participation in extracurricular activities. The beta weight indicated the change in principals' management practices for every unit change in student participation in extracurricular activities. The significance of each beta coefficient was established at an $\alpha$=.05 level of statistical significance (Creswell, 2014). Thematic analysis was undertaken for qualitative data collected, which was first organised according to emerging patterns and themes for each research objective. Taylor-Powell and Renner (2003) observe that themes can be directly developed from the research questions or naturally derived from the data when the study is being conducted to enable the researcher to analyse the meaning of the themes and connect them with the objectives.

## RESULTS

This study recorded a response rate of 86% for principals and 100% for both teachers and students, respectively. Most principals and teachers had been in their schools for more than five years but less than 10 years, respectively. Similarly, more boys than girls participated in the study, which depicts the low levels of girl participation in academic activities in Samburu County. The first research objective was to determine the influence of principals' mentorship practices on student participation in extracurricular activities. Both qualitative and quantitative data were obtained from principals, teachers and students. Quantitative data were collected on the following mentorship practices:

- Organisation of extracurricular activities
- Organising mentorship activities
- Organising mentorship seminars for teachers
- Organising talent development programmes for students

Descriptive data on principals' mentorship practices was collected on four management practices of principals: Organizing extracurricular activities, mentorship activities, seminars and talent pre-development programmes and the results show that 21% of the principals were involved in mentorship activities on a weekly basis although most of the principals were involved in organizing extra curriculum activities. Most principals, 32%, were engaged in mentorship practices on a monthly basis and termly basis (22%). Organisation of talent programs was undertaken termly or annually in most of the schools, although it did not take place in five schools at all. Student councils, science congress, ball games, music and drama, as well as athletics, were the most prevalent extracurricular activities in schools. There was no school that had talent development programmes in all eight areas. Student talent development programmes on average, were in 39% of the schools. Fashion shows were reported only in one girls' school.

Students in 18 Focused Group Discussions (FGDs) comprising between 10-15 participants, whose principals and teachers participated in this study, deliberated on their involvement in extracurricular activities. Each FGD developed a consensus on a priority list of activities that they get involved in their schools. First ranked extracurricular activities were ball games by 89% of FGDs, while athletics

 

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and clubs and societies were ranked 2nd and 3rd, respectively. There were also discussions on the percentage of students who were actively involved in each of the 9 extracurricular activities in schools. The 18 FGDs were unanimous that most students (30%) were involved in clubs and societies, followed by ball games (10%). In total, 59% of students were involved in one form of extracurricular activity, implying that 41% of students did not take part in any of the nine extracurricular activities in schools.

**Hypothesis 1**

The first null hypothesis of this study was that t*here is no statistically significant relationship between the principals' mentorship practices and students' participation in extra-curricular activities in public secondary schools (at an α=.05 confidence level).* The relationship between principals' mentorship practices and student participation in extracurricular activities was computed by the latest SPSS computer programme, which yielded Pearson's Correlation Coefficient **r**=.642, which shows a strong positive relationship between the variables. Table 2 presents the regression model summary on principals' mentorship practices and student participation in extracurricular activities.

**Table 2: Regression Summary on Principals' Mentorship Practices and Student Participation**

| Predictor variable | Regression statistics | Student Participation |
|---|---|---|
| Principals' practices | R | .642 |
| | R-squared ($R^2$) | .064 |
| | Adjusted R-Squared ($R^2$) | .037 |
| | Beta (ß1) | .167 |
| | p-Value | .045 |
| | Standard error of Estimate (E) | .887 |
| | Constant (**ß0**) | 3.541 |

**Source:** Field data (N=70; α=.05)

Table 2 shows that $\mathbf{R^2}$ computed yielded .064, suggesting that principals' mentorship practices explained 6.4% of student participation in extracurricular activities. The adjusted $\mathbf{R^2}$ indicates that principals' mentorship practices explained 3.7% of the variation in student participation scores, which is lower than the $\mathbf{R^2}$ predicted. This was expected since adjusted $\mathbf{R^2}$ is usually lower than $\mathbf{R^2}$ predicted because of incorporating other data characteristics like the sample size and data pairs (Orodho, 2017). The p-value computed by SPSS was .045, which is less than the statistical confidence level of α=.05 that was set to measure the level of relationship between principals' mentorship practices and student participation in extracurricular activities. The null hypothesis was thus rejected, and an alternate hypothesis that *principals' mentorship practices significantly influence student participation in extracurricular activities in public secondary schools in Samburu County* was adopted for this study. The standard error of estimate (E) was .887, suggesting that there were other factors of the magnitude of .887 that influence student participation in extracurricular activities. The contribution of principals' mentorship practices to student participation in extracurricular activities was indicated by beta weight ß1=.167, showing that one unit change in principals' mentorship practices is expected to cause a .167 change in student participation in extracurricular activities.

The FGDs generated qualitative information on talent development programmes and extracurricular activities that were planned for students by principals in schools. Most of the FGDs agreed that

 

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principals determine the activities they get involved in their schools. For instance, FGD1 concluded that:

> "*It's true that our principals wield a lot of power in extracurricular activities. What they like is what takes place. If the principal is a fanatic of soccer, he/she will allocate more resources to soccer compared to other extracurricular activities"* FGD 1.

To provide further explanations on talent development and extracurricular activities in schools, principals and teachers were asked to describe the activities planned for their students. Qualitative data obtained from teachers on whether there were talent programmes in schools was unanimous that there were such programmes in schools, and one of the teachers observed that:

> "*There are several extracurricular activities for students in our school. Students are usually excited about them than when we are engaging them in academic activities. Many students vie for leadership positions, and the process is so exciting to our students. Football is also quite exciting to our students to near fanatic levels among boys and girls"* (T014).

The quantitative and qualitative findings attest to the fact that principals' mentorship practices influence student participation in extracurricular activities.

**Hypothesis 2**

The second hypothesis of this study was that *there is no statistically significant relationship between the principals' motivation practices and students' participation in extra-curricular activities in public secondary schools in Samburu County (at an α=.05 confidence level).* The relationship between principals' motivation practices and student participation in extracurricular activities was computed by the latest SPSS computer programme, which yielded Pearson's Correlation Coefficient **r**=.427, which shows a moderately strong positive relationship between the variables. Table 3 presents the regression model summary on principals' motivation practices and student participation in extracurricular activities.

**Table 3: Regression Data of Principals' Motivational Practices and Student Participation**

| Predictor variable | Regression statistics | Student Participation |
|---|---|---|
| | R | .328 |
| Principals' practices | R-squared ($R^2$) | .033 |
| | Adjusted R-Squared ($R^2$) | .017 |
| | Beta (ß1) | .138 |
| | p-Value | .032 |
| | Standard error of Estimate (E) | .694 |
| | Constant (**ß0)** | 2.873 |

**Source:** Field data (N=70; α=.05)

Table 3 shows that $\mathbf{R^2}$ computed yielded .033, suggesting that principals' motivation practices explained 3.3 % of student participation in extracurricular activities. The adjusted $\mathbf{R^2}$ indicates that principals' motivation practices explained 1.7% of the variation in student participation scores, which was lower than the $\mathbf{R^2}$ predicted. This was anticipated since, according to Orodho (2017), adjusted $\mathbf{R^2}$ is typically lower than $R^2$ predicted due to the incorporation of additional data features such as sample size and data pairs. The statistical confidence level of **α**=.05, which was chosen to assess the degree of correlation between principals' motivation practices and students' involvement in extracurricular activities, exceeded the **p**-value of .032, as determined by the SPSS, leading to the rejection of the null hypothesis.

The alternate hypothesis that *principals' motivation practices significantly influence student*

 

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*participation in extracurricular activities in public secondary schools in Samburu County was* adopted for this study. The standard error of estimate (E) was .694, indicating the presence of additional variables with an impact on extracurricular activity participation among students of a similar magnitude. The beta weight ß1=.138 indicates that the incentive practices of principals have a significant impact on students' participation in extracurricular activities. Specifically, a one unit change in principals' motivation practices is projected to result in a .138 change in students' extracurricular activity participation.

The FGDs sought the views of students on principals' motivational practices. The students discussed how the participation of their principals in extracurricular activities influenced them. The conclusions from the 18 FGDs were mixed. For instance, the first FGD concluded that;

> *"If the principals were really active in extracurricular activities with us, we could also be interested in the same activities. However, our principals never even appear in the fields where we are participating. They only appear when we win and like associating with us as winners" (FGD 1).*

These sentiments were similar across five FGDs. The 7th FGD observed that although principals supported extracurricular activities, they tended to encourage those that are less expensive and time-consuming. Principals support athletics, science congress and Christian Union activities. Social trips where students meet the full costs take place freely, although some principals demand that the students complete fees before they are eligible. The 14th FGD concluded that:

> *"The motivation of our principals in extracurricular activities is low, but if something can make them more actively involved in extracurricular activities, we, the students, will shine in all the activities. The absence of the father or mother figure in the school in these activities discourages us by making us feel like these activities are not important but a waste of time" (FGD 14).*

Some of the FGDs were of a different opinion. They identified the positive motivational practices of their principals. For instance, the 9th FGD was upbeat with the interest their principals showed in soccer. They even recounted how the principal lost in a tournament, implying that the principal and students were fans of international football clubs like Manchester United, Chelsea and Arsenal Football Clubs. The group concluded that:

> *"It is quite motivating to compete with our teachers in extracurricular activities. Our teachers' team beat us squarely in a football match that we had during parents' day. The teachers bragged for the whole year, but we practised hard, and when we met during prize giving day, we hammered the teachers 3-1. We should have these competitions regularly". (FGD 9).*

These findings point to an interesting scenario in future in the era of CBC. Principals and teachers will have to brace for the demand for their active involvement in extracurricular activities. The time for appointment of elderly and physically unfit principals seems to be ending, and there's a need for appointment of principals and teachers who have exemplary records of excellence in extracurricular activities.

## CONCLUSIONS

Based on the findings of this study, four conclusions were reached: First, the finding that mentorship practices significantly influence student participation implies that principals can make a difference in student participation in extracurricular activities through mentorship programmes for both students and teachers. If principals take the lead in mentorship activities, more students and teachers are likely to find extracurricular activities attractive. Secondly, motivational practices significantly influenced student participation in extracurricular

 

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activities. This suggests that principals play a critical role in eliciting the participation of not only students but also teachers in extracurricular activities. Thirdly, the significance of principals' support of student participation in extracurricular activities was underscored by the findings of this study. This leads to the conclusion that principals play an important role in supporting student participation in extracurricular activities through the provision of required facilities. Lastly, this study concluded that collaboration practices of school principals need to be enhanced through the organisation of joint extracurricular activities between teachers and students in one school and with other schools, respectively.

**Recommendations**

The significance of principals' management practices in enhancing student participation in extracurricular activities is emphasised by the findings of this study. There are implications of these findings on policy development, and further research is imminent.

**Policy Recommendations**

The findings of this study point to the following policy areas:

- Professional training and development of principals by the Ministry of Education and KICD should consider extracurricular activities as a core component. Every principal should demonstrate competency in at least one key extracurricular activity before they graduate.
- The Teachers Service Commission should consider reviewing the performance appraisal for principals and teachers to incorporate their performance in extracurricular activities. This performance in extracurricular activities should have the same weight as the performance in academics.

**Recommendation for further research**

Further research is recommended to assess the influence of student participation in extracurricular activities on academic performance in public secondary schools in Samburu County.

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