

## **Influence of Motivation on teachers' involvement in Co-curricular activities in Public Secondary schools in Matungulu Sub County, Machakos County - Kenya**

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### **Abstract**

*Education should ensure development of an all-round person. Co-curricular activities are very important and essential part of education. The activities prepare learners to be holistic. The purpose of this study was to investigate the influence of motivation on teachers' involvement in co-curricular activities in public secondary school in Matungulu sub-county, Machakos county, Kenya. The study employed descriptive survey design and targeted 34 public secondary schools and the corresponding principals and 380 teachers in Matungulu sub-county. Data was collected using questionnaires and observation checklists. Quantitative data was coded and analyzed using descriptive statistics such as mean, percentages and frequencies with the help of SPSS. The data was presented in form of charts and frequency tables. Qualitative data was presented as per the study objective. The study revealed that motivation of teachers involved in co-curricular activities was very essential. The study recommended that there was need for principals to institute mechanisms of motivating teachers through provision of co-curricular facilities. The recommendations for further study were that the study can be replicated in public primary schools in Matungulu sub- county since this was done in secondary schools*

**Key words:** Curriculum, Co-curricular activity, Syllabus, Support of school administration, Teachers' involvement, Teachers 'motivation

### **1.0 Introduction**

Education is a broad concept which transcends the knowledge acquired from a classroom. Holistic education focuses on the overall development of the child (Ogoch&Thinguri, 2013). Co-curricular activities are programmes or learning experiences that fall outside the realm of ordinary curriculum and compliment what students learn (Yaacob& Haron,2013). These are programmes or activities out of class supervised and financed by the school which provide curriculum related learning and character based experiences(Bashir,2012). The author also states that co-curricular activities

compliment the curriculum or the main syllabi activities and are part and parcel of educational institutions aimed at developing students' personality as well as strengthening the classroom learning.

Globally, some countries have realized the importance of co-curricular and this has enhanced review of their education system to ensure early identification of their students' talents which has facilitated a good environment for tapping, nurturing and developing the talents at a tender age (Yaacob & Haron, 2013). The authors also point out that this endeavor has borne fruits through production of a mass pool of sports personalities which has in turn developed careers for thousands of citizens. An example is Brazil which has produced many renowned professional footballers, playing their trade across the elite European clubs. This in turn earns foreign exchange in form of monies repatriated back to their country. The provisions of co-curricular programs in US, Jamaica, Germany, England and China have been recognized as the most essential

Teachers play a very crucial role in achieving the objectives of Kenya's vision 2030. (Kiumi, Chemnjor & Macharia, 2014). Monyatsi (2012) points out that teachers' need to be satisfied with their work in order for them to function efficiently and effectively. The author also adds that teachers are required to go beyond their teaching subjects to facilitate the holistic development of the learners and that all stakeholders should endeavor to enhance teachers' performance both in curricular and co-curricular activities. When teachers are motivated, they engage actively in co-curricular activities, this gives them a chance to exploit their talents and train the students.

Rewards are a powerful method of compensation that can be applied on short term basis (Kamunjeru, Chepkilot, Ochieng & Raja, 2012). The authors state that promotion among teachers who are actively involved in sports and other co-curricular activities to positions such as heads of departments serve as a motivation to them. Motivated teachers may help in producing all round students. Ashiro, Wanyoike and Mwangi. (2014) found out that when teachers are motivated, they become more effective, productive and committed in the institution.

Study done by Ingvarson, Kleinhenz, Beaves, Barwick, Carthy & Wilkinson (2005) on workload reduction strategy found out that teachers are stressed by a lot of work and chose to give up some of the co-curricular activities. Some of the workload reduction strategy mentioned by the teachers was to lessen the time they spent on co-curricular activities or give up these activities. Salifu and Agbenyega (2013) point out that the Kenyan education system has been criticized on the number of lessons that overloads students and teachers. When teachers have light workloads, they are more likely to be involved in co-curricular activities.

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

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

There has been a decline in the performance of ballgames for the last three years in public secondary schools in Matungulu Sub-County, Machakos County. Assessment reports in Matungulu sub-county education office done by the curriculum support officer hold that there is a decline in performance of co-curricular activities in the sub-county (Matungulu sub county education office). It is for this reason that this study seeks to investigate the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county, Machakos County. The study will be guided by the following research question; To what extent does the motivation of teachers in co-curricular activities influence their involvement in the co-curricular activities in public secondary schools in Matungulu sub-county?

## **2.0 Statement of the Problem**

Co-curricular activities are an integral part of students' holistic education. The development of a Child's mind and body demands proper nurturing of physical and intellectual qualities (Acquah & Anti, 2014). Participation in co-curricular activities provides important outlets for students in today's world. Kenya is a power house of games and sports and any world athletics championships are incomplete without Kenyan participants (Ikagami, 2004). At the secondary school level where learners are at the peak of their growth and are energetic, they are not adequately involved in games and sports. The teachers who should coach and supervise these co-curricular activities at the school level are rarely involved. Assessment reports in Matungulu sub-county education office done by the curriculum support officer hold that there is a decline in performance of co-curricular activities in the sub-county (Matungulu sub county education office). It is for this reason that this study seeks to investigate the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county, Machakos County. There are several studies done on co-curricular activities in schools such as the implementation of co-curricular activities in secondary schools and the role of co-curricular activities in students' social Development (Chege, 2013, ASAA, 2012). However, no study had focused on the factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu sub-county. This study therefore sought to investigate the factors influencing teachers' involvement in co-curricular activities in the sub-county.

## **3.0 Literature Review**

This section discusses the relevant literature according to the study research question. The study reviews motivation of teachers and its influence on teachers' involvement in co-curricular activities. Teachers' motivation in co-curricular activities refers to the support, recognition, reward or even promotion given to a teacher who is involved in co-curricular activities to enable the teacher perform better or sacrifice time to get involved in co-curricular activities in school.

Steeves (2014) conducted a study on co-curricular activities and job satisfaction in USA and established that there is a correlation between increased job satisfaction in teachers who are involved in co-curricular activities with students. The author argues that there is a relationship between teachers who have more time with students in co-curricular duties compared to those who report high levels of co-curricular activities that do not involve students. The research further indicated that there is a preference for teachers to work with students in areas such as coaching over their regular teaching duties. A study on the effectiveness of administration and curriculum of sports by Yaacob and Haron (2013) in their correlation test results showed that as the role of the mentor increased, the level of involvement in co-curricular activities increased significantly. This shows that there is a significant relationship between the role of the motivated teachers as mentors of students' involvement in co-curricular activities.

Kamunjeru, Chepkilot, Ochieng, and Raja (2012) in their study on factors that affect teachers' motivation in secondary schools in Nakuru County say that rewarding involves short term incentives that can be given to individuals for exceptional performance not only in academia but also in other related fields like participation in co-curricular activities. Schools participate in co-curricular activities such as science and engineering fair, music and drama festivals, sports and others all of which provide opportunities to reward teachers who participate in such activities. It provides teachers with opportunities to exploit their talents and train students. Rewards can be a powerful compensation method that can be applied on short-term basis. They can be financial or non-financial in nature. A study by Ashoro, Wanyoike, and Mwangi (2014) on effects of teacher empowerment in public secondary schools in Nakuru County found out that the more a teacher is motivated the more the teacher becomes effective, committed and productive in the institution.

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

In a study on institutional factors that influence teacher turn over in public secondary schools in Baringo county. Koech, Tikoko, and Chemwei (2014) add that most of the teachers felt that senior teachers are given more recognition yet their effort is not recognized through rewards. This is because recognition promotes self-confidence and boosts self-esteem of employees and therefore increases

productivity. Recognition may take the form of positive comments from principals or giving certificates for excellent performance. According to Kamunjeru *et al.* (2012) opportunities for growth are a method of compensation for example career advancement, training and development fulfill individual self-esteem needs. There is need to evaluate whether teachers involved in co-curricular activities are motivated or not and thus the need to establish the influence of motivation of teachers' in co-curricular activities on their involvement in the activities

#### **4.0 Theoretical Framework**

This study was based on Victor Vroom's expectancy theory of 1964 which emphasizes the importance of forward-looking beliefs about what will occur, positing that given a particular outcome two things drive an individual's motivation: the expectation that a particular act will lead to the desired outcome and the value that the person places on the outcome. The theory is based on three beliefs; these are valence, expectations and instrumentality. Valence refers to emotional beliefs that people hold with respect to outcomes, the depth of the want for extrinsic or intrinsic for example rewards and promotions. Employees have different expectations and levels of confidence about what they need to do. It is important for the management to discover what training employees need. When employees perform well in a given task then their desire would be fulfilled. Several factors influence expectancies including "whether the individual believes that he or she has the skills and knowledge required, whether there is a clear understanding about the nature of the performance that is to be attained and it is viewed as attainable, and whether the individual believes that there is situational support for the performance". Even though expectancies are not always accurate, they drive individual behavior. This theory provides a framework for thinking about how people make choices based upon expectations. Its strengths are that focusing on expectations allows the theory to account for differences in choices between people despite the actual amount of effort necessary to achieve the rewards and the actual value of reward, if applied employees willingly and happily participate in projects as they know that the management would motivate and reward them. The employees are boosted by rewards and incentives, this helps improve performance. The drawback is that perceptions about effort, performance are done to benefit others without regard for personal and value of rewards are difficult to quantify so comparisons between the different choices or people using the expectancy theory framework may not be accurate. In addition, rewards may not be directly connected to effort and performance. The theory fits in this study because there is need to establish the extent of motivation of teachers in co-curricular activities, the influence of their workload, level of training and the support of school administration and their influence in the involvement of teachers in co-curricular activities.

#### **5.0 Research Methodology**

##### **5.1 Research Design**

Descriptive survey design was used for this study. According to Kothari (2004) descriptive survey is capable of facilitating collection of data that describes specific characteristics of a phenomena in order to determine the status of a population with respect to one or more variables.

## 5.2 Target Population

Target population in this study consisted of all the 34 public secondary school principals and 380 teachers in Matungulu Sub-County. Records at Matungulu Sub-County Education offices indicated that by January 2018, the Sub-County had 34 public secondary schools with 380 teachers. The researcher carried out a census survey and purposive sampling of all the 34 principals in the Sub-county the reason being that they were few and they had the desired information (Kathuri& Pals, 1993). A sample survey of 45 percent of the teachers was randomly selected in Matungulu sub-county. This meant 171 teachers were sampled hence 5 teachers were randomly selected from each school. This was in line with Gay(1992) who states that a sample of 10% and above is a good representation of the target population in descriptive study. The total sampled respondents were 205.

## 5.3 Sampling Techniques and Sample Size

Sampling technique is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference (Cooper & Schindler, 2003).Equal allocation was done to select the teachers to participate in each school. Thus  $171/34 = 5$  .Therefore 5 teachers were selected in each school to participate in the study.

At the school level, random sampling was done to select teachers in each school. Purposive sampling was done for all the 34 principals in the Sub-county the reason being that they were few and they had the desired information( Kathuri& Pals, 1993).This meant 171 teachers were sampled. This was in line with Gay (2003) who states that a sample of between 30 and 50% is a good representation of the target population in a descriptive study. The total sampled respondents were 205.

**Table 1.1 Sample Size**

Principals	100%	Teachers	45%	Equal allocation	Number of teachers
34	34	380	171	171/34	5

## 5.4 Research instruments

This study used questionnaires and observation checklists for data collection. The researcher used structured questionnaires for both the principals and the teachers sampled in Matungulu Sub-County. According to Kothari (2004) questionnaires make respondents feel free to write down their responses because they are not under direct observation by the researcher. An observation check list was also used in order to obtain comparable responses.

## 5.5 Validity of the research instruments

Validity is a measure of the degree to which a research instrument measures what it is supposed to measure(Orodho, 2006). The instruments should depict what they should measure. The

supervisors who are experts helped the researcher in establishing the validity of the instruments and determining the relevance of the content used. Content validity was ensured by conducting a pilot study in order to identify any vague, ambiguous or confusing items in the instruments. The pretest included 10 percent of the teachers in the Sub-County randomly selected. Gay (2003) suggests that 10 percent of a study sample is adequate. After the study, the vague, ambiguous and confusing items were modified for improvement.

### **5.6 Reliability of the instruments**

Reliability of the instrument was achieved by test-retesting the instruments. Mugenda and Mugenda (2008) noted that test re-testing is essential since it helps to identify errors found in the study instrument which can later be corrected, in addition to assisting in estimating the time needed for administering the instrument. The test-retest method was used with the selected sample during pilot study. The instruments were administered twice to the same group of respondents. The second came in after two weeks. This involved respondents from one of the schools. The test scores were then correlated to assess reliability. The Pearson product moment correlation was employed to compute the correlation coefficient in order to establish the degree to which the contents in the questionnaires were consistent in giving the same results every time the instrument was administered. Gay (2003) suggests that a coefficient of 0.70 is considered adequate. In this study the acceptance level was 0.7. Data was analyzed using descriptive statistics and presented in frequencies, percentages, tables and charts. Statistical package for social sciences (SPSS) aided in analyzing quantitative data. The observation checklist was used by the researcher to ascertain the presence of co-curricular infrastructure in the schools and if the infrastructure was adequate.

## **6.0 Data Analysis And Discussion Of The Findings**

### **6.1 Questionnaire return rate**

The questionnaire return rate is the proportion of the questionnaires filled and returned after they have been issued to the respondents. The study sought information on factors influencing teachers' involvement in co-curricular activities in Matungulu sub county, Machakos County, Kenya. Questionnaires were administered to principals and teachers sampled in public secondary schools in Matungulu Sub County. A total of 34 questionnaires for the principals and 171 for the teachers were administered. Out of the 34 principals and 171 teachers sampled during the study, 22 principals and 105 teachers filled the questionnaires. The return rate was 64.7% for the principals and 61.4 % for the teachers. The response rates were sufficient and concurred with Mugenda and Mugenda (2008) stipulation that a response rate of 60% is good for analysis and statistical reporting. The response rate is presented in Table 2.1 below.

**Table 1. 2 Questionnaire return rate**

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

## 6.2 Involvement in co-curricular

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

**Table 1.3 : Principals response on motivation of teachers involved in co-curricular activities**

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

**Table 1.4 : Teachers perception on motivation of teachers involved in co-curricular activities**

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



Table 4.10 shows that most of principals (90.9%) indicated that promotion makes teachers more active, they all felt that motivated teachers sacrificed their time to engage in co-curricular activities and that teachers were not motivated. Table 4.11 shows that the most of the teachers agreed that promotion of the teachers makes them more active, motivation leads to sacrifice of time and 51.4 % of the teachers felt that teachers were not in co-curricular activities. These findings confirm a study done by Ashoro *et al.*, (2014) on effects of teacher empowerment in public secondary schools in Nakuru who expressed that the more a teacher is motivated the more the teacher becomes effective committed and productive. Kamunjeru *et al.* (2012) add that the promotion of teachers who actively participate in co-curricular activities could be appointed to various leadership positions in the school. The study concurs with the authors that teachers need to be motivated in order to get good results in secondary schools both in curricular and co-curricular areas. Promotion of teachers involved in co-curricular activities is a way of motivation. The study reveals that teachers need to be motivated to give good results. When teachers are motivated, they become committed and productive in co-curricular activities in their institutions.

## 7.0 Conclusion

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

## 7.2 Recommendations.

The following recommendations were made based on the findings;

- Teachers should be encouraged to engage in co-curricular activities within the school so as to mold the students to be holistic
- Teachers' involvement in co-curricular activities requires motivation from all stake holders of education.
- Principals should institute internal mechanisms of motivating teachers like organizing clinics with aim of improving the skills in particular areas as well as allocating reasonable workload to teachers
- The government should increase school funding in order to allocate specific amounts for co-curricular activities in schools. This ensures that resources necessary for co-curricular activities are bought and relevant infrastructure developed to encourage teachers' involvement in co-curricular activities.

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