MANAGEMENT PRACTICES OF HEAD TEACHERS AND THEIR
IMPLICATIONS ON CO-CURRICULAR ACTIVITIES IN LUGARI SUB-COUNTY, KAKAMEGA COUNTY - KENYA

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E55/CE/24097/13

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UNIVERSITY

APRIL 2018
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited, and references cited using current APA system and per anti-plagiarism regulations.

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This study is devoted to my beloved family for the invaluable backing and prayers during the entire research process and studies.
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May I also thank the librarians at Kenyatta University Post-Modern Library for their support with enormous and diverse academic resources that facilitated literature review and provided other valuable information useful in this study.

Above all, I must say that God has been faithful throughout my study and am grateful to Him.
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**ABBREVIATIONS AND ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>B.U.G.S</td>
<td>Bring Up Girls in Science</td>
</tr>
<tr>
<td>C.C.A</td>
<td>Co-curricular Activities</td>
</tr>
<tr>
<td>E.C.A</td>
<td>Extracurricular activities</td>
</tr>
<tr>
<td>G.P.A</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>N.C.C</td>
<td>National Cadet Corps</td>
</tr>
<tr>
<td>N.C.D.C</td>
<td>National Civil Defense Cadet Corps</td>
</tr>
<tr>
<td>R.C.Y</td>
<td>Red Cross Youth</td>
</tr>
<tr>
<td>S.J.A.B</td>
<td>St. John Ambulance Brigade</td>
</tr>
<tr>
<td>S.O.C.H</td>
<td>Skillful Observation and Coaching Laboratory</td>
</tr>
<tr>
<td>S.S.A</td>
<td>Singapore Scouting Association</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>T.E.C.P</td>
<td>Total Extracurricular Participation</td>
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ABSTRACT

Co-curricular activities (CCA) have an important role to play in students' life. Students participate in the activities to enhance their learning skills while boosting their self-esteem. Through participation in CCA students can identify their potential talents and utilize them in ways that improve their lifestyle. Headteachers rarely possess any formal school managerial and leadership training since their appointments is usually based on their teaching record instead of their leadership potential. Despite the enormous role played by CCA, students' participation has been low, and their performance in these activities has been minimal in Lugari District, Kakamega County. Most Headteachers have placed much emphasis on curricular activities which are tested in national examinations. This study will, therefore, seek to assess the management practices of head teachers and their implications on schools performance in co-curricular activities. This study will adopt a descriptive research design. The study was based in Lugari District, Kakamega County. The target population of the research included all the 25 Headteachers and 25 games heads in Lugari District, Kakamega County. Headteachers were targeted because they are the school managers hence able to provide information on managerial practices in secondary schools while the Games Masters/Mistress were targeted because they are involved in the overall coordination of co-curricular activities in the schools. Since the number of secondary schools in the county is few, Census method was used during the selection process while Purposive sampling technique was used in selecting the actual respondents with respect to the objectives of the research. This gave a sample size of 50 respondents. The study will use questionnaires as the principal instrument of data collection. The data collected was analyzed using SPSS. Descriptive statistics such as Frequencies and percentages were computed. Data was presented using pie charts, bar graphs, frequency distribution tables and percentage. The study established that most Headteachers of the public school lacked adequate knowledge in managing co-curricular activities as well as resource acquisition and allocation. This meant that inadequate resources were devolved to CCA hence affecting effective implementation of CCA in schools. The research recommends that the government through the teachers' service commission to organize regular training programs for all the Headteachers to impart them with the required managerial skills necessary to effectively run the schools. This will ensure that they are well equipped with the necessary skills needed to effectively allocate resources to all school activities proportionately as well as strike a balance between main curricular and co-curricular activities in schools.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter broadly captures the introduction and outlines the context of the research Study from a global perspective to the local context. The chapter also presents problem statement, Objectives of the study, research questions, and limitations of the study, delimitations, and assumptions of the study, theoretical and conceptual frameworks.

1.1 Background to the Study

From a global perspective, Headteachers play the most crucial role to ensure school effectiveness and performance both in curricular and co-curricular activities. Without the proper managerial skills, many heads find it difficult to carry out the task. “The close relationship between successful leadership and effective schools management is widely recognized” (National College for School Leadership, 2011). Most developed countries such as the United States, United Kingdom, and other European countries have succeeded in ensuring that the Headteachers are well equipped with adequate managerial skills to help them discharge their duties efficiently. This has not been achieved in many developing nations especially in Sub-Saharan Africa (SSA) where most headteachers are mainly appointed based on the mean score performance on their teaching subjects. Over time it has come to be understood that "leaders are made not born" and that management improvement is necessary if learning institutions are to have the high-quality governance that effectively manages institutions (Bush, 2013).
Co-curricular activities are not new in the current educational syllabus. They can be traced into ancient Indian gurukuls, schools and religious places. All the Indian scriptures such as Mahabharata, Ramayana, red, unpunished mentioned about (CCA) in early days. Simple CCA in schools was organized such as playing magic, strife, cooking, singing among others in the rest part of the world (CCA) programs were synonymous in various old civilizations. Great education thinkers such as Herbert Spencer, Rousseau and Dewey insisted on the importance of CCA in schools’ education. CCA plays a vital role in student’s life (Mittal, 2009).

In most of the developing countries, Headteachers rarely possess any formal managerial and leadership training since their appointments are usually based on their teaching record rather than their leadership abilities and potential. Proper management is crucial since it involves; planning, organizing, staffing, leading or directing and controlling an institution to realize the set goals. Also, Management co-ordinates people to use the available resources’ efficiently and effectively accomplish goals and objectives. Resources encompass the deployment and manipulation of human resources, financial resources, technological resources and natural resources. If properly trained, Headteachers are expected to manage the schools in a manner that balances central curricular and co-curricular activities. According to Henry (2009), “to manage is to focus, to plan, to organize, to command, to coordinate and to control.”

In Kenya, the Ministry of Education has been at the forefront in encouraging students to participate in co-curricular activities. The Ministry went ahead to ban extra- tuition most of which was offered during co-curricular activities time and set
Curricular learning hours per day. However, this has not been well implemented since the Headteachers targets’ are good grades in the national examinations (GoK, 2012). The Ministry of Education has however not come up with the measure of factoring the co-curricular activities performance in the national examinations.

According to Bhatia (2006), “co-curricular activities' encompasses all the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality if the child.” According to Mittal (2009), co-curriculum activities include; sports, school band, music. However, in most schools in Kakamega County, co-curricular activities are usually organized after school hours and are not considered as a fundamental part of curricular activities of the school (Aggarwal 2009). Numerous social and other kinds of activities like, dramatic, literary, social services among others that attract the attention of the child are also categorized as extra-curricular activities and therefore not considered as part of the school curriculum. According to Chege (2012), CCA provides for individuals differences and supplements the curriculum by providing special interest and abilities to students. Also, CCA has particular benefits on students' competencies such as increasing the test scores, communication like in political activity, self-management such as good discipline and leadership skills for decision-making.

Thus it is important that the school management considers the co-curricular activities alongside learning since participation in these activities, students can discover their talents and follow their desire. A balance between curriculum and co-curricular activities is needed to gauge school performance optimally. Therefore good managerial skills are crucial for the school to achieve this balance.
1.2 Statement of the Problem

Co-curricular activities play a vital role in students' life. The importance of student participation activities such as sports, drama music, and science congress cannot be underestimated. It is important for students to participate in co-curricular activities since it enhances their learning skills and builds their self-esteem. Through Co-curricular activities, students can realize their talents and exploit them in a way that improves their lives. Headteachers are expected to manage the schools in a manner that set a balance between the main curricular activities and co-curricular activities. However, head teachers rarely possess any formal managerial and leadership training since they are usually appointed by their teaching record instead of their leadership potential. Despite the enormous role played by co-curricular activities, students' participation has been low, and their performance in these activities has been minimal in Lugari District, Kakamega County. Most Headteachers have placed much emphasis on curricular activities which are tested in National Examinations.

1.3 Purpose of the Study

The General objective of this research study is to find out the effects of the Headteachers' management practices on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County, Kenya.

1.3.1 Specific Objectives

The following precise objectives will guide the study;

1. To determine the effects of Headteachers’ leadership styles on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County.
2. To assess the extent to which resource allocation influences secondary schools’ performance in Co-curricular activities in Lugari District, Kakamega County.

3. To find out how the Headteachers' planning influences secondary schools' performance in Co-curricular activities in Lugari District, Kakamega County.

4. To identify ways and strategies that the Headteachers can use to improve schools' performance in co-curricular activities in Lugari District, Kakamega County.

1.4 Research Questions

1. How do the Headteachers' leadership styles affect secondary schools' performance in co-curricular activities in Lugari District, Kakamega County?

2. In what ways do resource allocations influence secondary schools' performance in co-curricular activities in Lugari District, Kakamega County?

3. How does the Head teacher’s planning impact secondary schools' performance in co-curricular activities in Lugari District, Kakamega County?

4. What strategies can the Headteachers use to improve schools' performance in co-curricular activities in Lugari District, Kakamega County?

1.5 Significance of the Study

The Ministry of Education advocates for student participation in co-curricular activities. This study may therefore, be crucial to the government, school administrators, and other policymakers in a formulation and implementation of policies related to school co-curricular activities.
The study may assist the Ministry of Education, policymakers, and school administrators in making better decisions' in implementing co-curricular activities in terms of time allocation and assigning teacher patrons for the activities.

This study will also be useful to school management in equipping Headteachers’ and teachers involved in co-curricular activities to be more efficient in the management of the activities.

This study may also be useful to school administrators and the appointing authority during Head teacher’s appointment. The appointing authority needs to ensure that the Headteachers appointed are well equipped with the necessary management skills needed to balance between curricular and co-curricular activities.

1.6 Limitations and Delimitation of the Study

1.6.1 Limitations

The study was limited to a specific number of selected/sampled schools in Lugari District, Kakamega County. Thus, the findings of the study may not be generalized to all secondary schools in Kenya. For more conclusive results, more schools in different counties should be sampled. It was not possible to study more schools in the sample because of time and financial constraints.

The study faced a limitation of concealment of information by the respondents due to managerial issues are considered confidential hence getting information was quite difficult. However, the researcher obtained a research permit and introductory letter from the university explaining the purpose of carrying out the research, and this helped to convince the respondent to give the required information.
1.6.2 Delimitations

The study was based in Kakamega County and targeted the Headteachers and Games Masters/Mistress. Headteachers were targeted because they are the school managers hence able to provide information on managerial practices in secondary schools. Games Masters/Mistress were targeted because they are involved in the overall coordination of co-curricular activities in the school. The students were not targeted since they are not knowledgeable on the issues of schools management. The study did not involve other teachers in the schools since they do not participate in the management of the school.

1.7 Assumption of the Study

The following were assumptions of the study;

1. All respondents were cooperative and willingly provided the information required for the accomplishment of this study.

2. The samples selected were representative and that the results of this research can be used in general representation of the situation in the entire target population.

1.8 Theoretical Framework and Conceptual Framework

1.8.1 Theoretical Framework

This study was based on Classical Liberty Theory.

The classical liberty theory states that everyone is born with great capacity. Thus the educational system should be so designed as to eliminate barriers of any nature (gender, economic, geographic). The school manager should have the necessary skills to manage the schools in all aspects including curricular and co-curricular
activities. The criteria of scholastic promotion should be the ability, and social mobility is ensured by facilitating fair competition where the ability would pursue careers that they deserve (Orodho, 2003). Several education theories are guided by this theory. The classical liberal theory also states that social mobility will be promoted by an equal opportunity to education which should be enforced by the school principals. Promotion of equity between curricular and co-curricular activities will give students equal chances of discovering their talents and boosting self-esteem.

Writers such as Rousseau (1712-1778) are the pioneers of this theory. They claimed that social equity should not be jeopardized by personality qualities so long as people are rewarded by the society according to their status. It follows that social entities such as education institutions should treat people with equity and people should use the education opportunities and proceed to get better jobs and more incomes (Orodho, 2003). In developing countries where the appointment of school heads is based on teaching experience and teacher's track record of students, performance means that educational institutions are not handled by competent managers who can offer proper management to the learning institutions. The lack of good leadership skills in schools has resulted in over emphasis in academic performance hence depriving the students their right to fully participate in co-curricular activities and excelling in their areas of maximum potential.
1.8.2 Conceptual Framework

The conceptual framework in Figure 1.1 shows how various variables of the study are related. The Independent variables for this study will be; Headteachers’ leadership styles, resource allocation and planning while the dependent variable for this study was school performance in co-curricular activities.

**Figure 1.1: Conceptual Framework**
(Source: Researcher, 2015)

- **Leadership Styles**
  - Democratic
  - Bureaucratic
  - Leissez fair
  - Dictatorial

- **Resource Allocation**
  - Resource acquisition
  - Resource utilization

- **Planning**
  - Budgeting
  - Yearly calendar
  - Term calendar
  - Programming in schools
  - Timetable

- **Outcomes**
  - Schools' Performance in Co-curricular Activities
    - Social skills, social expressions, thought arts, music
    - Self-direction
    - Life skills, i.e., first aid skills
    - Unity
    - Self-discipline
    - Group or team spirit

- **Co-curricular Activities**
  - Physical activities in the fields, i.e., games and sports
  - Dramatic activities
  - Sports activities
  - Debate activities
  - Commonly work
  - Farm work

**Intervening Variables**

Figure 1.1 shows that the independent variables which include; Leadership Styles; (Democratic, bureaucratic, Leissez fair, Dictatorial), resource allocation and planning if well managed can lead to improved Schools' Performance in Co-
curricular Activities which is the dependent variable of the study. The particular Co-curricular Activities include; Physical activities in the fields, i.e., games and sports, Dramatic activities, Sports activities, Debate activities, commonly work and Farm work.

1.9 **Operational Definition of Key Terms**

**Co-Curricular Activities (CCA)** - These are activities that support and strengthen learning in school. It includes both inside and outside classroom activities to develop the personality of students.

**Extra-Curricular Activities (ECA)** - Activities that takes place outside the normal curriculum such as sports, athletes and drama.

**Leadership style** - They are a natural qualities and attributes that make us unique and that drives or motivate us.

**Head teacher planning** - It is how the manager organizes his task list, calendar, timetable, syllabus and the lessons
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews the literature that is related to the study. The material has been drawn from various sources, which have a close relationship with the subject and the objectives of the study. The issues discussed include; Global perspective on Co-curricular activities in schools, leadership styles employed in institutions, resource allocation, planning and the summary of the review.

2.1 Global Perspective on Co-curricular Activities in Schools

Co-curricular activities, are the activities that are not directly linked to the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates among others. These activities are designed to enhance social and physical adjustments in a child. The fundamental idea of having such activities in educational institutions is to build up the student character and personality as well as tune their mind that may help children realize their academic achievements (Barth, 2009). “However in most developed countries, the distinction between curricular and co-curricular is gradually disappearing in modern educational practice, and the coordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional and physical abilities have become the object of the persistent efforts of the school” (Broh, 2012).

In other developed countries like Singapore, the National Police Cadet Corps has started a few Open Units in the tertiary institutions, recruiting members to serve as student leaders in the secondary school units. Competitions may also be organized to
create a competitive environment and provide such CCA groups with an objective to work towards. In Singapore, there are competitions at the zonal and national level. These include the Annual Zonal and National Sporting Competitions for athletes and the bi-annual Singapore Youth Festival for the Aesthetics-related CCAs. There are two types of CCAs. They are the Core CCA (also known as Main CCA) and the Merit CCA (also known as Secondary CCA or Optional CCA). Core CCAs (such as Band, Rugby, Boys' Brigade, Track and Field, Youth Flying Club) normally take up more time and resources and have more emphasis placed on them by the schools. Joining a Core CCA is compulsory for most secondary school students in Singapore, and it is considered an integral part of the education system. Merit CCAs (such as Chess Club, Gardening, Philatelic Club and Library Club) are less time-consuming. They are an optional addition for students with interest in the Merit CCAs subject (Marsh and Kleitman, 2012).

According to Broh (2012), in many developing nations, co-curricular activities (CCAs) are held outside regular curriculum hours, and the activities involved are depended on the CCA’s nature. In the first year of the secondary school, it is a requirement for students to pick one or more interest group to join. While the choices available to students are different from school to school, there are national standards for different levels of education. For example, sportsmen usually commit most of their time in training while learning different techniques from the instructors.

According to Simon (2011), a proper education system entails a balance between curricular and co-curriculum activities for better development of child behavior and personality in a more desirable form. Development of child's body and mind require
proper nurturing of its bodily and intellectual abilities as few of the major determinants of his personality. Therefore, modern education approaches emphasize on all-round development of the child. The education process is not a static event or one-time measure but rather, continuous striving that can be divided into two parts; curricular and co-curricular activities. These activities are also recognized as an enrichment and vitalization of the curriculum in the institutions, largely through the refinement of hobbies, interests, among others. These activities are no longer viewed as extras but rather an essential part of the school program.

In Kenya, it has been noted that most of the private schools were putting more emphasis on academic activities with the aim of getting more passed candidates and winning award and ranks than in coming up with suitable activities to improve the personality and nature talents of the students. This shift in mindset has led to a new approach where special attention is given to the studies, and co-curricular activities are ignored altogether (GoK, 2011). Whereas, it is believed that unless harmonization of both the curricular and co-curricular activities is done, the whole purpose of education would not be realized (Stephens & Schaben, 2012).

2.2 Leadership Styles Employed in Institutions

According to Pearce and Robinson (2008), proper leadership is necessary for an impressive performance to be realized in any institution, as this ensures that the organizational strength is united and channeled towards the achievement of institutional goals. The various leadership styles used by leaders in the institutions include; Autocratic/dictatorial style, Laissez-faire/free-reign leadership, Bureaucratic leadership, Participative-democratic leadership.
2.2.1 Autocratic/Dictatorial Style

According to Pearce and Robinson (2008), an autocratic style or dictatorial leadership style, is one in which the leader takes all the decisions without involving the subordinates. The leader requires that followers accord him complete loyalty and unquestioning obedience.

Handy (2004) notes that an autocratic leader is detested because there is no room for initiative and self-development, subordinates often become hostile, and the people only seek to please the manager.

2.2.2 Laissez Faire/Free-Reign Leadership Style

According to Handy (2004), in “laissez-faire or free-reign leadership, the leader leaves it to the subordinates to decide and control themselves, believing that they are competent and motivated.” Kouzes and Posner (2005) note that there is no interference with the activities of the subordinates and the leader believes that people perform well if they are given freedom to make and implement their own decisions.

2.2.3 Bureaucratic Leadership Style

According to Sayles (2003), a leader who uses this style makes decisions depending on self-developed rules and regulations. The rules stipulate the roles and responsibilities of every organization’s member. Thus leadership is a predictable job. Johnson et al. (2006) state that in this kind of governance, there is limited opportunity for creativity and juniors like playing it safe.
2.2.4 Democratic Leadership Style

Pearce and Robinson (2008), state that decentralization of authority, inclusive planning, and mutual communication, are the major characteristics of participatory leadership. Drazin and Howard (2004) add that a democratic leader gives a chance for subordinates to participate in making decisions. The leader leads by adhering to the consensus of the people rather than using strength. Rich (2004) describes a participatory leader as a manager operating according to the opinion of the majority. This leader listens and carries out suggestions of juniors when managing affairs.

Good management includes evaluating the effectiveness of the CCA by checking the skills learned by students, which students was the best in activity and how recognition and rewarding was done such as certificates, trophies were given thus will bring an act of good management practices of a head teacher with positive results to co-curricular activities.

2.3 Resource Allocation

According to Schaap (2006), resource allocation includes budgeting, resource acquisition, and utilization. Resource entails financial, physical and personnel resources. Dollinger (2006) notes that financial resources include the way an organization is financed and determines how resources such as HR, machinery, and equipment, materials, markets and information are acquired. The physical resources include; fields, rooms, equipment, and tools while personnel resources encompass selection, appointment and training of teachers, patrons and students co-curricular leaders this will bring about an act of good performance in CCA. However, the availability of resources from the numerous sources has a general effect on the performance in CCA (Geuna, 2011).
2.4 Planning

According to Guest & Schneider (2013), the role of education is to desirably change the personality and character of children in a specific form. The growth of Child’s body and mind demands appropriate fostering of its physical and cognitive qualities as part of key determining factors of his character. For this to be achieved, the good planning is crucial. Vangelisti (2009) argued that a good planner ensures that there is proper scheduling of all the CCAs, as well as the termly calendar, allocation of the specific school program routine and the weekly schedule such as schemes of work, formal curriculum order. All this contributes to expected good outcomes in CCA.

Studies have shown that proper planning helps create adequate time for students' participation in CCA. Total students’ co-curricular activities' participation is linked to high academic performance, increased the turnout and reduced the absentees in class (Broh 2012). The researcher has also shown a positive association between academic performance of students and participation in co-curricular activities (Guest and Schneider 2013; Marsh and Kleinman 2012 and Darling et al. 2005). For instance, a study by Darling et al. (2005) found out that students who took part in the co-curricular activities tend to get high scores compared to those students who do not. Another study by Marsh and Kleinman (2012) found out that the more time spent in leisure activities, the poorer an individual performs in academics, and poorer working habits an individual develops.

2.5 Summary of the Review

The review has shown that education is not an event or one-time measure rather, an uninterrupted process that can be segmented into two parts; curricular and co-
curricular activities. The activities are also considered as a source of improvement and strengthening of the school program, majorly through the refinement of pastimes, interests, among others. The activities are no longer considered as add-ons but as an essential part of the school program.

The review has further shown that a proper education system requires a balance between curricular and co-curriculum activities to develop a child’s conduct and personality in an appropriate form. Development of child's body and cognizance require proper fostering of its physical and intellectual capabilities as few of the major factors of his disposition. Despite their importance, most co-curricular activities (CCAs) are held outside regular curriculum hours with more emphasis being given to curricular activities hence depriving the students the full benefits that accrue by full participation in CCA. It is important that the school management considers the co-curricular activities alongside learning since involvement in these activities; students can discover their talents and follow their desires. Therefore, this study sought to assess the management practices of head teachers and their implications on schools performance in co-curricular activities.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
The chapter is a focus on the procedure that was applied during research. The main sub-sections included; research design, the study location, target population, sampling technique, research instruments, pilot study, validity and reliability, techniques for data collection, logistical and ethical considerations, data analysis.

3.1 Research Design
This research used a descriptive research design. The major aim of descriptive research is a narration of events, as presently constituted. Kerlinger (2004) notes that descriptive studies are not only limited to fact findings but they can also result in the design of key knowledge principles and they can solve problems. The researcher was, therefore, concerned with management practices of head teachers and their influence on CCA which was a process of getting insight into the overall picture without employing the whole population. The design, therefore, suits the study under investigation.

3.1.1 Variables
This research was anchored on two main categories of variable namely; Independent and Dependent variables. The Independent variables included; Leadership Styles resource allocation and planning while the dependent variables were Schools' Performance in Co-curricular Activities as depicted in the conceptual framework in chapter one. The study covered Lugari District in Kakamega County.
3.1.2 Data Collection Methods

The study utilized both quantitative and qualitative approaches to collect data. Quantitative data were collected by the use of closed-ended questions designed on questionnaires. Conversely, qualitative data were collected using the open-ended questions on the questionnaire. These two approaches were adapted to obtain the detailed information possible.

3.2 Location of the Study

The research was based in Lugari District, Kakamega County. This county was chosen due to its poor performance in co-curricular activities. The study focused on specific respondents in all the secondary schools in Lugari District.

3.3 Target Population

The target population of this study included all the 25 Heads of schools or deputies and 25 games heads in Lugari District, Kakamega County. Headteachers were targeted because they are the school managers hence able to provide information on managerial practices in secondary schools while the Games Masters/Mistress were targeted because they are involved in the overall coordination of co-curricular activities in the schools.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

According to Mugenda and Mugenda (2010), a sample is defined as a unit of investigation selected randomly or conveniently to represent the target population. Since the secondary schools in the county are few, Census method was used to select all of them while Purposive sampling method was utilized in choosing the actual
respondents in respect to the objective of the study. These were the Headteachers and games heads. According to Kothari (2004), Purposive sampling technique enables the researcher to select respondent with specific roles and information needed in the study hence the selection of the Headteachers and the Games Masters/Mistress.

3.4.2 Sample Size

The study sampled respondents from all the 25 schools in Lugari District, Kakamega County since the schools are few. From each school, two respondents were selected purposively, that is, the Headteachers and the games master/mistress. This gives a sample size of 50 respondents.

3.5 Data Collection Instruments

Questionnaires were used as principal instruments to collect data. Questionnaires were chosen because they helped the researcher to gather a significant amount of information in a large area within a short time (Orodho, 2003). Although the major disadvantages of questionnaires are that the respondents of low academic level may be unable to understand and answer the questions as required. Illiteracy did not interfere with this study since all the target respondents, that is, the Headteachers and the Games Masters were literate hence were able to read, interpret and answer the questions accurately. The questionnaire was made up of both closed-ended and open-ended questions that were derived from research objectives and questions of the research. The questionnaire solicited information on all the variables of the study.
3.6 Piloting

3.6.1 Pilot Study

A pilot study was conducted by the researcher to ascertain the validity and reliability of the instruments. In piloting, five convenient secondary schools were selected outside the selected schools for the study. The researcher distributed the study instruments on randomly selected respondents. The pilot was aimed at testing the instruments, thus to check whether there was enough coverage regarding the range of information required, test whether there was recognizable vagueness in the design of the questions to adjust them and reveal flawed questions and remove shortfalls in the coding system. The instruments were then evaluated and improved accordingly. Analysis of the Pilot data was done, and the results used to improve the instruments before the main research.

3.6.2 Validity

A research instrument is considered valid if it measures what it is required to estimate. According to Mulura (2009), the instrument’s validity is tested by its recurrent appraisals by research experts and field research tests. The draft questionnaire was given to instructors in the department to evaluate the items suitability in obtaining information in accordance with the research objectives. The instrument was then tested before to establish their validity and appropriateness in the required data collection process.

3.6.3 Reliability

Mugenda and Mugenda (2003) explained that “reliability is a measure of the degree to which a research of instrument yields consistent results or data after accepted
trials." The test-retest technique of checking the appropriateness of the instruments for doing research was used. The instruments were tested in the pilot schools and then retested after two weeks in the same schools. Responses from the pilot study were used to modify the research instruments in wording and format where necessary.

3.7 Data Collection Techniques

The researcher first got a letter of authorization from Kenyatta University and a granted research license from the NACOSTI. Having obtained these legal permissions, the researcher reserved an appointment with the concerned principals via the phones. The researcher then visited the selected secondary schools on the appointment days. The questionnaire was then administered to the principals and the Games Masters in the Schools. Punctuality was a priority for the researcher on the appointment date which ensured that time was saved and there are little inconveniences thus increasing the response rate from target respondents.

3.8 Data Analysis

The data obtained was examined both quantitatively and qualitatively. Quantitative data was evaluated using Statistical Package for Social Sciences (SPSS) which gave descriptive statistics such as Frequencies and ratios as well as inferential statistics such as Correlation analysis (Kstham, 2005). Both thematic and content analysis techniques were used to analyze qualitative data. Under the thematic approach, information was sorted out, classified and considered under main themes. From the research findings, inferences s, and relevant recommendations were made. Pie charts, bar graphs, frequency distribution tables and percentages were used to present data of the research.
3.9 Logistical and Ethical Considerations

Permission to undertake the study was sought and obtained from individual principals in the target schools. Participation in the research was voluntary. Direct consent was sought from Headteachers and the Games Masters. Assurances were given to the participants that the data being collected will be confidentially treated and will only be utilized for the aforementioned research purpose as was indicated in each instrument.
CHAPTER FOUR
DATA ANALYSIS AND RESULTS

4.1 Introduction

This section of the study contains results and findings of the research. This study aimed at establishing the effects of the Headteachers' management practices on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County, Kenya. The study targeted two categories of the respondents namely; Headteachers and the games masters/mistress. The researcher was guided by the study objectives which pursued to; determine the effects of Headteachers' leadership styles on the secondary schools' performance in co-curricular activities; assess the extent to which resource allocation influence secondary schools' performance in Co-curricular activities; find out how the Headteachers' planning influence secondary schools' performance in Co-curricular activities in Lugari District, Kakamega County and identify ways and strategies that the Headteachers can use to improve schools' performance in Co-curricular activities in Lugari District, Kakamega County. The questionnaires were administered to the respondents of the sampled schools. There was the coding of the data collected that was later entered into SPSS analysis software. Descriptive statistics such as Percentages and Frequencies were utilized. Presentations of the findings were done using pie charts, frequency tables, percentages and bar graphs.

4.1.1 Rate of response

All the questionnaires issued to head teachers/deputy head teachers and games masters were filled and returned. Hence, the study recorded a 100 percent response rate.
4.2 Background Information of the Respondents

The study focused on gender, respondent position and duration of service in the current position. These were used because they had a potential of affecting the nature of responses given.

4.2.1 Respondents’ Position in the School

The respondents were asked to indicate their category in their respective schools. Their responses are as indicated in figure 4.1 below.

![Figure 4.1: Respondent's position in the school](image)

4.2.3 Gender

The researcher also deemed it important for the respondents to indicate their gender. The results are as displayed in figure 4.2 below.
Figure 4.2: Gender of respondents

As displayed in figure 4.2 above, majority of the respondents were male (84%) while females made up only 16% of the respondents. The findings imply that most of the school management team is composed of males.

4.2.4 Duration of Service in Current Position

The respondents were also asked to specify their duration of service in their current position. These are the results as indicated in table 4.1 below.

Table 4.1: Duration in Current Position

<table>
<thead>
<tr>
<th>Duration (years)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>6-10</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>above 10</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Less than 1</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As table 4.1 above displays, participants who were in their current position for one to five years made up 10% of the respondents while those who have served for 6-10 years made up the majority of respondents at 46%. Those who have served in their current position for less than one year and above ten years made up 22% of the respondents.

4.3 **Effect of Leadership Style on Co-Curriculum School Performance**

The researcher’s interest was to determine how the leadership styles employed by Headteachers on the performance in co-curricular activities among secondary schools in Lugari Sub-County. First, the researcher was interested in establishing school performance in co-curricular activities. The study sought to establish how the schools have performed in the co-curricular activities. The respondents were required to rate the schools' performance as well as their satisfaction with the schools' performance in co-curricular activities. The respondents rated the schools’ performance in co-curricular activities and figure 4.3 below is a representation of the findings.

![Performance of School in Co-curricular Activities](image)

**Figure 4.3: Schools' Performance in co-curricular activities**
From the findings, it is clear that most respondents rated the performance of the schools as moderate (55%). Low and high responses accounted for 40% and 5% respectively as shown in figure 4.3. This implies that most schools had an average performance in co-curricular activities.

The respondents were then required to rate their level of satisfaction with the school’s performance.

![Satisfaction with Performance in Co-curricular Activities](image)

**Figure 4.4: Satisfaction with Schools' Performance in Co-curricular Activities**

The findings show that most respondents were dissatisfied with the schools' performance in CCA as accounted by 42.5%. Satisfied and neutral responses accounted for 37.5% and 20% respectively as clearly seen in figure 4.3. This is an indicator that the respondents were dissatisfied with the schools' performance in CCA; hence the need for measures to boast the schools’ performance in CCA.

### 4.3.1 Leadership styles Applied by the Management

Leadership styles used by the Headteachers of public secondary schools were sought in this particular study. Figure 4.1. Below shows the findings on leadership styles.
The findings in figure 4.5 show that majority (47.5%) of the Headteachers applied bureaucratic leadership style. Autocracy and laissez-faire responses accounted for 15% and 37.5% respectively. This shows that most head teachers were bureaucratic. This affects the schools' performance in co-curricular activities.

The respondents were presented with some statements on likert scale on Schools Leadership and were required to rate the degree to which they agreed or disagreed with the listed statements. The results were as shown in Table 4.3.
Table 4.2: Responses on Leadership in the Schools

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts between teaching and non-teaching staff are well managed by the management</td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>2.36</td>
<td>1.439</td>
</tr>
<tr>
<td>I have adequate knowledge in managing co-curricular activities</td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>3.22</td>
<td>1.433</td>
</tr>
<tr>
<td>I have trained in school management styles</td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>3.44</td>
<td>1.312</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>3.006</td>
<td>1.395</td>
</tr>
</tbody>
</table>

The findings of this study show that aspects of leadership exhibit mixed reactions from the respondents with almost all the values in the scale having varied responses. In all the statements, some of the respondents strongly agreed evident in the minimum value and strongly disagreed evident in the maximum value. An average of 3.006 implies that most of the residents agreed or disagreed with the statements. 50 of the respondents agreed that conflicts between teaching and non-teaching staff are well managed by the management (m= 2.36). However, the responses indicate that majority of the head teachers and games masters lack training on leadership styles indicated by the mean value (m=3.22). When further asked to indicate their opinion on knowledge in maintaining co-curricular activities, a majority of the respondents disagreed as seen in the mean value (3.44). However, there was a general dispersion regarding effects of leadership styles as seen in the average standard deviation (SD=1.395) which implies that respondents had a similar opinion regarding leadership style. For instance, opinions were varied in the statement "I have adequate knowledge in managing co-curricular activities" (sd= 1.433).
Moreover, Pearce and Robinson (2008) posit that proper leadership is necessary for impressive performance to be realized in any institution. This is because proper leadership sees to it that the organizational effort is united and focused towards the attainment of its goals.

4.4 Influence of resource allocation on secondary school performance in CCA

The second objective of the research sought on assessment of the degree to which resource allocation influence secondary schools' performance in Co-curricular activities in Lugari District, Kakamega County. The respondents were presented with some statements on Resource Acquisition and Utilization and were required to rate the scope to which they agreed or disagreed with the listed statements. The results were as shown in Table 4.3.

Table 4.3: Parameters of Resource Allocation

<table>
<thead>
<tr>
<th>Parameter</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource acquisition is not a challenge in this school</td>
<td>50</td>
<td>1</td>
<td>4</td>
<td>2.22</td>
<td>1.055</td>
</tr>
<tr>
<td>Management ensures resources are well utilized in this school</td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>2.52</td>
<td>1.233</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
<td>1</td>
<td>4.5</td>
<td>2.37</td>
<td>1.144</td>
</tr>
</tbody>
</table>

As can be observed from table 4.3 above the study participants elicited mixed opinions regarding the effect of resource allocation on school performance on co-curricular activities. Out of the two variable under study, one of them had a maximum value of 4 while the other had a maximum value of five. The findings also
show that the minim value of the scale was selected by the respondents. The average mean of 2.37 implied that many of the respondents agreed with the statements. More specifically, a large percentage of the respondents agreed that management ensures that resources are well utilized for co-curricular activities evident in the mean of (2.52) and that resource acquisition is not a challenge in the schools seen in the mean of 2.22. The dispersion of responses was high evident in the high average standard deviation of 1.144. This can be seen in the statement, “management ensures resources are well utilized in this school” (sd = 1.233). According to Schaap (2006), resource allocation includes budgeting, resource acquisition, and utilization and the accessibility of resources from numerous sources has a general effect on the performance in CCA (Geuna, 2011).

4.5 Influence of Headteachers' Planning on performance in co-curricular activities

The third objective of the research was to establish how the Headteachers' planning influence secondary schools' performance in Co-curricular activities in Lugari District, Kakamega County. The respondents were presented with some statements on schools Planning and were required to rate the degree to which they conquered or disagreed with the listed statements. The results were as shown in Table 4.5.

The researcher purposed to identify how planning affects the performance of co-curricular in the sampled schools. First, the participants were asked to rate the level of head teachers’ competence in striking a balance between the activities.
Figure 4.6: Balancing between the Curricular and Co-curricular Activities

The findings in Figure 4.6 shows that most Headteachers were incompetent in balancing between the curricular and co-curricular activities as accounted by 60% of the respondents. Competent responses accounted for 17.5%. This shows that most head teachers in the public secondary schools were incompetent in establishing a balance between activities in schools. This has a negative effect on the school's performance in co-curricular activities.

The respondents were presented with statements in a Likert scale, and they were asked to provide their opinions.
Table 4.4: Responses on head teacher’s planning

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly calendar is done on</td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>3.52</td>
<td>1.182</td>
</tr>
<tr>
<td>time and followed strictly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School timetable favors</td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>2.40</td>
<td>1.385</td>
</tr>
<tr>
<td>co-curricular more than</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>50</td>
<td>1</td>
<td>5</td>
<td>2.96</td>
<td>1.2835</td>
</tr>
</tbody>
</table>

The results displayed in table 4.4 above shows that respondents expressed varied opinions in regards to planning. This can be shown from the scale responses where merely all the aspects of the study hypothesized are represented by the minimum and maximum values. The average mean of 2.96 implies that most of the respondents agreed on the aspects displayed in the table. However, it is vital to note that there was a difference in the opinions of the respondents in regards to ‘Yearly calendar is done on time and followed strictly’ and ‘School timetable favors co-curricular more than curricular activities’ where mean of 3.52 and 2.40 were found respectively. This implied that majority of the respondents disagreed that yearly calendar is done on time and followed strictly while others agreed that school timetables favor co-curricular more than curricular activities.

The study further established that the responses were slightly varied evident in the average standard deviation (sd= 1.2385). This is evident in the statement ‘School timetable favors co-curricular more than curricular activities’ which has a high dispersion (sd= 1.385). Furthermore, Vangelisti (2009) argued that a good planner ensures that there is proper scheduling of all the CCAs, as well as the termly
calendar, allocation of the specific school program routine and the weekly schedule such as schemes of work, formal curriculum order. All this contributes to expected good outcomes in CCA.

### 4.6 Strategies for Improving Schools' Performance in Co-Curricular Activities

The study sought to identify ways and strategies that the Headteachers can use to improve schools' performance in Co-curricular activities in Lugari District, Kakamega County. The respondents suggested various ways of improving schools’ performance in Co-curricular activities. These included; Games teachers to be given opportunities to attend workshops, seminars, and training concerning Games and sports. All these strategies seek to ensure that games masters are equipped with leadership skills that will help them improve performance. These seminars were also identified as crucial for equipping them with planning skills as well as good resource utilization measures to help them work closely with head teachers to facilitate improved performance.

Other strategies identified by the respondents included the need for the government to provide adequate money for curricular activities. Headteachers complained that the government needs to provide more resources to be directed towards co-curricular activities. They claimed that poor performance in co-curricular activities was due to lack of resources to equip teachers and students.

The need for improved resource utilization was also identified as a key policy to better performance of secondary schools in co-curricular activities. They called management to allocate more time for practice. Strict adherence to the games
timetable, improve the balance between the activities and improve remuneration for coaches was also identified by some respondents as the preferred approach to improved performance. If these measures are put in place, they can greatly enhance the schools’ performance in co-curricular activities.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This research was aimed to establish the effects of the Headteachers' management practices on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County, Kenya. The critical sections presented in this chapter include; summary of the findings, inferences, recommendations, and proposals for further research.

5.2 Summary of the Findings
The study objectives guided the summary. The researcher was guided by the study objectives which pursued to; determine the effects of Headteachers' leadership styles on the secondary schools' performance in co-curricular activities; assess the extent to which resource allocation influence secondary schools' performance in Co-curricular activities; find out how the Headteachers' planning influence secondary schools' performance in Co-curricular activities in Lugari District, Kakamega County and identify ways and strategies that the Headteachers can use to improve schools' performance in Co-curricular activities in Lugari District, Kakamega County. The questionnaires were administered to the respondents of the sampled schools. There was the coding of the data collected that was later entered into SPSS analysis software. Descriptive statistics such as Percentages and Frequencies were utilized. Presentations of the findings were done using pie charts, frequency tables, percentages and bar graphs.
5.2.1 Headteachers' Leadership Styles

The first objective of the study sought to find out the effects of Headteachers' leadership styles on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County. The findings showed that majority of the Headteachers applied bureaucratic leadership style. This means that the leadership is based upon static duties under a hierarchy of authority, administering a system of rules and routines for management and decision-making. This affects the schools' performance in co-curricular activities.

The findings showed that majority of the respondents agreed that the Headteachers were well trained in the school management but lacked adequate knowledge in managing co-curricular activities. This, however, had an effect on the co-curricular management and ultimate performance in co-curricular activities.

5.2.2 Resource Allocation

The second objective of the research sought to assess the degree to which resource allocation influenced secondary schools' performance in Co-curricular activities in Lugari District, Kakamega County. The findings showed that resource acquisition was a challenge to the schools. Further, the study showed that the resources were not well utilized in the schools. This means that resource acquisition and utilization were major challenges that affected schools performance in co-curricular activities.

5.2.3 Headteachers' Planning

The third objective of the study sought to find out how the Headteachers' planning influence secondary schools' performance in Co-curricular activities in Lugari
District, Kakamega County. The findings show that majority of the respondents disagreed that regular conflict exists between teaching and non-teaching staff and that school timetable favors co-curricular more than curricular activities. Also, most respondents agreed that the yearly calendar is done on time and followed strictly. This implies that regular conflict did not exist between teaching and non-teaching staff and that school timetable did not favor co-curricular more than curricular activities. However, the yearly calendar was done on time and followed strictly. This shows that the head teachers were good in planning the day to day running of the schools and mitigated conflicts between teaching and non-teaching staffs effectively.

5.2.4 Schools' Performance in Co-curricular Activities

The respondents were required to rate the schools' performance as well as their satisfaction with the schools' performance in co-curricular activities. The findings show that most respondents rated the performance of the schools as moderate which showed that most schools had an average performance in co-curricular activities.

The respondents rated their satisfaction with schools' performance in co-curricular activities. The findings show that most respondents were dissatisfied with the schools' performance in CCA hence the need to put measures in places to boast the school's performance in CCA.

Further, the respondents rated the level of head teachers’ competence in striking a balance between the curricular and co-curricular activities. The findings showed that most Headteachers were incompetent in striking a balance between the curricular and co-curricular activities. More attention was given to curricular activity with less
attention to co-curricular activities in schools. This ultimately has a negative effect on the school's performance in co-curricular activities.

5.3 Conclusion

The study established the effects of the Headteachers' management practices on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County, Kenya. It is important that students participate in co-curricular activities since it enhances their learning skill and boosts their self-esteem. Also, through participation in CCA, students can realize their talents and make use of them in a way that will improve their life style.

The Headteachers applied bureaucratic leadership style which means that the leadership was based upon fixed official duties under a hierarchy of authority, applying a system of rules for management and decision-making. The bureaucratic leadership style applied by Headteachers' did not give the others teachers a chance of airing their views on important issues affecting the schools, especially on CCA. This, therefore, had a negative effect on the schools' performance in co-curricular activities.

It can also be concluded that the Head teachers of the public school are well trained in the school management but lacked adequate knowledge in managing co-curricular activities. This ultimate affected the schools' performance in co-curricular activities. Resources are an important component that determines the success of CCA in any school. This study found out that resource acquisition and allocation was a challenge to most schools. Further, the resources were not well utilized in the schools. This meant that inadequate resources were devolved to CCA hence affecting effective
implementation of CCA in schools. This affected schools performance in co-curricular activities.

Proper planning is key to the achievement of any success. Most Headteachers had good plans in place to ensure a smooth running of the schools. There was no regular conflict between teaching and nonteaching staff, and that school timetable did not favor co-curricular more than curricular activities. Further, the yearly calendar was done on time and followed strictly. This shows that the head teachers were good planners and well-mitigated conflicts between teaching and nonteaching staffs. This was a step forward toward achieving good performance in schools.

The schools had an average performance in co-curricular activities. Besides, the Headteachers and the games teachers were dissatisfied with the schools' performance in CCA. Further, the head teachers were incompetence in striking a balance between the curricular and co-curricular activities. This inability of the Headteachers to strike a balance between the activities affected the schools’ performance in CCA. The Headteachers emphasis was mainly on the curricular activities that are tested in the national examinations hence making the students skewed in their academic pursuit. This ultimately affected overall schools’ performance in co-curricular activities.

How related literature concurs with the findings.

1. Students participation in co-curricular is linked to higher academic performance.
2. There is a positive association between academic performance of students and participation in co-curricular activities.
3. Students who took part in co-curricular activities tend to get high scores compared to those who do not.

5.4 Recommendations

This study made the following recommendations;

1. The government through the teachers’ service commission needs to organize regular training programs for all the Headteachers to impart them with the required managerial skills necessary to effectively run the school. This will ensure that they are well equipped with the necessary skills needed to effective strike a balance between curricular and co-curricular activities in the schools.

2. Games teachers to be given opportunities to attend workshops, seminars, and training concerning Games and sports. This will help them prepare the students adequately in games and sports. To achieve this, the Government needs to provide adequate money for co-curricular activities.

3. There is the need for Headteachers training on resource utilization and management. This will ensure they can allocate resources proportionately to both curricular and co-curricular activities. More resources need to be allocated for remuneration of coaches to sharpen students skills in games

4. The schools need to allocate adequate time for practice in co-curricular activities. To this end, there is the need for strict adherence to the games timetable.
5.5 Suggestions for Further Research

This study was based on one sub-county in Kakamega County. Therefore future studies need to be extended to other parts of the country with a larger sample size and compare if similar situation applies in other counties.

Since this study targeted Headteachers and games teachers, future studies can be extended to other stakeholders such as the parents, government and educational supervisor among others to assess their role in boosting students' performance in co-curricular activities in the schools.
REFERENCES


Bottoms A and Schmiot D. J (2010). *The time essentials*. Improving schools requires district version, district, and states support, the principal leadership, southern Regional Educational board.


Millard C. R (1930). *The organization and administration of extracurricular activities*; New York, Barness and company.


APPENDICES

APPENDIX I: QUESTIONNAIRE

(For Headteachers/Deputies and Games Masters/Mistress)

This questionnaire is designed to obtain information on "The management practices of the Headteachers and their implication on the secondary schools' performance in co-curricular activities in Lugari District, Kakamega County, Kenya". The information that you provide will be treated with utmost confidence. Please respond by ticking (✓) in the boxes or by writing a brief statement where applicable. Do not write your name in this form.

Section A: General Information

1. Name of the school: ............................................................................................................................................

2. Respondent Category

   H/Teacher/Deputy    [   ]                  Games Master    [   ]

   Others (specify) ................................................................................................................................................

3. Indicate your gender:

   Male          [   ]                  Female       [   ]

4. Duration of service in the current position.

   Less than a years   [   ]              1-5 Years   [   ]

   6-10 years  [   ]                  Above 10yrs [   ]
Section B: Schools Performance in Co-Curricular Activities

1. How would you rate the performance of this school in Co-curricular activities?

   High [   ]  Moderate [   ]  Low [   ]

2. To what extent are you satisfied with the performance of this school in Co-curricular activities?

   Dissatisfied [   ]  Neutral [   ]  Satisfied [   ]

Section C: Managerial Practices on Co-Curricular Activities

1. Which leadership style do you apply in the management of this school?

   Bureaucratic [   ]
   Autocratic/dictatorial style [   ]
   Laissez faire/free-reign leadership [   ]
   Participative/Democratic [   ]

2. To what extent would you agree or disagree with the following statement in terms of their influence in co-curricular activities? Rate them as shown;

   (5=Strongly agree, 4=Agree, 3=Neutral, 2=disagree, 1=Strongly disagree).

<table>
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<tr>
<th>Factors</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>a) I am well trained in the school management</td>
<td></td>
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<tr>
<td>b) I have adequate knowledge in managing co-curricular activities</td>
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<tr>
<td>c) Resource acquisition is not a challenge in this school</td>
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<tr>
<td>d) Resources are well utilized in this school</td>
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<tr>
<td>e) Regular conflict exists between teaching and non-teaching staff</td>
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<td></td>
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<tr>
<td>f) Yearly calendar are done on time and followed strictly</td>
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</table>
3. How would you rate the level of head teachers’ competence in striking a balance between the curricular and co-curricular activities? (Tick one)
   Incompetent [    ] Competent [    ]
   Not able to rate [    ]

4. What measures do you think should be put in place to help Headteachers make good managerial decisions in relation to co-curricular activities?

5. What recommendation(s) would you make as pertains to managerial practices and co-curricular activities in secondary schools?

Thanks for Your Co-operation
## APPENDIX II: WORK PLAN

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APPENDIX IV: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/17/06573/18016

Date: 6th July, 2017

Atinga Chabulimo Norah
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Management practices of headteachers and their implications on co-curricular activities in Lugari District, Kakamega County," I am pleased to inform you that you have been authorized to undertake research in Kakamega County for the period ending 6th July, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Kakamega County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.
APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. ATINGA CHABULIMO NORAH
of KENYATTA UNIVERSITY, 225-50205
WEBUYE, has been permitted to conduct
research in Kakamega County

on the topic: MANAGEMENT PRACTICES
OF HEADTEACHERS AND THEIR
IMPLICATIONS ON CO-CURRICULAR
ACTIVITIES IN LUGARI DISTRICT,
KAKAMEGA COUNTY.

for the period ending:
6th July, 2018

Permit No: NACOSTI/P/17/06573/18016
Date Of Issue: 6th July, 2017
Fee Received: Ksh 1000

Applicant's Signature

CONDITIONS

1. The Licence is valid for the proposed research,
   research site specified period.
2. Both the Licence and any rights thereunder are
   non-transferable.
3. Upon request of the Commission, the Licensee
   shall submit a progress report.
4. The Licensee shall report to the County
   Director of Education and County
   Governor in the area of
   research before commencement of the research.
5. Excavation, filming and collection of specimens
   are subject to further permissions from relevant
   Government agencies.
6. This Licence does not give authority to transfer
   research materials.
7. The Licensee shall submit two (2) hard copies
   and upload a soft copy of their final report.
8. The Commission reserves the right to modify the
   conditions of this Licence including its cancellation
   without prior notice.

Republic of Kenya

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE

PERMIT

Serial No: A 14714

CONDITIONS: see back page