

**INFLUENCE OF PARENTAL PERCEPTION ON PUPILS' PARTICIPATION
IN SCHOOL EXTRACURRICULAR ACTIVITIES: A CASE OF SELECTED
PRIMARY SCHOOLS IN MBULU TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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OF THE OPEN UNIVERSITY OF TANZANIA**

2025

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **Influence of Parental Perception on Pupils' Participation in School Extracurricular Activities: A Case of Selected Primary Schools in Mbulu Town Council**, in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

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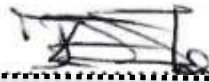
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I, Zakaria Jeremiah Nyinyimbe, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.



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Signature

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ABSTRACT

This study explored the influence of parents' perceptions on pupils' participation in extracurricular activities within the Mbulu Town Council. It aimed to investigate the rate of pupils' participation, examine parental knowledge about the contribution of extracurricular activities to academic achievement, explore the types of support parents provide, and analyze how this support affects participation levels. A mixed-methods approach with a convergent parallel design was employed, gathering data through semi-structured questionnaires, in-depth interviews, focus group discussions, and documentary reviews. The study involved 150 respondents from four primary schools, utilizing stratified sampling for students and purposive sampling for school personnel. Findings revealed that students participate more in extracurricular activities listed on the school timetable. Parents recognize the benefits of participation, particularly regarding school attendance retention, talent development, and practical skill acquisition. However, pupils receive limited parental support concerning facilities, tools, activity choices, and financial assistance. To enhance student participation, the study recommends that schools collaborate more actively with parents by establishing communication channels, organizing parent education programs, and involving them in decision-making. Primary schools should prioritize inclusive practices and provide ongoing professional development for teachers to effectively organize and promote extracurricular activities.

Keywords: Parental perception, extracurricular activities, pupils' participation, primary school.

TABLE OF CONTENTS

CERTIFICATION	i
COPYRIGHT	ii
DECLARATION.....	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.3 Statement of Research Problem	5
1.4 Objectives of the Study	7
1.4.1 General Objective	7
1.4.2 Specific Objectives	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Scope and Delimitation of the Study	9
1.8 Limitations of the Study.....	10
1.9 Operational Definition of Key Terms	10
1.9.1 Parent Perceptions	10

1.9.2 Participation.....	11
1.9.3 Extracurricular activities.....	11
1.10 Organization of the Study.....	11
CHAPTER TWO: LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Theoretical Literature Review	12
2.2.1 Threshold Framework.....	13
2.3 Empirical Literature Review.....	14
2.3.1 The Rate of Students' Participation in Different Extracurricular Activities	14
2.3.2 Contribution of Extracurricular Activities in Pupils' Academic Achievement	17
2.3.3 Relevant Strategies to be Used by Parents in Enhancing Pupils' Participation in Different Extracurricular Activities	25
2.4 Research Gap	27
2.5 Conceptual Framework	28
CHAPTER THREE: RESEARCH METHODOLOGY	30
3.1 Introduction.....	30
3.2 Research Paradigm.....	30
3.3 Research Approach	31
3.4 Research Design.....	31
3.5 The Study Area	32
3.6 Population, Sample and Sampling Procedures	32
3.6.1 Study Population.....	32

3.6.2 Sample Size	33
3.6.3 Sampling Techniques.....	34
3.7 Data collection methods and instruments	34
3.7.1 Questionnaires	35
3.7.2 Interviews	36
3.7.3 Focus Group Discussion.....	37
3.8 Data Analysis and Presentation	38
3.9 Data Validity and Reliability	38
3.10 Ethical Considerations	38
CHAPTER FOUR: FINDINGS AND DISCUSSION.....	40
4.1 Introduction.....	40
4.1.1 Questionnaires Return Rate	40
4.2 Demographic Information of the Respondents	41
4.2.1 Gender of the Respondents.....	41
4.2.2 Age of the Respondents'	42
4.2.3 Respondents' Level of Education.....	44
4.3 The rate of pupils' participation in different school extracurricular activities in Mbulu town council primary schools	46
4.3.1 Factors influencing students' participation in extracurricular activities.....	48
4.4 Parental Knowledge about the Contribution of Extracurricular Activities in Pupils' Academic Achievement.....	52

4.5 The extent of Parental support on pupils' participation in different school extracurricular activities in Mbulu town council primary schools.	58
4.6 Relevant strategies that can be used by parents to enhance pupils' participation in different school extracurricular activities in Mbulu Town Council Primary schools...	
.....	
.....	63
4.6.1 Provision of special budget and facilities	63
4.6.2 Intensifying Motivation and Supervision	64
4.6.3 Effective communication and engagement.....	65
4.6.4 Capacitating parents and community on the roles of extracurricular activities.....	65
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
.....	68
5.1 Introduction.....	68
5.2 Summary and Conclusion	68
5.3 Recommendations.....	71
5.3.1 Recommendations for Action.....	71
5.3.2 Need for Further Studies.....	73
REFERENCES.....	74
APPENDICES	89

LIST OF TABLES

Table 3.1: Sample Matrix For The Proposed Sample	33
Table 4. 1: Presents The Summary Of Students' Gender (N=68)	41
Table 4. 2: Presents The Summary Of Other Respondents Gender (N=70)	42
Table 4.3: Presents The Summary Of Students' Ages (N=68).....	43
Table 4.4: Presents The Summary Of Other Respondents' Ages (N=70).....	43
Table 4.5: Presents The Summary Of Respondents' Educational Level (N=68)	44
Table 4. 6: Presents The Summary Of Parents Educational Level (N=70)	45
Table 4. 7: Students Rate Of Participation In Extracurricular Activities (N=68).....	46
Table 4.8: Influencing Factors For Pupils' Participation In School Extracurricular Activities (N=68)	48
Table 4.9: Parents Knowledge On The Contribution Of Extracurricular Activities In Pupils' Academic Achievement (N=60).....	54
Table 4.10: Supports Parents Provide For Pupils To Participate In Extracurricular Activities (N=68)	58

LIST OF FIGURES

Figure 2.1: Relationship Between The Variables In The Parents' Perception On Primary School Pupils' Participation In Extracurricular Activities.....	28
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LIST OF ABBREVIATIONS AND ACRONYMS

DPEO	District Education Officer
ETP	Education and Training Policy
FGD	Focus Group Discussion
NCES	National Center for Education Statistics
PTA	Parent Teacher Associations
SEOW	State Epidemiological Outcomes Workgroup
SPSS	Statistical Package for Social Sciences
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific, and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study intended to explore the influence of parents' perception on pupils' participation in school extracurricular activities. The researcher sought to explore whether parents are participating in developing interests in their children to participate in these activities, as there is a relationship between parental guidance and students' participation in these educational activities. This chapter introduces the study by providing its background information, stating the problem it addresses, and outlining the objectives and research questions to be explored in the research project while also highlighting the significance of the study and specifying its limitations and boundaries, along with defining terms used throughout the study.

1.2 Background of the Study

Many schools have devoted efforts to covering classroom curriculum content to increase students' passing grades and raise their school performance, while suspending efforts and funding for school extracurricular activities, which indeed inculcate practical and career abilities of students (İleritürk, 2023). Extracurricular activities play a role in enhancing students' academic performance by fostering a rounded development encompassed across intellectual, emotional, and physical domains of an individual's growth journey. Engagement in pursuits often correlates with improved performance as evidenced by higher grades, enhanced test scores, and enriched learning experiences (Fredricks, 2011). Furthermore, participation in activities instills skills like adherence to

instructions, persistence, inner drive, goal setting, and problem-solving capabilities that significantly contribute to students' scholastic accomplishments (Wormington et al, 2012).

However, some students are not focused on getting involved in extracurricular activities organised by the schools. This is coupled with parents' negative perceptions towards participation in extracurricular activities, considering that these activities have negative impacts, waste time, and are not beneficial (Esa et al., 2015). While some parental behaviours tend to be linked to positive students' behaviours, other parental behaviours seem to lower children's motivation. According to Maamor et al (2015), most parents seem to lack the ability to encourage their children to participate in school extracurricular activities for students' future development.

Studies in different countries have indicated that students' participation in extracurricular activities depends on their parents' perceptions about the kind of extracurricular activity their children should participate in. In America, according to a survey conducted by Pew Research Center (2015), most parents with one or more school-age children reported that their children participated in some forms of extracurricular activities after school activities and programmes. Most of the activities that their children participate in are sports or athletics, religious instruction, music, dance or art lessons, scouts, and volunteer work. The survey further found that the rate of students' participation in extracurricular activities depends on parents' income, parents' level of education, parents' racial background, and parents' age. Children from families

with higher income and education, and those whose parents participate in volunteer work, are reported to participate in various extracurricular activities (*ibid*).

In China, as an example of this phenomenon, mentioned in literature indicates that students' participation in activities relies heavily on the support of their parents, both financially and emotionally, since it falls outside the formal curriculum framework and entails costs such as application fees and transportation (Ashbourne & Andres 2015). The parents typically have aspirations for their children and perceive involvement in extracurricular activities as beneficial for their children's prospects. Parents, with a sense of authority, often believe they have an understanding of what activities would benefit their children and are enthusiastic about motivating or even pushing their children to take part in these activities for the sake of achieving success later in life (Ashbourne & Andres, 2015).

Various African studies have found that parents' attitudes affect students' participation in school extracurricular activities. A study by Stewart (2018), for example, indicates that most parents concentrate only on supporting their children's formal costs like buying books, uniforms, and exercise books, and denying them from participate in extracurricular activities. Moreover, other studies conducted in this area found that apart from financial and facilities constraints, students' participation in extracurricular activities is handicapped by low parental motivation, as well as the absence of commitment and concentration from teachers to support extracurricular activities in schools (Assefa, 2016).

In Tanzania, various education policies, guidelines, and circulars at various levels of education have been stipulated regarding the necessity of extracurricular activities in schools, as evidenced in the school timetable nationally. The education circular (Education circular, 4 of 2015), for instance, emphasises the restoration and strengthening of scout clubs in schools and colleges purposefully for building future youths with ethics by improving their talents, body, faith, and mind at national and international levels.

However, the progression of extracurricular activities in Tanzania, especially in primary schools, has remained a serious topic. Lazaro and Anney (2016) suggested that the Tanzanian education system depends much on formal curriculum (reading, writing, and arithmetic), while putting slight efforts on encouraging pupils' participation in extracurricular activities in schools. There is limited emphasis on extracurricular activities among primary school pupils, and hence, producing graduates who lack useful practical skills necessary to compete in the labour market worldwide (Lameck, 2023). This is a result of a bookish type of education with fewer extracurricular and co-curricular activities. Since studies conducted over time have identified that parents' attitudes towards their children's participation in extracurricular activities worldwide seem to have the ability to motivate or demotivate children's participation in these activities, the necessity for conducting a similar study in this area in Tanzania is deemed necessary.

1.3 Statement of Research Problem

Engaging in activities greatly influences students' academic achievements and fosters growth in their character development. This includes improvements in time management and leadership skills, as enhanced social interactions and a heightened enthusiasm for community engagement (Anderson, 2012; Metsäpelto & Pulkkinen, 2012; Neely & Vaquera, 2017). Literature suggests that when parents take on supportive roles in their children's participation in school activities, including extracurricular activities, their children become more engaged, achieve, and experience more enjoyment in performing these activities. This is because, during a setting like this, parents tend to transfer encouragement and energy to their children, hence motivating them to put more effort into performing the activities (Metsäpelto & Pulkkinen, 2012). If parents assume the role of enforcers, children may develop feelings towards activities because parental pressure diminishes their enthusiasm and independence (Ashbourne, 2013; Ashbourne & Andres, 2015).

In Tanzania, various education policies and circulars tend to put much emphasis on balancing academic and extracurricular activities in the school timetable at all levels, primary school level in particular. For instance, the Education and Training Policy (ETP) (1995) acknowledged the links between education, economic growth, and social stability. It aimed to make education accessible to all citizens and address issues of underdeveloped human resources (Weaver, 2011). Big Results Now in Education (2013-2018) policy was an initiative to improve learning outcomes. It focused on teacher training, school leadership, and accountability. It helped increase pass rates in national

exams and the Education and Training Policy (2014), which emphasised lifelong learning, inclusivity, and aligning education to societal needs. It provided a framework for developing the education sector in line with national development goals. In all those policy reforms since independence, the extracurricular practices in schools were less emphasized and left to school control compared to curricular activities.

Despite different efforts, initiatives, and measures that have been made by the government to ensure that there is a balance in children's participation in all school activities, pupils' participation in extracurricular activities is still under various hindrances (URT, 2015; Lazaro & Anney, 2016). Different stated hindrances tend to influence the rate of pupils' participation in different school extracurricular activities (Maamor et al., 2015; Stewart, 2018). The society and stakeholders believe that when pupils attend schools and engage in, they engage in extracurricular activities, they cultivate their talent and practical skills towards their self-employment. But the graduates in the street demonstrated a lack of the required self-employability skills, and questioned the role of extracurricular activities in primary schools. Thus, the researcher investigated the influence of parents' perceptions on primary school pupils' participation in extracurricular activities, specifically in Mbulu town council, due to limited studies in this area with limited coverage in Tanzania's primary schools.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this research was to explore the influence of parents' perceptions on pupils' participation in school extracurricular activities in Mbulu town council primary schools.

1.4.2 Specific Objectives

The specific objectives were:

1. To explore the rate of pupils' participation in different extracurricular activities in Mbulu town council primary schools.
2. To examine parental knowledge about the contribution of extracurricular activities to pupils' academic achievement in Mbulu town council primary schools.
3. To examine the extent to which the support provided by parents for their children influences their participation in different extracurricular activities in Mbulu town council primary schools.
4. To determine relevant strategies to be used by parents in enhancing pupils' participation in different extracurricular activities in Mbulu town council primary schools.

1.5 Research Questions

The following research questions guided the study.

1. What is the rate of pupils participating in different extracurricular activities in Mbulu town council primary schools?

2. What is the level of parents' knowledge about the contribution of extracurricular activities to pupils' academic achievement in Mbulu town council primary schools?
3. To what extent does the support provided by parents for their children influence their participation in different extracurricular activities in Mbulu town council primary schools?
4. What are the relevant strategies to be used by parents in enhancing pupils' participation in different extracurricular activities in Mbulu town council primary schools?

1.6 Significance of the Study

Since the role played by extracurricular activities towards pupils' academic achievement is crucial, parents also have great chances of influencing their children to participate in these extracurricular activities. Also, the findings of this study will help civil society organizations dealing with education make advocacy and sensitization to parents and guardians about the significance of encouraging their children to participate in extracurricular activities. Also, the study findings will help inform education policymakers about the influencing factors for students to participate effectively in school extracurricular activities and the contribution of such activities to students' academic achievement, and come up with the best policy guide proposing parental roles that support all students to access extracurricular activities in primary schools. The study findings will create more awareness for pupils to tentatively participate in various extracurricular activities conducted in schools for their talents, practical skills, and academic achievement. Moreover, the study findings will benefit head teachers and

other teachers by minimizing all barriers to all students participating inclusively in the school's ongoing extracurricular activities for students' academic achievements. Lastly, but not least, the findings from this study are expected to add to and act as a basis of knowledge and for further research.

1.7 Scope and Delimitation of the Study

This study investigates parental perceptions of the value of extracurricular activities in relation to their children's academic performance and holistic development, while also evaluating pupil participation levels. The scope is confined to extracurricular activities and their perceived influence on academic achievement and participation rates among students. Other factors affecting academic performance or parental involvement beyond extracurricular activities are excluded to maintain focus and feasibility, though this limits a comprehensive exploration of parental engagement in education.

The research employs a mixed-methods approach, utilizing open- and closed-ended questionnaires, semi-structured interviews, and focus group discussions (FGDs). These methods gather data on student participation, teachers' and administrators' perspectives, demographic factors, and qualitative insights into the beliefs and experiences of parents and school board members. The target population comprises students, parents, teachers, and educational administrators within Mbulu Town Council. As the study is context-specific, findings from parents in Mbulu Town Council may not be generalizable to other regions or demographic groups.

1.8 Limitations of the Study

The study faced challenges related to participant availability due to the demanding schedules of primary school routines and parents' personal commitments. To address this, the researcher dedicated several days to coordinating with respondents and flexibly rescheduling data collection to align with participants' availability, ensuring their inclusion. The researcher also, allocated funds for transportation costs to visit respondents at their preferred locations and times, facilitating greater participation.

The researcher encountered committee chairperson tending to dominate quieter participants, risking an incomplete representation of perspectives. To mitigate this, the researcher actively moderated FGDs by implementing a five-minute time limit per participant to share insights, promoting equitable contribution and minimizing bias.

1.9 Operational Definition of Key Terms

In this section, various key terms used in this study are described. The terms are Parent Perceptions, Participation, and Extracurricular Activities. These terms used in this study are delineated in this section.

1.9.1 Parent Perceptions

Perception involves the way one sees the world (Fredricks & Eccles, 2004; Simpkins et al., 2013). In the context of this study, parent perceptions encompass how parents view the benefits, risks, and importance of their children's involvement in such activities, which in turn can significantly influence children's participation.

1.9.2 Participation

Participation refers to the active engagement, involvement, or taking part in a particular activity, event, or group (Eccles & Barber, 1999; Mahoney, Cairns, & Farmer, 2003). In this study, participation specifically denotes the extent to which pupils engage in organized activities outside the standard academic curriculum, such as sports, clubs, arts, and other school-sponsored programmes.

1.9.3 Extracurricular activities

Extracurricular activities, which are activities outside the subject curriculum, such as clubs, sports, and community service, provide students with opportunities to develop their mindset, social skills, and ethical values, without being tied to grades (King, 2020; Yaldiz, 2016). This research examined the participation of pupils in school extracurricular activities and how their participation is influenced by parents' perceptions.

1.10 Organization of the Study

This dissertation has been organised into five chapters; each chapter explains different issues as shown below. Chapter one describes the general introduction and the background of the research problem, statement of the problem and objectives. Chapter two explains the theoretical framework, empirical studies, knowledge gap and conceptual framework; the third chapter describes the methodologies used to carry out this study; chapter four presents the findings and discussions; and chapter five presents the conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores the research on how parents' perspectives impact the involvement of primary school students in activities. A key focus of this chapter is the analysis of both empirical studies. This includes looking at factors such as the level of student engagement in programs, the awareness parents have regarding the impact of these activities on their children's academic success, the types of assistance parents offer for their children's extracurricular pursuits, and how parental support influences student participation in different extracurricular activities. The chapter also discusses the research gap, to highlight areas that previous researchers have not explored, and the conceptual framework that illustrates how the variables in the study are interconnected.

2.2 Theoretical Literature Review

The theoretical literature underpinning the study draws primarily on established frameworks that explain how extracurricular activities (ECAs) impact student outcomes and the role of social and parental influences in shaping participation. The study was guided by the Threshold Framework, which suggests that being involved in extracurricular activities enhances students' academic performance up to a certain level; however, beyond that point, it may lead to negative educational outcomes (SEOW et al., 2014).

2.2.1 Threshold Framework

The threshold concept proposed that being involved in activities can have an impact on academic performance up to a certain extent. However, once this threshold is crossed, increased participation may result in effects on education outcomes (Cooper et al. 1999). Marsh (1992) and Fredricks (2012) point out that the Threshold concept suggests a relationship between involvement and academic results that follows a pattern of an upside-down U shape. This means that academic achievements improve at moderate levels of participation level out at some point and then start to decline with levels of involvement. The Threshold framework suggests that when students dedicate time to non-academic activities, like school clubs and sports teams, beyond a certain point where the academic benefits start decreasing, students have limited time for intellectual growth.

A concept similar to that of the Zero Sum framework, as noted by Marsh in 1992. When students heavily involve themselves in activities at school, it can weaken their connections with others and take away time from pursuits; the added stress of juggling multiple activities may also hurt their academic performance, as highlighted by Eccles in 2010 and Fredricks in 2012. In a study by Cooper et al. (1999), it was found that engaging in activities had a curved relationship with test scores. Showing a positive association between time spent on activities and scores up to a certain point where scores dropped notably at high participation levels. Knifsed and Graham (2012) on the hand suggested that having a level of involvement in extracurriculars benefits students

by providing diverse social contexts for building relationships, with peers and enhancing their sense of belonging in school.

The implication of this theory for this study is that students' moderate practice in different school extracurricular activities contributes to their academic performance. Moderation of such a student participation rate in extracurricular activities depends on cooperative triangulation between students, parents, and teachers. Thus, the Threshold framework therefore provides the theoretical foundations of this study, advocating that moderate participation in extracurricular activities significantly contributes to students' academic performance in primary schools.

2.3 Empirical Literature Review

This section discusses different empirical findings as per the current study's specific objectives. The research has emphasized the importance of students' involvement in school activities. It delves into the types of assistance parents offer their children for school activities and investigates how parental support impacts student participation in activities. The study also aims to identify strategies for parents to encourage their children to engage in extracurricular pursuits as outlined in the following sections.

2.3.1 The Rate of Students' Participation in Different Extracurricular Activities

Studies indicate that participation in extracurricular activities is crucial for students' overall development. Fredricks and Eccles (2018) highlight that students involved in extracurricular activities experience increased school engagement and academic achievement. Their study suggests that participation facilitates the acquisition of

interpersonal skills and fosters a sense of belonging within the school community. Similarly, Blomfield and Barber (2019) found that students who engage in a diverse range of extracurricular activities tend to report higher levels of self-esteem and social competence, which are essential for their personal development.

Participating in activities is crucial, for students' overall growth as it allows them to delve into interests outside of their studies. A recent research has indicated a level of student engagement in extracurricular pursuits. An example is a 2020 study from the National Center for Education Statistics (NCES) which found that 57% of high school students are involved in at least one extracurricular activity. This participation rate is indicative of a broader trend observed globally, where students engage in activities ranging from sports and music to academic clubs and community service.

In a systematic review, Durlak and Weissberg (2020) emphasized that after-school programmes significantly contribute to positive youth development, including academic success and social skills. Wang and Eccles (2020) further corroborated these findings, noting that students' participation rates in extracurricular activities are influenced by various factors, including parental support and school environment. Zaff and Blair (2021) also reported that students participating in structured extracurricular activities exhibit enhanced academic performance and social relationships, underscoring the importance of such programs in fostering holistic student development.

However, challenges remain in ensuring equitable access to extracurricular activities for all students. Socioeconomic factors play a significant role in determining participation rates. Students from low-income families often face barriers such as a lack of

transportation, financial constraints, and limited access to resources, which hinder their ability to participate in extracurricular activities. Addressing these challenges requires concerted efforts from schools, communities, and policymakers to provide the necessary support and resources to ensure all students have the opportunity to benefit from extracurricular activities.

In Tanzania, the participation rate in extracurricular activities varies significantly across different regions and schools. A study by Mkumbo (2019) highlighted that in urban areas like Dar es Salaam, participation rates are higher compared to rural areas due to better access to facilities and resources. The study found that about 65% of students in urban schools participate in extracurricular activities, whereas the rate drops to around 40% in rural schools. This disparity is attributed to the availability of resources, parental support, and the emphasis placed on extracurricular activities by the schools themselves. Moreover, the type of extracurricular activities students engage in also varies. Sports remain the most popular, with a significant number of students participating in football, basketball, and athletics. According to a study by the Tanzania Institute of Education (TIE) in 2021, about 55% of students in secondary schools participate in sports activities. Other popular activities include music, drama, and academic clubs, which attract about 30% of the student population. These activities not only provide a platform for students to develop their talents but also foster teamwork, leadership skills, and a sense of community.

The advantages of taking part in activities are widely recognized. Supported by research findings. There is evidence that students who participate in activities often exhibit

enhanced academic performance levels along with increased self-confidence and improved social abilities. A recent study conducted by Fredricks and Eccles in 2018 demonstrated that students who partake in activities typically achieve grades and are more inclined to pursue higher education compared to their peers who choose not to get involved. This strong positive connection between engaging in pursuits and achieving excellence emphasizes the significance of promoting student involvement in these activities. The present research seeks to investigate how much students are involved in activities in the Mbulu town council area. By examining the levels of participation, the study aims to shed light on how students participate in school-related activities outside of their regular academic studies. This data will be valuable for gaining insight into the existing scenario of engagement and pinpointing areas that could benefit from enhancement or growth.

The literature reviewed suggests that extracurricular activities can have a positive impact on students' academic performance, social skills, and overall well-being. However, the specific participation rates in the Mbulu context are yet to be determined. The current study will contribute to the existing body of knowledge by providing empirical data on the rate of students' involvement in different extracurricular activities in the Mbulu town council, which can inform educational policies and practices in the region.

2.3.2 Contribution of Extracurricular Activities in Pupils' Academic Achievement

Participating in activities is crucial for education as they are structured and consistent opportunities for students to enhance their skills within or beyond the school

environment, in support of learning goals (Binbaşıoğlu 2000). Such extracurricular activities include agricultural programmes, student leadership, scout units, entertainment activities, sports and games, academic clubs, religion clubs, anti-corruption clubs, environmental clubs, care-giving clubs, and participation in different community activities. European Commission (2021) revealed that extracurricular activities associated with the best academic outcomes are related to extracurricular activities such as debate clubs, Math clubs, language clubs, or the students' newspaper. Also, academically related extracurricular activities are linked with the academic grades of students (Coulangeon, 2008; Neely & Vaquera, 2017). On the side of things. Nonacademic extracurricular pursuits, like music and sports, have also shown associations with behavior and academic performance. Research by Metsapelto & Pulkkinen in 2012 suggests that activities such as music and art can enhance skills. Additionally, Fredricks and Eccles (2008) found that extracurricular activities centered around academics or creative arts often result in grades and increased motivation compared to those focused on sports. However, there are no negative effects of extracurricular participation reported based as time spent on those activities would distract from time spent by students on studies (Gibbs et al., 2015).

Extracurricular activities have been noted to play a role in students' academic achievement and school environment. They help foster leadership skills and ethical growth while promoting socialization. Engaging in activities encourages students to use their leisure time effectively to nurture individuals who value democracy and uphold positive personality traits (Köse 2003). Anyango and Nyonje (2013) said that games,

sports, drama, and music negatively correlate with students' academic performance in public primary schools. The research discovered that as students engaged in activities, their academic performance declined progressively. Thus, other factors could contribute to students' academic achievement in combination with extracurricular activities. The reviewed literature will guide the study to examine parents' knowledge of the contribution of pupils' participation in extracurricular activities to academic performance.

2.3.3.1 The Kinds of Support That Parents Provide to Their Children for Different School Activities

Parental support is crucial in fostering children's participation in school activities, including extracurricular engagements. This support can take various forms, ranging from direct involvement in school events to providing emotional and financial backing. Research has consistently shown that parental involvement is a key determinant of children's success in school activities. Dorsch et al. (2018) explored the various forms of parental support, including emotional encouragement, logistical assistance, and financial backing. Their findings suggest that active parental involvement not only enhances children's engagement in activities but also fosters a positive attitude towards education. Hodge and Danish (2019) emphasized that parents who attend events and volunteer in school activities significantly contribute to their children's motivation to participate. McCormick and Meier (2020) found that parental support, particularly in the form of transportation and attendance at events, plays a vital role in encouraging children to engage in extracurricular activities. Hwang and Kim (2021) conducted a meta-analysis

that revealed a strong correlation between parental support and children's participation rates, highlighting the importance of parental involvement in shaping children's extracurricular experiences. Pomerantz and Moorman (2022) further argue that the type of support parents provide can vary, with some parents focusing on emotional support while others emphasize practical assistance. This diversity in parental support styles can significantly impact children's willingness to participate in extracurricular activities.

One of the primary forms of support parents provide is direct involvement in their children's school life. This includes attending parent-teacher meetings, volunteering in school events, and participating in school governance through parent-teacher associations (PTAs). A study by Epstein (2018) found that students whose parents were actively involved in school activities were more likely to participate in extracurricular activities and perform better academically. This involvement not only shows children that their parents value education but also provides them with the necessary encouragement to engage in school activities. Emotional support is another critical aspect of parental involvement.

Parents who provide a supportive and encouraging environment at home help their children develop the confidence and motivation needed to participate in extracurricular activities. According to a study by Grolnick and Slowiaczek (2019), children who receive emotional support from their parents are more likely to engage in school activities and exhibit higher levels of self-esteem and resilience. This support can include praising children's efforts, providing constructive feedback, and encouraging them to pursue their interests. Financial support is also essential, especially for activities

that require resources such as sports equipment, musical instruments, or fees for club memberships.

A study by the National Center for Education Statistics (NCES) in 2020 found that students from families with higher socioeconomic status were more likely to participate in extracurricular activities due to the availability of financial resources. This highlights the importance of financial support in enabling children to access and participate in various school activities. Moreover, parents can support their children's participation in extracurricular activities by fostering a balanced approach to academics and extracurricular engagements. Encouraging children to manage their time effectively and prioritize their commitments helps them maintain a healthy balance between school work and extracurricular activities. A study by Eccles and Barber (2019) found that students who received guidance from their parents on time management were more likely to participate in extracurricular activities and perform well academically

The current study aims to examine the kinds of support that parents provide to their children for different school activities in the Mbulu town council. By understanding the various forms of parental support, such as emotional encouragement, logistical assistance, and financial backing, the research will shed light on the factors that influence students' participation in extracurricular activities. By providing direct involvement, emotional encouragement, and financial backing, parents can significantly influence their children's engagement in extracurricular activities. Schools and communities should work together to support parents in these efforts, ensuring that all children have the opportunity to benefit from a well-rounded education.

The literature reviewed suggests that parental support is crucial for students' participation in extracurricular activities. However, the specific types of support provided by parents in the Mbulu context are yet to be explored. The current study will contribute to the existing knowledge by providing empirical data on the kinds of support that parents offer to their children for different school activities in the Mbulu town council, which can inform the development of parent engagement programmes and strategies.

2.3.3.2. The Extent to which the Support Provided by Parents Influences Pupils' Participation in Extracurricular Activities

The impact of encouragement on children's involvement in activities is deep and varied in nature, according to research findings presented by Dearing et al (2018). Their study highlighted how the quality and nature of support can play a role in shaping children's participation in these activities and subsequently influence their overall growth and academic achievements. In a study, by Wang and Sheikh Khalil in 2019 researchers found that the level of support, from parents is closely linked to students' success. They concluded that when parents actively participate in activities, it tends to improve students' performance.

Hill and Tyson (2020), in addition, pointed out the importance of parents being engaged in their children's activities as it boosts motivation and active involvement rates, as noted by Fan and Chen (2021). Jeynes (2022), on the other hand, stressed that parental support not only impacts participation levels but also contributes significantly to children's academic progress and social growth. Together, these studies emphasize how crucial

parental assistance is in molding children's participation in activities. Support from parents can come in various ways, like offering backing and being present to help out with activities or provide financial assistance when needed, to motivate kids to engage in extracurricular pursuits.

A study by Grolnick and Slowiaczek (2019) found that children who received emotional support from their parents were more likely to engage in school activities and exhibit higher levels of self-esteem and resilience. This support helps children develop the confidence and motivation needed to explore and commit to extracurricular activities. Financial support is also essential, especially for activities that require resources such as sports equipment, musical instruments, or fees for club memberships. This highlights the importance of financial support in enabling children to access and participate in various school activities. Logistical support, such as providing transportation to and from activities, also plays a significant role in children's participation. A study by the Afterschool Alliance (2018) found that a lack of transportation was a major barrier to participation in extracurricular activities for many students. Parents who can provide reliable transportation enable their children to attend and participate in these activities, thereby enhancing their overall engagement.

Furthermore, the level of engagement in school events can impact how much children get involved in activities, said a study conducted by Epstein (2018). The research revealed that students whose parents actively participated in school activities tended to take part in activities and excel academically at a higher rate. This active involvement conveys to children that their parents prioritize education and also motivates them to

participate in school-related extracurricular activities. The influence of encouragement on kids' involvement in after-school programs is noticeable in the improvement of their abilities and school achievements.

Parents play a role in shaping children's involvement in activities through their support. Be it emotional backing and encouragement, financial backing for necessary resources, and practical support to facilitate participation effectively and efficiently... All these efforts from parents can greatly boost their children's interest and active participation in activities, which ultimately adds value to their growth and success in academics. Schools and communities need to collaborate in aiding parents with the assistance to ensure that every child gets the chance to enjoy an educational experience.

The ongoing research seeks to investigate how parental support for their children's school endeavors impacts their engagement in activities within the Mbulu town council area in Tanzania. The existing literature indicates that the level of support from parents plays a role in determining students' involvement in activities. However, the exact connection between support and participation levels, in the context of Mbulu, remains unexplored. The current study will contribute to the existing knowledge by providing empirical data on the extent to which parental support influences students' participation in different extracurricular activities in the Mbulu town council, which can inform the development of parent engagement strategies and policies.

2.3.3 Relevant Strategies to be Used by Parents in Enhancing Pupils' Participation in Different Extracurricular Activities

Encouraging students to get more involved in activities necessitates collaboration among parents and communities, besides schools playing a role, in fostering and backing their children's involvement in such programs. Epstein and Sheldon (2018) advocate for improved communication between schools and parents regarding activity offerings and schedules. They suggest that fostering open dialogues can significantly increase parental involvement and, consequently, student participation.

Christenson and Reschly (2019) emphasize the importance of creating supportive environments that encourage parental engagement in school activities. They recommend organizing workshops and informational sessions to educate parents about the benefits of extracurricular participation and how they can support their children effectively. Hill and Tyson (2020) suggest that schools should actively involve parents in decision-making processes related to extracurricular programs, which can enhance their commitment to supporting their children's involvement.

Wang and Eccles (2021) further recommend that schools provide resources and support for parents to help them navigate logistical challenges, such as transportation and financial constraints. Seginer (2022) highlights the need for schools to recognize and celebrate parental involvement, which can motivate parents to continue supporting their children's extracurricular engagement. By implementing these strategies, parents can play a pivotal role in enhancing their children's participation in various school activities, ultimately contributing to their academic and social development.

Another effective strategy is to encourage children to explore a variety of activities. By exposing children to different extracurricular options, parents can help them discover their interests and talents. A study by Eccles and Barber (2019) found that students who were encouraged to explore various activities were more likely to find an activity they were passionate about and commit to it. This exploration phase is crucial for children to develop a well-rounded set of skills and interests. Providing emotional support and encouragement is another essential strategy. Parents who create a supportive and encouraging environment at home help their children develop the confidence and motivation needed to participate in extracurricular activities. According to a study by King et al., (2020), children who receive emotional support from their parents are more likely to engage in school activities and exhibit higher levels of self-esteem and resilience. This support can include praising children's efforts, provide constructive feedback, and encourage them to pursue their interests. Financial support is also critical, especially for activities that require resources such as sports equipment, musical instruments, or fees for club memberships.

The current study aims to determine relevant strategies that can be used by parents in enhancing pupils' participation in different extracurricular activities in the Mbulu town council. The literature reviewed suggests that various strategies, such as improved communication, creating supportive environments, involving parents in decision-making, and providing resources and support, can enhance parental involvement and, consequently, students' participation in extracurricular activities. However, the specific strategies that are most relevant and effective in the Mbulu context are yet to be

determined. The current study will contribute to the existing knowledge by providing empirical data on the strategies that can be used by parents to enhance pupils' participation in different extracurricular activities in the Mbulu town council, which can inform the development of parent engagement policies and programmes.

2.4 Research Gap

In the majority of primary schools, the implementation of the academic curriculum is highly prioritised compared to extracurricular activities. The review of the literature has revealed that despite the significance of extracurricular activities toward students' performance, the problem of students' participation in school extracurricular activities has existed long time in history. The majority of the studies have investigated the effects of extracurricular activities like physical education and sports on core curricular learning (Isuja, 2010), life skill clubs, and scouts on various aspects of students' lives, like social change and establishing relationships (Mgimwa & Thulstrup, 2012). However, the literature explains more about the impact of pupils' participation in extracurricular activities with regard to academic improvements, leaving behind parents' perception as an influence on their participation. The perception of parents about students' participation in extracurricular activities is still unclear in the primary schools, and there is a strong need for a better understanding of the parents' attitudes toward students' extracurricular participation and academic success. However, there are hardly any studies that have been undertaken to investigate parents' perceptions of pupils' participation in extracurricular activities in Tanzania, particularly in Mbulu town council primary schools.

2.5 Conceptual Framework

The conceptual framework outlines the variables, both dependent and independent research and how they are interconnected (according to Kombo & Delno in 2006). A conceptual framework helps a researcher structure their thoughts. Carry out a study effectively for completion. The study was based on the variables specified in its objectives.

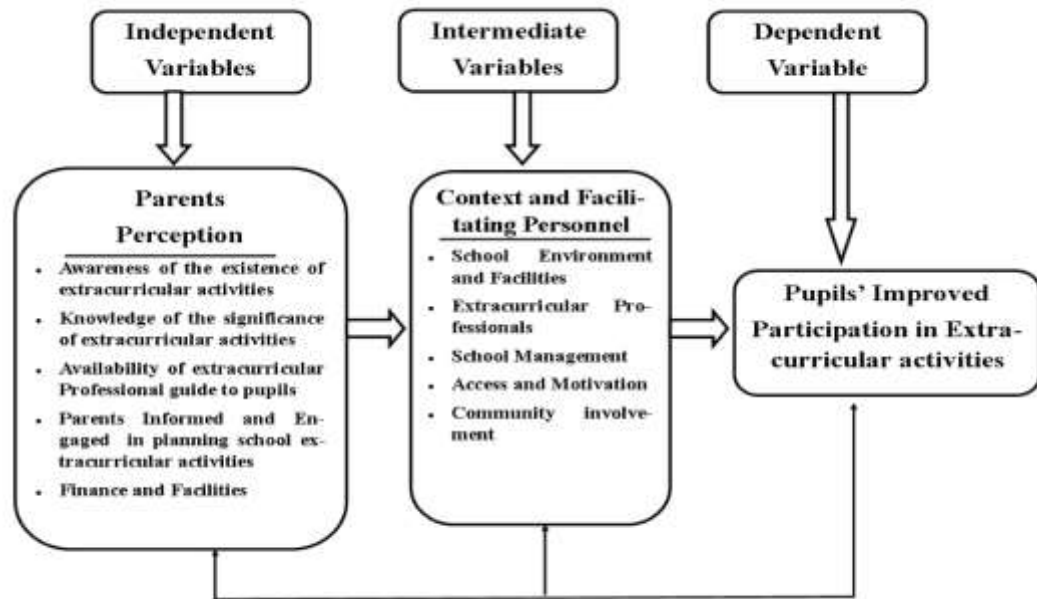


Figure 2.1: Relationship between the variables in the parents' perception on primary school pupils' participation in extracurricular activities

Source: Adopted from Finn (1997) and Modified by the Researcher

In figure 2.1 the rate of primary school participation in different kind of extracurricular activities depends on their parents' perceptions about those activities. When parents are aware and knowledgeable about certain extracurricular activities, when they understand

the significance of those extracurricular activities to students, when they obtain professional guidance from extracurricular experts, when they are well engaged and informed, finance and facilities are in place they are supportive for pupils to participate in those activities. To attain improved participation of pupils in extracurricular activities apart from parents' perceptions other factors such as school environment and facilities, school management, availability of extracurricular experts, access to all students and Motivation, and community involvement should be highly considered.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter introduces the description of the methods that the researcher applied in conducting the research study. The chapter was organised in the following areas: research approach, research design, description of the study area, sampling techniques, data collection procedures, description of data, organization, and analysis procedures. Moreover, ethical consideration for undertaking the study was presented in the last section of this chapter.

3.2 Research Paradigm

The research paradigm serves as the fundamental philosophical framework guiding the entire study. It represents the researcher's worldview, encompassing their ideas, beliefs, assumptions, and biases, which collectively influence how the research is conducted. (Cohen et al., 2018). This study was underpinned by the Pragmatism research paradigm, which asserts that reality is subject to interpretation and negotiation in response to evolving and unforeseeable circumstances (Creswell & Poth, 2018). The Pragmatic paradigm was selected based on the principle that the effective research methods are those that best address the research inquiry at hand. Pragmatism frequently integrates both quantitative and qualitative methodologies to explore facets of a research issue.

3.3 Research Approach

The study employed a mixed-methods research approach. A mixed-methods approach refers to the form of research that incorporates both quantitative and qualitative methods (Almalki, 2016). According to Hanson et al (2005), a mixed-methods research approach refers to data collection and analysis where both qualitative and quantitative methods are used in the same study. The mixed method approach was chosen by the researcher so that they can be able to obtain both statistical and detailed information about the extent to which parents' perceptions influence their children's participation in extracurricular activities (Cresswell & Cresswell, 2023). Moreover, the mixed methods research approach allowed the researcher to engage with participants in naturalistic contexts where they could voice out their opinions and beliefs.

3.4 Research Design

The study employed a convergent parallel mixed-methods research design whereby quantitative and qualitative data were collected at the same time and analyzed separately (Cresswell & Cresswell, 2023). This design allows for the collection of data from multiple sources, including questionnaires, interviews, and focus groups. After both analyses were complete, the findings were compared to draw overall conclusions by triangulating quantitative with qualitative findings. The design was chosen to comprehensively analyze the research problem by merging qualitative and quantitative data on the influence of parental perceptions on pupils' participation in school extracurricular activities. Areas of convergence or divergence between qualitative and quantitative results were well discussed.

3.5 The Study Area

The current study was conducted in Mbulu Town Council one among the administrative districts of the Manyara region in northeastern Tanzania. This area was purposefully selected due to its unique educational landscape, characterized by a significant number of primary schools with extensive coverage areas, some of which include school farms, playgrounds and the society core activities are farming and pastoralism (URT, 2023). Notably, the district faces challenges with low participation rates in extracurricular activities among students, which is compounded by reported conflicts arising from parents restricting their children's involvement in these activities. Mbulu town council was used as a case study as it has primary schools with a large area which allows pupils' participation in different extracurricular activities to provide a clear picture of the extent to which parents' perception influences on pupils' participation in extracurricular activities. The study considered students, parents, teachers, educational administrators and other educational stakeholders in Mbulu Town Council.

3.6 Population, Sample and Sampling Procedures

3.6.1 Study Population

According to Austoto (2015) population refers to the whole group of people or object with similar features. The study targeted population refers to the total collection of individuals and objects on which the research data will be obtained. The population for this study comprises of all primary school pupils in seventeen primary schools in ward centers, all head teachers on respective schools, academic coordinators, entertainment,

sports and games teachers, religious club supervisory teachers, and other clubs guard teachers, chairperson of the school committee and District Education Officer in Mbulu town council.

3.6.2 Sample Size

In research a sample refers to a subset of individuals selected from a population that the researcher is studying to gather information and make inferences (Ezzy, 2002). The study strategically selected a sample of 150 respondents from four selected primary schools with unique feature of having plenty schools' farms and playgrounds and being at the center of the four division of Mbulu town council. The sample size of 150 respondents in this study can be considered appropriate for a convergent parallel design, as it allows for the collection of both in-depth qualitative data and sufficient quantitative data for statistical analysis. The researcher selected the stated number of samples to find out reliable data at the point of saturation for this study. The sample size to be selected for this study were summarised in table 3.1 below

Table 3.1: Sample Matrix for the proposed sample

Items	Population <i>N</i>	Sample size <i>n</i>	Sampling Techniques
Students	1498	68	Stratified sampling
Teachers	417	13	Purposive sampling
Head teachers	68	04	Purposive sampling
Parents	1463	60	Purposive sampling
School Committee chair	68	04	Purposive sampling
District Education Officers	05	01	Purposive sampling
Total	3519	150	

Source: Researcher (2022)

3.6.3 Sampling Techniques

Sampling involves choosing individuals or objects, for examination in a manner that ensures they accurately reflect the population or group they are selected from (Creswell & Creswell, 2023). The study adopted purposive sampling to obtain four primary schools by considering four schools which represents the characteristics of all schools in the district of having a plenty school farm and play grounds and the school is located in ward centres of the four division of Mbulu town council, the schools selected have common characteristics for example playgrounds, school farms, and their facilities were used for organizing different ward competitions. The study used stratified sampling to select 68 students after dividing them in strata of the grade they are studying, gender and they types of extracurricular activities they prefer. A random sample was then drawn from each stratum ensuring that the sample reflects the diversity of the entire population. The four (4) headteachers, thirteen (13) club teachers, four (4) chairperson of school committee and one (1) district education officer were purposively selected basing on their responsibilities.

3.7 Data collection methods and instruments

Gathering data involves collecting information to support or disprove findings (Kothari, 2004). Research methods, for data collection encompass all tools used by a researcher to gather information from study participants (Kumar, 2011). In this study data collection process involves using methods to gather both secondary data. By triangulating methods, like this helps enhance the accuracy and dependability of the collected data (Adam & Kamuzora, 2008). A research tool is a method used to gather data which includes the use

of instruments, like observations and surveys (Bryman, 2012). The research utilized surveys and interviews along with group discussions to gather data and reviewed documents to collect secondary data, for addressing the research problem outlined below.

3.7.1 Questionnaires

Questionnaires consist of a series of written inquiries that participants typically respond to in order to gather information (Creswell, 2014). One key limitation of questionnaires is that respondents must possess the ability to read the questions and provide answers to them effectively; therefore, certain demographic segments may find questionnaire surveys less suitable for them. Given that this research focuses targeting primary school students from the grade five onwards who possess the skills of reading and writing as well as critical thinking abilities that are necessary, for this instrument's relevance.

Questionnaires have four functions; they are used to gather the information and in a standardized way, for analysis. Additionally, they help reduce bias when creating and presenting questions while also ensuring that the questions are interesting and diverse (Cohen et al., 2018). The researcher administered questionnaires to students to explore rate of pupils' participation in different extracurricular activities and determine different forms of support provided by parents for pupils to participate in school extracurricular activities in Mbulu town council primary schools. Parents were also provided with semi-structured questionnaires to provide their perceptions regarding students' participations

and kind of support they provide for their children to participate in organized school extracurricular activities.

3.7.2 Interviews

An interview is a way of gathering information that includes an, in person discussion between the researcher and a participant either face to face or through the communication media (Creswell & Creswells, 2023). To delve into the core topics, within individuals' life experiences and interpret their significance is the goal of research interviews (Cohen et al., 2018). The essence of interviewing lies in grasping the meaning behind what interviewees express. Interviews are conducted when researchers find it important to engage in face, to face discussions with individuals to exchange ideas in a conversation that revolves around shared interests involving inquiries, from the interviewer to prompt replies from the interviewee.

In this study, the researcher employed unstructured interviews to obtain in-depth information about the study. The researcher interviewed the headteachers, club teachers and district primary education officer on the relevant strategies to be used by parents in enhancing pupils' participation in different extracurricular activities in Mbulu town council primary schools. The interview schedule was about to identify the respondents who will be involved in the interview process as well as indicating the time table for the interview.

3.7.3 Focus Group Discussion

Focus group discussion (FGD) is a qualitative research approach that involves gathering a group of individuals, for conversations focused on a particular subject (Creswell & Creswells, 2023). This method proves useful, for gaining insights that go beyond what a simple survey can provide when delving deeper into an issue is necessary (Johnson & Christensen, 2014). The key element that distinguishes them from an interview is the dynamic exchange, between participants focused on asking open ended questions that don't lend themselves to simple "YES or NO" responses. The group setting encourages participants to share stories, opinions, and experiences that may not emerge in individual interviews (Cohen, Manion & Morrison, 2018). FGDs are particularly suitable in communities with a strong oral tradition. The interactive nature of FGDs allows the moderator to probe for clarification and deeper understanding of participants' perspectives. This is crucial for uncovering the "why" and "how" behind parental knowledge and support.

The researcher formulated two groups from each school with its members purposively selected basing on their responsibility in the school board and they had a child studying in a particular school. The discussion was moderated by the researcher while the members comprised parents together with chairpersons of the school committee to examine parental knowledge about the contribution of extracurricular activities in pupils' academic achievement and to examine the extent to which the support provided by parents for their children influence their participation in different extracurricular activities in Mbulu town council primary schools.

3.8 Data Analysis and Presentation

Data analysis involves applying logical reasoning to transform data into information (Creswell & Poth, 2018). The researcher analysed data collected from semi-structured questionnaires and unstructured interview questions through thematic analysis, following the six steps proposed by Braun and Clarke (2006). The quantitative data collected from structured questionnaires were analyzed using descriptive statistics using Statistical Package for Social Sciences (SPSS) version 20, and the findings were presented in tables showing frequencies and percentages for easy interpretation.

3.9 Data Validity and Reliability

To ensure the accuracy of a research study, its results must be both dependable and meaningful; validity pertains to how the research tool aligns with its intended measurement objectives (Johnson & Christensen, 2014). Reliability means the consistency of an instrument to produce similar results from similar respondents over time (Cohen et al., 2018). To ensure research instruments' validity and reliability, the pre-test and pilot study were conducted in two primary schools in the Mbulu town council. The schools selected for pre-test and pilot study have similar characteristics to the sampled schools for the study, and they were not included in this study.

3.10 Ethical Considerations

According to Kombo and Tromp (2006), ethical concerns typically revolve around respecting individuals' autonomy and well-being as ensuring fairness; thus, adhering to research ethics helps minimize potential harm to those providing information. The

researcher, before going to the field work, obtained research clearance and a research permit from both the Open University of Tanzania and the Mbulu town council authorities.

Respondents' consent was assured before gathering any data, as the respondents were briefed through presentations by the researcher and promptly attached cover letters to the questionnaires. The privacy of respondents' information was respected as the researcher presented the qualitative quotes using pseudonyms. However, the researcher paid close attention to the varied cultural, religious beliefs, and gender disparities among respondents.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The chapter in the foremost part has presented the respondents' demographic information based on gender, age, education level, and work experience. Afterward, the study findings were presented as per the study objectives and questions in the following sections.

4.1.1 Questionnaires Return Rate

The proportion of the sample that participated in all the research procedures was identified by a researcher based on the number of questionnaires returned. The study participants consisted of 150 respondents, among whom the questionnaire was administered to 68 students. A total of 12 teachers, 4 head teachers, and 1 DPEO were interviewed. However, a focus group discussion was conducted with 50 parents and 4 school committee chairpersons. All the questionnaires administered to students were filled out and returned. This represented a total of 138 out of 150, which yields an 87% response rate, considered satisfactory to conclude the study. This agrees with Mugenda and Mugenda (2019), who stated that a 50% response rate is adequate, 60% is good, and above 70% is rated very well. This implies that, based on this assertion, the response rate in this case of 100% was good to work with.

4.2 Demographic Information of the Respondents

This section, presents information on respondents' gender, age, the highest level of education attained, Computer training level, and Work experience in years. The summary of the findings was presented in the subsections below.

4.2.1 Gender of the Respondents

The respondents were first asked to indicate their gender by ticking their respective gender in the closed-ended questionnaires. From the response, 59% of the respondents are female, while 41% are male. The findings of respondents' gender are presented in Table 4.1 below.

Table 4.1: Presents the summary of Students' Gender (n=68)

Gender	Frequency	Cumulative Percent
Female	40(59%)	59
Male	28(41%)	100
Total	68(100%)	

Source: Field Study (2023)

Gender emerged as a significant factor influencing learners' interests in extracurricular activities. From the findings of the study, it is clear that more than half, 40(59%) of the respondents in the current study were female compared to their male 28(41%) counterparts. In several studies, gender differences and participation in extracurricular activities in primary school have been reported (Topuz, 2020). The findings indicated that boys and girls often exhibited distinct preferences, with boys gravitating towards

sports and outdoor activities. In contrast, girls showed a stronger inclination towards creative pursuits such as music, dance, and art.

Table 4.2: Presents the summary of Other Respondents Gender (n=70)

Gender	Frequency	Cumulative Percent
Female	36(51%)	51
Male	34(49%)	100
Total	70(100%)	

Source: Field Study (2023)

Gender distribution of parents, head teachers, DPEO, and chairman of the school board has been highlighted, indicating that females dominate the study compared to their male counterparts. Therefore, it is beneficial to have more females in educational institutions as it is an educational improvement, as traditionally, males were the ones who dominated in all the educational institutions, though the participation of males should be upgraded.

4.2.2 Age of the Respondents'

To establish the respondents' ages, they were asked to indicate their ages by ticking the respective age interval corresponding to their age in years on the provided questionnaires. Respondents' age distribution summary is represented in Table 4.3 below.

Table 2.3: Presents the summary of Students' Ages (n=68)

Age of Respondents	Frequency	Cumulative Percent
08 - 10 Years	20(30%)	20
11 - 13 Years	45(66%)	65
14 Years and Above	3(4%)	100
Above 17 Years	0(0%)	100
Total	68(100%)	

Source: Field Study (2023)

The results in Table 4.3 above indicate that 66% of the students were in the age range from 11 - 13 years, 30% were in the age bracket 08 - 11 years, and 4% were in the age bracket 14 years and above. The findings indicate that 65(96%) of the respondents were above seven years, which is a reasonable age for pupils to choose and provide their views on the extracurricular activities to participate in at schools.

Table 4.4: Presents the summary of other respondents' Ages (n=70)

Age of Respondents	Frequency	Cumulative Percent
25 - 30 Years	0(0%)	0
31 - 35 Years	21(30%)	30
36 - 40 Years	18(26%)	56
41 – 50 Years	22(31%)	87
Above 51Years	9(13%)	100
Total	70(100%)	

Source: Field Study (2023)

The findings in table 4.4 above indicate that all parents and teachers were above 30-years old which is the youth and adult age group to pursue parenting and guiding

responsibilities of the pupils. Few of the respondents 9(13%) they are elders of above 50 years. The findings indicate that 61(87%) of the respondents were above thirty years and below fifty years, which is the age group of active parents and teachers who can support and guide pupils on their participation on extracurricular activities, their insights were valuable and genuine to explain the influence of parents' perceptions for pupils' participation in extracurricular activities in primary schools.

4.2.3 Respondents' Level of Education

Education plays a role in shaping a person's perspectives and understanding of social phenomena; it can greatly influence how an individual responds to different situations based on their level of educational attainment. The survey participants were thus requested to specify the qualification they had achieved. The findings were tabulated in Table 4.3 below.

Table 4.5: Presents the summary of Respondents' Educational Level (n=68)

Class	Frequency	Cumulative Percent
Standard Six	27(40%)	40
Standard Five	19(28%)	68
Standard Four	13(19%)	87
Standard Three	09(13%)	100
Total	68(100%)	

Source: Field Study (2023)

The percentages in Table 4.5 show that 27(40%) of the students were in standard six, 19(28%) were from common five, 13(19%) of them were from class four and 9(13%) were from class three. It can be concluded from the study's finding that by and large, a

cumulative number of the pupils 46(68%) were in standards six and five, in which they are mature enough to provide reasons and make choices in different extracurricular activities to participate in school.

Table 4.6: Presents the summary of Parents Educational Level (n=70)

Class	Frequency	Cumulative Percent
Standard Seven	25(36%)	36
Form Four	13(19%)	55
Form Six	05(07%)	62
Certificate	8(11%)	73
Diploma	12(17%)	90
Bachelor degree	07(10%)	100
Postgraduate		
Total	68(100%)	

Source: Field Study (2023)

It was depicted that respondents who are parents, teachers, head teachers, chairperson of the school board and district education officer has progressed in education, showing cumulatively that 45(66%) of them had form four education and above while few of the participants 25(36%) have attained standard seven education. However, the findings highlighted the interplay between the level of education, roles in school, and society. While higher levels of education may correlate with certain positions of authority and influence, including individuals with varying educational backgrounds, also brings diversity of perspectives and experiences, which can enrich decision-making processes and contribute to a more comprehensive educational environment and practices.

4.3 The rate of pupils' participation in different school extracurricular activities in Mbulu town council primary schools

The first objective of the current research study sought to assess the rate of pupils' participation in different extracurricular activities in Mbulu town council primary schools. To address this objective, the researcher developed questionnaires with a 5-point Likert scale to assess the rate of pupils' participation in different school extracurriculars which asked the respondents to put a tick on the items which they considered to be their preferences and for the open-ended questions to provide the correct response. The responses indicating agreement and strong agreement were grouped into the "Agreed" column while those showing disagreement and strong disagreement were grouped into the "Disagree" column, as outlined in the table below.

Table 4.7: Students Rate of Participation in Extracurricular activities (n=68)

Statement	Responses			
	Agreed f (%)	Undecided f (%)	Disagreed f (%)	Total %
Religious programmes	64 (94%)	4(06%)	0(00%)	68(100%)
Agriculture programmes	54(79%)	9(13%)	5(08%)	68(100%)
Sports and games	63(93%)	2(03%)	3(04%)	68(100%)
Academic clubs	59(87%)	5(07%)	4(06%)	68(100%)
Music and dancing	32(47%)	15(22%)	21(31%)	68(100%)
Scout activities	37(54%)	11(17%)	20(29%)	68(100%)
Student government	24(35%)	17(25%)	27(40%)	68(100%)
Volunteering activities	39(57%)	10(15%)	19(28%)	68(100%)

Source: Field data (2023)

From the findings in table 4.7 above it is notable that the majority 64(94%), 63(93%), 59(87%) and 54(79%) of the pupils most frequently participate to extracurricular

activities of religious programmes, sports and games, academic clubs and agriculture programmes respectively compared to other activities. While average number of pupils 39(57%), 37(54%) and 32(47%) participate in volunteering activities, scouts' activities and music and dancing, respectively while least number of pupils 24(35%) reported to participate in students' government. This finding indicates that students tend to participate more in the activities indicated in the school timetable compared to those not indicated in the timetable and those with entry criteria.

In open ended questionnaires students reported that they participated in activities which were well structured in the school timetable and those highly supervised by teachers as student **P** in one school reported that; *"In our school, it is a must for students to attend religious clubs, sports and games and agriculture activities in the school farms as indicated on the timetable, and responsible teachers are highly supervising us"*

Student **Y** in another school reported that: *"There is severe punishment from supervisory teachers to pupils who are found not to attend in sports and games, religious sessions, and in agriculture activities, and sometimes our parents are called during punishment."*

These views by student **P** and **Y** from different schools suggests that the rate of student participation in preferred activities depends on the school's organizational timetable and the level of supervision in schools. The findings of this study align with those of Prianto (2016) and those of Zaff and Blair (2021), who noted that students are more likely to engage in well-structured and supervised school activities compared to less organized ones. These findings suggest that participation in structured extracurricular activities is associated with improved academic performance and stronger social relationships,

highlighting the critical role of such programs in promoting holistic student development. Additionally, the results corroborate Wang and Eccles (2020), who emphasized that factors such as parental support and the school environment significantly influence students' participation rates in extracurricular activities. The observed participation rates in structured school activities align with the threshold framework, which suggests that students must balance their involvement in extracurricular activities with their academic responsibilities to fully realize the benefits of these programs without compromising their academic achievement.

4.3.1 Factors influencing students' participation in extracurricular activities

In determining what factors influence participation in different school extracurricular activities, the researcher developed a closed-ended questionnaire question for students to tick the most correct answer for their choice to indicate the influencing factors for their participation in different school extracurricular activities. Their responses are tabulated in Table 4.8 below;

Table 4.8: Influencing Factors for Pupils' Participation in School Extracurricular Activities (n=68)

Statement	Agreed f (%)	Undecided f (%)	Disagreed f (%)	Total %
School environment and facilities	51(75%)	13(19%)	04(06%)	68(100%)
Teachers' Guide and support	32(47%)	19(28%)	17(25%)	68(100%)
Parents' Guide and Support	29(43%)	13(19%)	26(38%)	68(100%)
Peer influence	42(62%)	06(09%)	20(29%)	68(100%)
Self-choice	24(35%)	16(24%)	28(41%)	68(100%)
Potential benefits of the activity	27(40%)	19(28%)	22(32%)	68(100%)

Source: Field data (2023)

The study findings in table 4.8 above show that more than an average 51(75%) and 42(62%) of the pupil agreed that they are influenced by school environment and facilities available and their peers to participate in different extracurricular activities, respectively. A smaller number of pupils 32(47%), 29(43%) and 27(40%) reported that teachers' guide influenced them, parents support and potential of benefits respectively. The least, number of pupils 24(35%) reported that their self-choice influenced them. These findings indicate that pupils were influenced to participate in different school extracurricular activities by factors beyond their self-choice and potential benefits. Pupils participate on activities which their school environment and facilities supported and when they receive support from peers, teachers and parents. Those who disagreed it might be they don't understand the potential benefits of particular extracurricular activities; their school environment and facilities are not supportive or maybe they lack support from their peers, teacher and parents.

Apart from the findings obtained through closed-ended questions, the study also included open-ended items designed to capture pupils' personal views. These responses provided valuable insights that complement and confirm the quantitative findings. The pupils' opinions reveal diverse experiences shaped by the school environment, availability of facilities, peer influence, and guidance from teachers and parents. For instance, Pupil **B** from one school emphasized the influence of a well-resourced environment, stating: *"Here, the majority of pupils engage in sports and games because we have plenty of playgrounds which support football, netball, basketball, and volleyball"*. In contrast, Pupil **M**, a female student from another school, reported: *"Girls*

in our school cannot participate in football and volleyball because there is only one playground for male football and volleyball, and we cannot play together”.

Concerns were also voiced by students with disabilities. For example, Pupil **Z** pointed out a lack of inclusive infrastructure, stating: *“The facilities for learners with disabilities to participate in extracurricular activities like sports, games, music, and dancing are not availed in this school”.* Moreover, Student **Q** expressed concern about how limited support from key stakeholders affects engagement: *“Some students don’t like certain activities, but they often have no choice. Due to limited support in terms of facilities and guidance from parents and teachers, they tend to avoid participating until they are forced”.*

The findings also revealed the highly individualized nature of learners’ interests. While some students preferred solitary activities that allowed for personal exploration, others were more inclined toward group-based engagements that foster social interaction. Illustrating the role of peer influence, Pupil **W** shared: *“My friends and I insist on each other to attend religion, academic club activities, and sports”.* However, Pupil **R** highlighted challenges within peer dynamics, noting: *“Pupils are not participating because they are lazy, and other students are aggressive; some pupils dominate extracurricular activities and demoralize others from participating”.*

Parental and teacher support also appeared to shape participation levels. Pupil **E** stated: *“I attend academic club and sports because my parents support me and my club teachers always support and guide us well”.* In contrast, Pupil **J** described how academic pressure can limit involvement in extracurricular activities: *“School*

overemphasizes studying, especially for exam classes. We are not allowed to engage in extracurricular activities for fear of getting injured, and our parents also comply with the school mission; they provide less support for extracurricular activities than for academic matters”.

These qualitative insights reinforce the complexity of factors influencing pupils’ participation in extracurricular activities and reflect the diverse realities shaped by school context, social support, and personal motivation.

The findings of this study indicate that the school environment, availability of facilities, perceived benefits of extracurricular activities, and support from peers, teachers, and parents significantly influence students’ participation in these activities. Students are more likely to engage in extracurricular activities when the school environment is supportive, facilities are adequate, and the benefits of participation, encouragement from peers, teachers, and parents, further enhance participation rates. These findings align with Kisango (2016), who identified the school environment, facilities, perceived benefits, and social support as key drivers of student engagement in extracurricular activities.

Moreover, the study reveals a notable disparity in participation rates between urban and rural schools, consistent with findings by Mkumbo (2019), which depicted that rural and urban disparities in participation can be attributed to better access to resources, stronger parental support, and greater emphasis on extracurricular programs in urban schools. These results also resonate with Wang and Eccles (2020), who underscored the

significant influence of parental support and the school environment on students' participation in extracurricular activities.

The findings can be interpreted through the lens of the threshold framework, which posits that students' ability to benefit from extracurricular activities depends on balancing participation with academic demands. In supportive school environments with adequate facilities and encouragement from key stakeholders, students are better positioned to engage in extracurricular activities without compromising their academic performance. This balance is critical, as it allows students to harness the developmental benefits of extracurricular activities while maintaining their academic responsibilities. However, the lower participation rates in rural schools suggest that limited resources and support may hinder students from reaching this threshold, restricting their ability to fully engage in and benefit from these activities. Thus, the primary schools need equitable access to resources and support systems to optimize student participation and its associated benefits across diverse school contexts. Primary school administrators, in collaboration with stakeholders, can enhance student engagement, well-being, and overall academic success by creating an inclusive and supportive environment that prioritizes access to diverse opportunities, communicates the benefits of participation, and fosters social support networks.

4.4 Parental Knowledge about the Contribution of Extracurricular Activities in Pupils' Academic Achievement

The study second objective aimed to examine parental knowledge about the contribution of extracurricular activities in pupils' academic achievement in Mbulu town council

primary schools. Extracurricular activities have been shown to positively contribute to students' academic achievement, but little is known about parents' knowledge and perceptions of this relationship. To investigate those findings, the researcher provided parents with structured questionnaires with Likert scale to tick the most appropriate response which present their knowledge of extracurricular contributions to pupils' academic achievements and the results were summarized in the table 4.9 as follows;

Table 4.9: Parents Knowledge on the Contribution of Extracurricular Activities in Pupils' Academic Achievement (n=60)

Statement	Agreed f (%)	Undecided f (%)	Disagreed f (%)	Total %
Influence school attendance	44(72%)	1(03%)	15(25%)	68(100%)
Improves Grades and Scores	39(65%)	4(07%)	17(28%)	68(100%)
Distract learning concentration and time	14(23%)	3(06%)	43(71%)	68(100%)
Develop Socio-emotional skills	45(75%)	5(09%)	10(16%)	68(100%)
Motivates for career growth	36(60%)	16(27%)	8(13%)	68(100%)
Develop practical skills	41(68%)	6(11%)	13(21%)	68(100%)

Source: Field data (2023)

The findings in Table 4.9 above depicts that majority of the parents 45(75%) agreed that extracurricular involvement helps students develop important social-emotional skills like teamwork, communication, and leadership. These skills were viewed as indirectly supporting academic success. Also majority of the parents 44(72%) recognized that extracurricular activities can have positive influence on pupils' school attendance, majority of the parents 41(68%) agreed that extracurricular activities improves students' abilities of developing practical skills especially for activities like agricultures, subject clubs and volunteering activities at schools. Many parents 39(65%) recognized that extracurricular activities can have a positive impact on their children's grades and test scores especially when they participate in subject clubs. Some parents 14(23%) expressed concerns that extracurricular commitments could be a distraction from schoolwork if not balanced properly. Those parents felt that extracurricular activities were not essential for academic achievement and that students should focus primarily on their studies.

During the focus group discussion, parents and chairman of the school board were of different opinions regarding their knowledge on the contribution of extracurricular activities on students' academic achievements. While most parents valued extracurriculars, a few were skeptical. Many parents acknowledged the positive effects of extracurricular activities on academic performance. Parent **A** opined that: *"I have seen my child's grades improve since he started participating in the Mathematics and English club; it really helps him understand the material better than before."*

Other parents perceive extracurricular activities improve students' attendance especially to activities that motivate them to refresh compared to production activities. Parent **C** perceived that *"My kids were very kind with attending sports, volunteering activities, academic clubs and study tours they don't miss school on those days compared to when there is agriculture and scout activities after lunch they hesitate going back to school."*

Parents also noted that extracurriculars foster essential social-emotional and practical skills. One chair of schoolboard remarked that, *"Being part of the soccer team has taught my daughter teamwork and leadership, which I believe are just as important as her grades."*

Some parents expressed worries about extracurricular overcommitment distract learning concentration and time. Parent **D** mentioned, *"I worry that if my son is too involved in sports, he Will not have enough time for his homework, and that balance is crucial for success."* Another parent **H** cemented that *"I don't think activities outside of school are necessary for academic success; focusing on studies should come first."*

One chair of the school board also pointed the influence of socioeconomic status as parents from different backgrounds showed varying levels of understanding. A high-achieving parent noted, *“We prioritize extracurriculars because we see how they complement academics, but I know not everyone has the same resources to support their child participation.”*

From the study findings it is evidenced that most parents recognize the positive influence of extracurricular activities on academic performance, linking them to improved grades, school attendance and essential life skills. Parents acknowledge that participation in these activities fosters social-emotional skills and practical skills development, which indirectly support academic success. Parental understanding of the benefits of extracurricular activities varies significantly with socioeconomic status, indicating a gap in awareness and access. The findings were in tandem with those of European Commission (2021) which revealed that extracurricular activities are associated with the best academic outcomes are related extracurricular activities such as debate clubs, Math club, and language clubs or students’ newspaper.

Also, academically related extracurricular activities are linked with the academic grades of students (Coulangeon, 2008; Neely & Vaquera, 2017). On the other hand, non-academic extracurricular activities such as music, art, and sports have also been linked with higher adaptive behavior, academic grades, and academic working skills (Metsapelto & Pulkkinen, 2012). These findings are in line with the threshold framework that advocates for balancing engagement in extracurricular activities and academic activities without compromising any activity. Therefore, highlights the need

for schools to engage parents in understanding the benefits of extracurricular activities, ensuring that all families can support their children's holistic development.

There is a prevalent concern among parents about the potential for extracurricular activities to interfere with academic responsibilities, highlighting a need for balance. While the majority value extracurricular involvement, a minority remains skeptical, particularly among parents of lower-achieving students. The findings were supported by Eccles (2010) and Fredricks (2012) who highlighted that students' high-level participation in school extracurricular activities weakens their concentration to study with others. It takes time away from academic pursuits, and the stress of balancing multiple extracurricular activities affects academic performance negatively. From the threshold theory parents are advised to guide their children on moderate participation in extracurricular activities to provide students with an optimal number of contexts to foster relationships with peers and promote a greater sense of school belonging (Knifsend & Graham, 2012).

Those concerns call for schools to provide clear information to parents about the benefits of extracurricular activities, emphasizing their role in academic success. Also to organize workshops that educate parents on balancing extracurricular commitments with academic responsibilities, including time management strategies. Create initiatives that actively involve parents in school activities, fostering a collaborative environment that supports student achievement. Implement regular feedback mechanisms to gauge parental perceptions and knowledge, allowing schools to address gaps and improve engagement strategies.

4.5 The extent of Parental support on pupils' participation in different school extracurricular activities in Mbulu town council primary schools.

The current study's third objective was to examine the extent to which the support provided by parents influence their children's participation in different school extracurricular activities in Mbulu town council primary schools. To explore those findings, the researcher, in the foremost part, provided students with closed-ended questionnaires to tick the correct response that suited their choice. In the second subsection, the researcher reported findings from the focus group discussion with the parents and chairman of the school committee to triangulate students' conclusions.

To explore students' responses on the kind of support they receive from their parents for them to participate in different school extracurricular activities they were provided with closed-ended questionnaires, which they filled it as instructed. The researcher computed frequencies and percentages of the respondents, which were summarized in table 4.10 below:

Table 4.10: Supports Parents Provide for Pupils to Participate in extracurricular activities (n=68)

Statement	Agreed f (%)	Undecided f (%)	Disagreed f (%)	Total %
Financial support	27(40%)	5(07%)	36(53%)	68(100%)
Facilities and tools	26(38%)	1(06%)	38(56%)	68(100%)
Guidance and encouragement	51(75%)	6(09%)	11(16%)	68(100%)
Choice of extracurricular activity to participate	24(35%)	7(11%)	37(54%)	68(100%)
Home practice of extracurricular activities	44(65%)	2(03%)	22(32%)	68(100%)

Source: Field data (2023)

The findings of the current study in Table 4.10 show that majority, 51(75%) and 44(65%) of the pupils reported that they receive guidance and encouragement and home practice of extracurricular activities support from their parents respectively, and to the other hand majority of the pupils 38(56%), 37(54%) and 36(53%) reported that they disagreed receiving facilities and tools, choice of the extracurricular activities and financial support respectively from their parents. The findings indicated that pupils receive fewer facilities and tools support, less support on the type of extracurricular activities to choose, and less financial support from their parents.

During the focus group discussion, parents and the chairman of the school board were of different opinions regarding the kind of support they provide for their children to engage in various extracurricular activities. Parent **K** had this to say: *“What I make sure of is my children have uniforms and exercise books; they can do the other activities in the school depending on the facilities available.”* The opinion of the majority of parents is that they are comfortable when their children practice extracurricular activities at home like farming at home garden, playing sports and games with their peers at home as they are under the care of parents and any relative as reported by parent **N** that: *“Let the children study more at school, and when they are at home, they can comfortably play with their friends and weed the garden under our supervision”*. Some parents were of the opinion that extracurricular activities have no benefit for their children than school benefits as parent **Z** reported that: *“I know pupils take hoes from home to farm school farms, and yet we have to contribute to the food they have to take in school.”*

Parent **U** also cemented that: *“When pupils concentrate on school extracurricular activities like agriculture, music, sports and games, they lose concentration to studies, and they think of playing every time which may result to failure in studies”*. Some chairmen of the school committee opined that they insisted parents several times on supporting their children to engage in different school extracurricular activities for the career prospect of their children as well as they can practice those activities at home as reported by chairman **G**: *“Currently, the rate of educated people is increasing, and they are unemployed; when our children are well supported to practice extracurricular activities of their wish they may rise their career and employ themselves in those activities or cultivate their talents”*.

Chairman **T** depicted the conflicting interests between teachers and parents about the teachers' role in supervising school extracurricular activities and what parents perceive as he reported that. *“Most parents here are reluctant to contribute funds to purchase even sport shoes and gumboots for their children's’ because they believe those activities benefit teachers and schools; while it is not true.”*

Concurrently Chairman **I** reported that:

Parents sometimes are not supportive because when their kids get any challenge on the practice of those activities, for example, last year pupils got an accident when they attended sport competition at district level the injured children were abandoned to parents. This poses serious challenge as parents restrict their children's to practice in some school extracurricular activities.

These findings regarding the kinds of support that parents provide to their children for participating in different extracurricular activities at primary schools reveal a complex landscape of involvement. While many parents recognize the importance of

extracurricular activities for their children's development, various challenges hinder their participation and support. Parents typically engage in several forms of support for their children's extracurricular activities, including attending events, providing transportation, and encouraging participation. This finding is in line with that of Dorsch et al. (2018) who suggest that active parental involvement not only enhances children's engagement in activities but also fosters a positive attitude towards education.

In addition, emotional encouragement plays a crucial role. Parents often emphasize the importance of emotional support, encouraging their children to pursue their interests and providing motivation. Many parents express their desire to motivate their children to participate in various activities. Despite the recognition of the importance of extracurricular activities, several barriers limit parental involvement. These findings were supported by Eccles and Barber (2019) who found that students who received guidance from their parents on time management were more likely to participate in extracurricular activities and perform well academically.

It is evident that parents have different perceptions of supporting their kids in practicing various school extracurricular activities. Those perceptions determine the rate of which their children practice any extracurricular activity at school as proposed by Reverter et al. (2013) who highlighted that students' participation in extracurricular activities depends on parents' awareness of the range of extracurricular activities available to their children in schools. Parents with knowledge of available school activities tend to have their children participate more in those activities compared to parents who are less knowledgeable about the range of extracurricular activities in schools.

Misconceptions about the potential benefit of students' extracurricular activities and practices were also dominant to parents as they believed it was for the school's and teachers' benefit. This worsened their support for learners to participate on those activities. This view was also found by Torregrosa et al., (2017) who depicted that parents provide more support to teaching and learning materials compared to other curricular activities, with the perception that the activities are for the teacher and school benefit. The risks encountered on those activities also diminish parents' support for their children to practice those activities, as they believe that when their children encounter harm, they are responsible for being alone and not at school anymore.

Parental guidance emerged as a significant factor influencing learners' choices in extracurricular activities. The findings indicated that parental involvement, encouragement, and support were crucial in shaping students' interests and participation levels. However, it was also noted that excessive parental pressure or expectations could hinder students' autonomy and enjoyment in exploring new activities.

The study findings suggest that while parents understand the value of extracurricular activities for their children, various barriers, including financial limitations and time constraints, hinder their ability to provide support. Schools can play a pivotal role in facilitating parental involvement by improving communication and offering resources to assist families. Addressing these challenges is essential for fostering a supportive environment that encourages children to engage in extracurricular activities.

4.6 Relevant strategies that can be used by parents to enhance pupils' participation in different school extracurricular activities in Mbulu Town Council Primary schools

The fourth objective of the current research study was to explore relevant strategies that enhance pupils' participation in different extracurricular activities in Mbulu town Council primary schools. To explore the findings in this objective, the researcher conducted in-depth interviews with head teachers and DPEO. However, focus group discussion was conducted with the parents and chairman of the school committee for them to propose effective strategies that will mitigate barriers for students to participate fully in school extracurricular activities. Their views were thematically analysed and summarized in sub themes below;

4.6.1 Provision of special budget and facilities

The view from both DPEO and the majority of the parents suggests improvement in school environment and providing facilities for all learners to participate in different school extracurricular activities.

DPEO add the view that:

Currently, the government emphasises that all schools have clubs where learners engage in different physical activities and competitions. We have directed head teachers and coordinators of those activities to plan for the budget, purchase necessary facilities, and ensure learners participate in different competitions. Each year, the number of students from our district participating in competitions up to the national level is rising we have a good record in different competitions.

Consequently, one chairman of the school board added:

Together with parents, we are recommended to join our efforts to provide the necessary support for providing some facilities for our children to participate in

extracurricular activities. Last year member of the parliament here provided balls and jerseys; we need to do that in all other activities.

One parent opined that:

“This school is ours, and the children are also ours; we can provide teachers with some facilities to be used by all students as well as our efforts to adjust school facilities, especially the playground for girl students”. Headteacher proposed that: “Our schools have insufficient budget for conducting extracurricular activities, especially the budget is for competitions preparations. But if we join with parents we can establish small school agriculture projects and finance different extracurricular activities”.

4.6.2 Intensifying Motivation and Supervision

The majority of pupils complained about how they were reinforced and supervised on which extracurricular activities to choose in school. Parents, head teachers and the chairman of the school board were of different opinion to mitigate this barrier as follow; Parent **Z2** opined that: *“We need expert teachers who can encourage and support our children to choose the activities they want to participate in and have a future with their career, not just forcing them as per school timetable”.* Headteacher opined that: *“We motivate pupils who participate and win different extracurricular activities. Last month, I donated funds for a scout to attend their annual camp training. We need this spirit for all other activities to encourage more learners' participation.”* On top of that one chairperson of the school board noted: *“Success of any activity depends on the supervision and learners' motivation. We need to motivate and advise our pupils from family level so that they won't disturb teachers at school”.*

4.6.3 Effective communication and engagement

Learners' participation in different school extracurricular activities relies on how the information for those activities is communicated, and together with their parents, they are encouraged to participate in different school extracurricular activities. Different opinions from DPEO, head teachers, and parents suggested intensifying communication and engagement to avoid frequent quarrels with pupils and parents.

Head teacher **P** suggested that: *“Informing learners and their parents on the activities going on at the school simplifies parents; awareness even when their children go back home late or attend school during weekends”*. Adding on that DPEO opined that:

School leaders are frequently reminded to provide clear information to parents so that they are aware on which activities their children are participating at school as scheduled and parents should attend important meetings to give their opinions and follow up.

Another responded, Parents **Q2** thought that: *“Teachers should not just sit and plan for activities for learners to participate and they rely on us when there is an emergency. We need to be informed and engaged about our children.”*

4.6.4 Capacitating parents and community on the roles of extracurricular activities

Knowledge on extracurricular activities roles for the lifelong learning of the learners needs to be shared to parents and other community members to relieve them from the perception that those activities are for the school and teachers' benefits. The suggestions for sensitizing parents and the general community were given by the DPEO, head teachers, parents themselves and the chairperson of the school board as follows; Chairman **Q** suggested that: *“We need a transparent mechanism for all parents to be*

aware of extracurricular activities taking place in the school with their potential benefits to children so that they provide necessary support”. Headteacher V proposed that: “Knowing potential benefits of extracurricular activities for learners’ lifelong careers is important to both pupils and their parents for their smooth and effortful participation.”

Moreover, Parent R opined that: *“I worried how my daughter would balance studying time and attending scout camps, but after discussion with the scoutmaster and the lady, I am now confident that she is preparing for her military career”*. DPEO proposed that: *“To avoid unnecessary quarrels with parents and the community, the school management teams should be open for discussion and knowledge sharing to ensure that learners and parents know why they must engage in school agriculture activities”*.

The findings above showed that teachers, head teachers, chairpersons of school boards, and district education officers were aware of good strategies to implement extracurricular activities effectively in primary schools. The findings presented offer valuable insights into the perspectives of key stakeholders within primary education regarding the effective implementation of extracurricular activities. By examining the suggestions put forth by teachers, head teachers, chairpersons of school boards, and district education officers, it becomes apparent that there is a consensus on several key strategies that can enhance the effectiveness of extracurricular programmes.

The emphasis on budgeting for extracurricular activities and the provision of facilities dominated as the recommendation put forward by Bamidele et al. (2016). Adequate financial resources are essential to support a diverse range of extracurricular offerings, ensuring students can access varied opportunities that cater to their interests and talents.

Additionally, as proposed by Vero and Rukia (2017), effective communication with parents is crucial in garnering support and involvement from families, thereby fostering a collaborative environment that reinforces the benefits of extracurricular engagement.

Moreover, the suggestions made by Mtengule (2013) and Kamau (2011) emphasize the importance of student autonomy and equitable access to extracurricular activities. Allowing students to choose activities aligns with the principles of student-centred learning, promoting intrinsic motivation and engagement. Furthermore, allocating sufficient time for extracurricular pursuits ensures that students can participate fully without feeling rushed or overwhelmed, thus fostering a more inclusive and supportive school environment.

These findings highlighted the multifaceted nature of effective extracurricular programme implementation, highlighting the need for a holistic approach encompassing financial and facilities considerations, stakeholder engagement, student choice, and equitable access.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion of the study, and recommendations for action and further research. The summary of the major findings has been organised according to the study's specific objectives.

5.2 Summary and Conclusion

The study highlights the pressing issue of low participation rates among primary school pupils in extracurricular activities. Through comprehensive data analysis and examination of contributing factors, it becomes evident that students participate in extracurricular activities for reasons beyond their self-choice as they participate to some activities due to supervision and punishment from teachers, peer influence and the supportive nature of the school environment and facilities in supporting some forms of extracurricular activities. Therefore, from these findings, it is concluded that it requires a concerted effort from various stakeholders to initiate different mechanisms to allow all students to participate in other school extracurricular activities they can choose themselves.

It was evident that several factors influence pupils' participation in extracurricular activities. These encompass individual-level factors such as parental attitudes, peers support, teachers guide and supervision and personal interests, and institutional-level factors like the availability, accessibility, and promotion of extracurricular programmes

within schools. The study underscores the importance of recognizing all pupils' diverse needs and interests in a school. In most primary schools, no one approach to extracurricular programming fits all learners in a particular school. Thus, from these findings, it is concluded that schools must offer a broad spectrum of activities catering to students' different preferences, abilities, and aspirations. Moreover, initiatives should be implemented to promote inclusivity, ensuring that all pupils feel welcomed and supported to participate, irrespective of their backgrounds or abilities.

The study findings consistently demonstrate that parental involvement plays a crucial role in shaping children's educational experiences, including their extracurricular activities. When parents are actively involved and supportive of their children's involvement in extracurricular activities, pupils are more likely to participate, benefit from diverse learning experiences, and develop essential skills such as teamwork, leadership, and time management. Conversely, low parental support can hinder pupils' access to extracurricular opportunities and limit their overall educational development. The findings of this study have revealed that parents provide guidance and encouragement for pupils to participate in some extracurricular activities especially at home. The findings highlighted that parents were less supportive in providing facilities, financial and choice support for their pupils. This study also, underscores the interconnectedness between parental support and a child's motivation to participate in extracurricular activities. Low parental involvement emerges as a key barrier, hindering pupils from exploring diverse interests beyond the classroom. This deficiency not only limits opportunities for skill development and social interaction but also impedes the

cultivation of essential life skills such as teamwork, leadership, and time management. Therefore, the study findings underscore that when parents actively support and encourage their children's involvement in extracurricular activities, pupils demonstrate heightened participation levels, fostering holistic development and academic success. Thus, efforts should be made to ensure that parents are actively involved on supporting the kind of extracurricular activities their pupils are perusing at primary schools.

The investigation on relevant strategies to enhance pupils' participation in various extracurricular activities within primary schools has yielded valuable insights into fostering student engagement and inclusivity. Therefore, Schools must prioritize offering a broad spectrum of extracurricular options to cater to diverse interests and talents among students. Effective communication, encouragement, and mentorship by teachers significantly influence students' willingness to engage in such activities. Moreover, providing adequate resources, facilities, and logistical support demonstrates the institution's commitment to extracurricular programs, motivating students to participate actively.

The study findings have highlighted fostering a supportive and inclusive school culture as essential for maximizing pupil involvement in extracurricular pursuits. It is crucial to create an environment where all students feel valued, respected, and empowered to pursue their interests without fear of judgment or discrimination. Furthermore, collaboration with external stakeholders, such as parents, local community organizations, and the government, can enrich the extracurricular experience for primary school pupils. Partnerships that offer mentorship programs, sponsorships, or access to

specialized resources broaden the scope of available activities and provide real-world relevance to students' learning experiences.

5.3 Recommendations

This study made recommendations for action, policy and for further research.

5.3.1 Recommendations for Action

Tackling the issue of low participation in different school extracurricular activities requires a multifaceted approach that considers the interplay of individual, institutional, and societal factors. Primary schools can promote holistic development and maximize the benefits of extracurricular engagement for all pupils by adopting inclusive practices, fostering supportive environments, and fostering collaborative partnerships. This research emphasises the crucial role of school leadership and educators in fostering a conducive environment for extracurricular involvement. Headteachers and teachers should play pivotal roles in advocating for the value of extracurricular activities, allocating resources, and providing student mentorship. Professional development opportunities should be provided to teachers to enhance their capacity in organizing, facilitating, and promote extracurricular initiatives effectively in their respective schools.

Also, collaboration between schools, parents, and community stakeholders should be strengthened to ensure partnerships with local organizations, government, and volunteers can enrich the array of opportunities available to students, enhancing engagement and expanding the scope of learning beyond the classroom through extracurricular activities.

Encouraging parental support and involvement in extracurricular activities can significantly improve student engagement and overall participation rates. Collaborative initiatives between schools and parents should be promoted to create a supportive environment conducive to extracurricular involvement.

However, this study underscores the importance of fostering strong partnerships between schools and parents to promote greater participation in extracurricular activities. Strategies such as parent education programmes, regular communication channels between teachers and families, and inclusive approaches to involving parents in school activities can help bridge the gap and enhance parental support for pupils' extracurricular involvement. By recognizing the significant influence of parental support and actively working to cultivate it, primary schools can create a more enriching and inclusive environment that fosters holistic development among their students. Primary schools can empower families to actively contribute to their child's holistic development by promoting open communication channels and offering resources to facilitate parental involvement.

Enhancing pupils' participation in various extracurricular activities within primary schools requires schools to actively work towards breaking down barriers to participation, including financial constraints, teacher training, infrastructure development, and cultural transformation, to ensure equitable access for all pupils. Thus, by implementing relevant strategies informed by research findings and best practices, schools can create inclusive and vibrant extracurricular programs that empower all students to thrive academically, socially, and personally.

5.3.2 Need for Further Studies

Since this study was limited to Mbulu Town Council Primary Schools, this study made the following recommendations for further research that would;

Explore the role of parents on students' participation in extracurricular activities in public primary schools in Tanzania.

Find out students' perception of extracurricular activities' role in developing self-employment skills in primary schools.

Explore the rationale of extracurricular activities for improving secondary school student's academic progress and achievement.

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APPENDICES

Appendix I: Questionnaire for Pupils

I'm ZAKARIA JEREMIAH NYINYIMBE, a student at Open University of Tanzania pursuing Masters of Education in Administration, Planning and Policy Studies. I am conducting a research on *parents' perceptions influence on pupils' participation in extracurricular activities: a case of selected primary schools in Mbulu town council*.

This questionnaire is designed to gather information from primary school pupils. I kindly request you to participate in this research by filling-in properly this questionnaire. The confidentiality of the information is highly assured and the information obtained will be for the research purpose only

Please don't write your name on the questionnaire. Please fill this questionnaire as accurately as possible by providing accurate information to the best of your knowledge.

Use a tick (✓) to show your response where applicable, response can also be written.

Section A: Demographic Information

In this section you are requested to mark by a tick (✓) to show your response where applicable.

1. Gender

a) Male []

b) Female []

2. What is your age

a) 08 - 10 Years []

b) 11 - 13 Years []

c) 14 - 16 Years []

d) 17 and Above []

3. Level of Schooling

a) Standard Three []

b) Standard Four []

c) Standard Five []

d) Standard Six []

e) Standard Seven []

SECTION B: Participation in Different School Extracurricular Activities

4. In which kind of school extracurricular activities do you participate most frequently?

Strongly Agree (SA), 4 - Agree (A), 3 - Undecided (U), 2 - Disagree (D), 1- Strongly Disagree (SD).

	STATEMENT	SA 5	A 4	UD 4	D 2	SD 1
a)	Religious programmes					
b)	Agriculture Programmes					
c)	Sports and games					
d)	Academic clubs					
e)	Music and dancing					
f)	Scout activities					
g)	Student government					
h)	Volunteering activities					

Other (Please specify) _____

5. How often do you participate in these extracurricular activities?

Put the scale here

What factors do you think mostly influence your participation in different school extracurricular activities?

5– Strongly Agree (SA), 4 - Agree (A), 3 - Undecided (U), 2 - Disagree (D), 1- Strongly Disagree (SD).

	STATEMENT	SA 5	A 4	UD 4	D 2	SD 1
a)	School environment and facilities					
b)	Teachers guide and support					
c)	Parents' guide and support					
d)	Peer influence					
e)	Self-choice					
f)	Potential benefits of the activity					

Other (Please specify) _____

6. Do your parents allow, encourage and support you to participate in different school extracurricular activities?

Yes []

No []

If yes which type of support your parent provide to ensure your participation in different school extracurricular activities?

5–Strongly Agree (SA), 4 - Agree (A), 3 - Undecided (U), 2 - Disagree (D), 1- Strongly Disagree (SD).

	STATEMENT	SA 5	A 4	UD 4	D 2	SD 1
a)	Financial support					
b)	Facilities and tools					
c)	Guidance and encouragement					
d)	Choice of extracurricular activity to participate					
e)	Home practice of extracurricular activities					

Other (Please specify) _____

7. In your opinion what might be the cause(s) of most pupils' not participating in different school extracurricular activities.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

SECTION C: Challenges facing implementation of extracurricular activities in primary schools.

8. During your participation in extracurricular activities what kind of challenges do you encounter? Mention five challenges

- (i) _____

- (ii) _____
- (iii) _____
- (iv) _____

SECTION D: Ways to Improve the Implementation of Extracurricular Activities in Primary Schools

9. Outline ways you think might improve your participation rate in different school extracurricular activities? Outline at least five (5)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

Appendix II

Interview Guide for Heads Teachers and Club Teachers

SECTION A: Rate of pupils' participation in different school extracurricular activities

1. In which kind of extracurricular activities do pupils participate in your school?
2. What indicators support pupils' participation in different school extracurricular activities in this school?

3. How do you support pupils' participation in different school extracurricular activities?

SECTION B: Parents Support on Pupils' Participation in Different School Extracurricular activities

4. How does the school engage parents for their pupils' participation in extracurricular activities?
5. How do you perceive to be the contribution of school extracurricular activities to pupils' academic performance?
6. Based on your experience what are the challenges do you face during the implementation of extracurricular activities in your school?

SECTION C: Strategies to Enhance Pupils' Participation in Different School Extracurricular Activities in Primary Schools

7. Are there any strategies in your school to make sure pupils' participate effectively in different school extracurricular activities?
8. In your own view suggest ways to improve pupils' participation in different school extracurricular activities in your school.

Appendix III

Interview Guide for District Primary Education Officer (DPEO)

SECTION A: Rate of Pupils' Participation in Different School Extracurricular Activities

- 1 What kind of extracurricular activities are highly practiced by pupils' in your district?

- 2 How far have the district achieved pupils' participation in school extracurricular activities?

SECTION B: Parents Support on Pupils' Participation in Different School Extracurricular activities

- 3 Based on your experience what are the most reported parental support towards pupils' participation on school extracurricular activities?
- 4 On your view what common challenges are reported to hinder parents from supporting pupils' participation in school extracurricular activities in your district?

SECTION C: Strategies to Enhance Pupils' Participation in Different School Extracurricular Activities in Primary Schools

- 5 Is there any strategies planned in your District to make sure all pupils participate effectively in different school extracurricular activities in your district?
- 6 In your own view suggest ways to improve the rate of pupils' participation in different school extracurricular activities in your District?

Appendix IV:

Focus Group Discussion guide for parents and school committee chairperson

1. Parents Knowledge on the Contribution of Extracurricular Activities on Pupils'

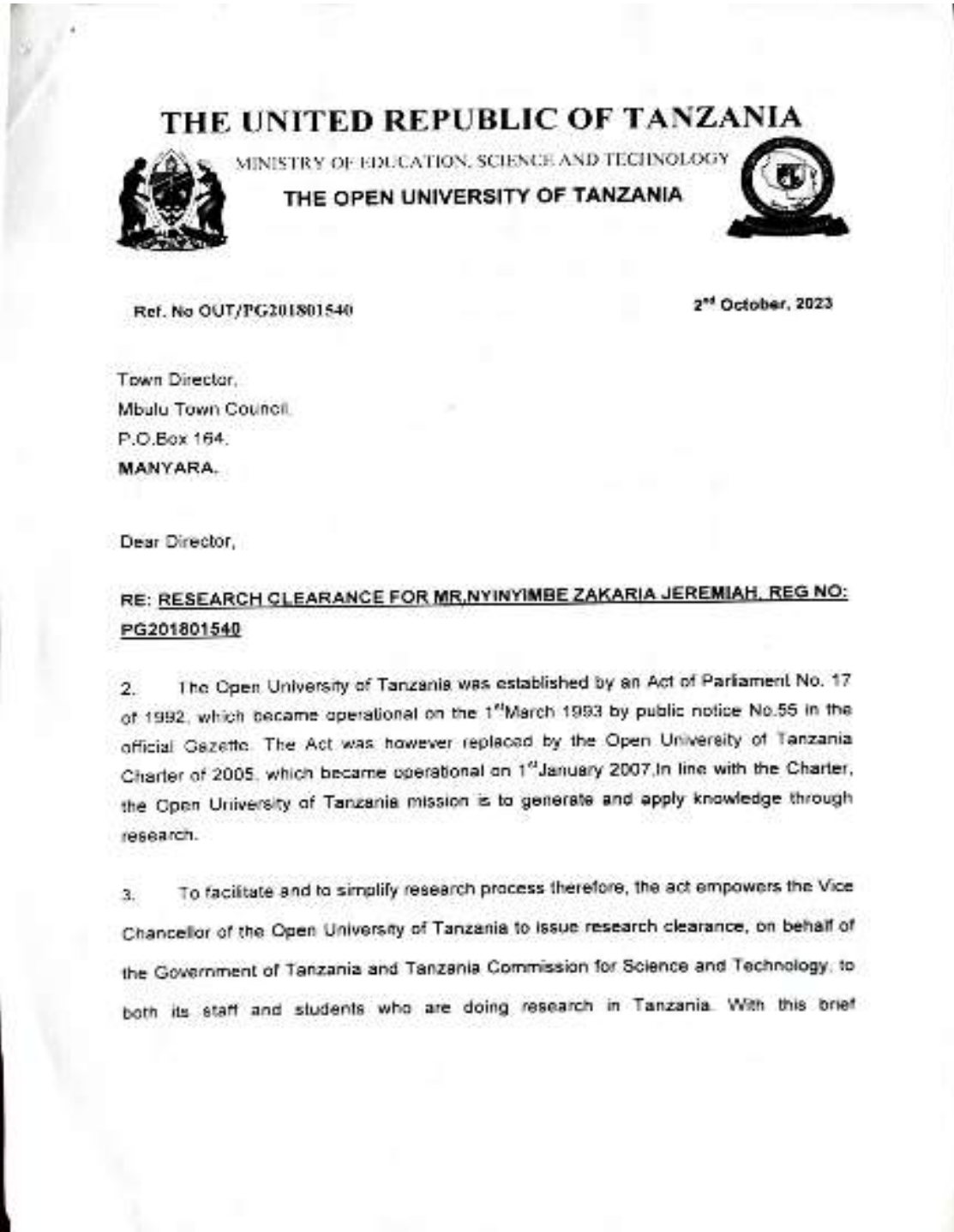
Academic Achievement

	STATEMENT	SA 5	A 4	UD 4	D 2	SD 1
(a)	Influence school attendance					
(b)	Improves Grades and Scores					
(c)	Distract learning concentration and time					
(d)	Develop Socio-emotional skills					
(e)	Motivates for career growth					
(f)	Develop practical skills					

2. What is your understanding concerning extracurricular activities in schools?
3. Do you allow your children to participate in different school extracurricular activities?
4. In which kind of extracurricular activities your pupils tend to participate most frequently and why?
5. What kind of support do you provide for your pupils to participate in different kind of school extracurricular activities?
6. On your views what are the benefits of different kind of school extracurricular activities to your pupils?

7. What challenges are encountered by your children while practicing different kind of school extracurricular activities?
8. Basing on your experiences what strategies do you propose to enhance pupils' effective participation on different kind of school extracurricular activities?

Appendix V: Research Clearance letter




background, the purpose of this letter is to introduce to you **Mr. Nyinyimbe Zakaria Jeremiah**, Reg. No: PG201801540), pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We hereby grant this clearance to conduct a research titled **"Influence of Parental Perception on Pupils' Participation in School Extracurricular Activities: A Case of Selected Primary Schools in Mbulu Town Council"**. He will collect his data at your area from 3rd October to 30th November 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam, Tel: 022-2-2686820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,



THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Sushasha

For: **VICE CHANCELLOR**

Appendix VII: Research Permit letters

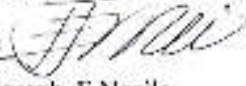
	JAMHURI YA MUUNGANO WA TANZANIA OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA HALMASHAURI YA MJI WA MBULU <i>(Barua zote zitumiwe kwa Mkurugenzi wa Mji)</i>	
Simu: 255 271 253333 Barua pepe: ids@mbulute.go.tz	S.L. P 164, MBULU-MANYARA	

Kumb. Na. MTC/TD/RG/03/VOLIV/22 **06/ 10/2023**
 Wakuu wa shule za msingi Tsaayo, Issale, Khaday,
 Gwandumehhi
 S.L.P 164
MBULU.

Yah: KIBALI CHA KUFANYA UTAFITI NDUGU ZAKARIA NYINYIMBE

Tafadhali husika na mada tajwa hapo juu.

2. Nakiri kupokea barua ya tarehe 05.10.2023 ya Mr Zakari Nyinyimbe yenye lengo la kukusanya taarifa za kiutafiti katika shule zenu.
3. Kwa barua hii ninamtambulisha kwenu mtajwa hapo juu kuwa amaruhusiwa kutanya utafiti katika shule yako utakanhusiana na mada ya "Influence of Parental Perception on Pupils' Participation in school Extracurricular Activities".
4. Utafiti utaanza tarehe 03 october hadi tarehe 30 novemba 2023.
5. Mwanafunzi mtajwa ni wa chuo kikuu huria Tanzania
6. Malengo ya utafiti ni kujifunza ta, mwanafunzi hapaswi kutoa taarifa inayotokana na utafiti huu bila idhini ya Mkurugenzi wa Mji wa Mbulu
7. Nashukuru kwa ushirikiano wenu


 Joseph E. Ngala
 Kny: Mkurugenzi wa Mji

HALMASHAURI YA MJI WA MBULU
Mkurugenzi
HALMASHAURI YA MJI
MBULU

Nakalat: Mkuu wa chuo kikuu Huria Tanzania- Kwa taarifa...



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05.10.2023

MKURUGENZI HALMASHAURI YA MJI
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MBULU.

Kuh:OMBI LA KIBALI CHA UKUSANYAJI WA TAARIFA ZA UTAFITI

Mada hapo juu yafusika:

2. Naomba kibali cha kukusanya taarifa za kiutafiti ikiwa ni lakwa muhimu katika kufanikisha masomo yangu ya shahada ya uzamili katika utawala wa elimu,mipango na sera kutoka Chuo Kikuu Huria Tanzania.
- 3.Aidha mada itakayozingatwa ni "Influence of Parental Perception on Pupils' Participation in school Extracurricular Activities". Maeneo yatakayotembelewa ni shule za Msingi za Tsaayo,Issale,Khaday pamoja na Gwandumehhi ambapo wakuu wa shule,walimu wa michezo na EK,wenyewti wa kamati za shule,wazazi pamoja na wanafunzi wataombwa kushiriki zoezi hili.
- 4 Pamoja na barua hii naambatisha nakala ya barua kutoka uongozi wa Chuo Kikuu Huria Tanzania kwa utafanuzi zaidi
- 5.Ni matumaini yangu kuwa ombi hili itakubaliwa.

Noted
JF/ai
06/10/2023


Mwi Zakaria Nyinyimbe
Halmashauri ya Mji wa Mbulu

S.L.P.164

MBULU

30.10.2023

MWT. ZAKARIA NYINYIMBI

S.L.P.164

MBULU

YAHUKUFANYA UTAFTI

Mada hapo juu yalitika

2.Nimepeka barua yake yenye Kamb.Na.MTC/10-RG/03/VDI.IV/22 kama utambulisha kutoka kwa

Mkarogenzi wa Halmashauri ya Mji wa Mbulu kwa ajili ya kaja kufanya utafiti hapa shuleni

Gwandumehi.

3.Nachukua nafasi hii kukuaribisha sana na kukushidi ushirikiano kwa kadri ya uhitaji wako

4,Karibu sana,



Charles Amsi

Mkuu wa shule Gwandumehi

MWALIMU MKAJIBU
HELEVA MSINGI GWANDUMEHU
S.L.P. MBULU

S.L.P.164

MBULU

31.10.2023

MWL ZAKARIA NYINYIMBE

S.L.P.164

MBULU

YAJEKUFANYA UTATITI

Mada hapa juu vahusika:

- 2.Nimepokea hema yake yangu Kimb Na MTC/TD/RC/03/VOLIV/22 kama utambulisho kutoka kwa Mkuugenzi wa Halmashauri ya Mji wa Mbulu kwa ajili ya kuja kufanya utafiti hapa shuleni Issale.
- 3.Nachukua nafasi hii kukuaribisha sana na kukwahidi ushirikiano kwa kadri ya uhitaji wako
- 4 Karibu sana.



MWL GOODLUCK UIISO

Kaimu Mkuu wa shule Issale

MKUU WA SHULE
SHULE YA NSINGA ISSALE

S.L.P.164

MBULU

31.10.2021

MWI. ZAKARIA NYINYIMBE

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MBULU

YALIKUFANYA UTAFILI

Masa hapa jini yafusika

2.Nimopokea barua yako yenye Kambi.Na.MTC/11YRG/01/VOLIV/22 kama pambulisha kutoka kwa

Mkurugenzi wa Halmashauri ya Mji wa Mbulu kwa ajili ya kuja kufanya utafili hapa shuleni

Tsayo.

3.Nachukua nafasi hiyo kukukaribisha sana na kukushidi oshirikiana kwa kadri ya uhitaji wako

4.Karibu sana.

MWI. WILFRED TILI

Mkuu wa shule Tsayo

MWI. WILFRED TILI
 Mkuu wa shule Tsayo

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MBULU

Ji 16.2023

MWI ZAKARIA NYINYIMBE

S.L.P.164

MBULU

YAHUKUTANYA UTAFITI

Mada hapa juu yafuatika

2.Nimepekea barua yako yenye Kamba.Na.MTC/ID/RQ/03/VOI.IV/22 kama utambulisho kutoka kwa

Mkurugenzi wa Halmashauri ya Mji wa Mbulu kwa ajili ya kuja kufanya utafiti hapa shuleni

Khaday

3.Nachukua nafasi hii kukuambusha sasa na kukuahidi mkishikiano kwa kadri ya uhitaji wako

4.Karibu sana.



MWI LUCY KAMARA

Mkuu wa shule Khaday

MKUU WA SHULE
SHULE YA MSINGI KHADAY