

## Original Paper

# Supervision of Extracurricular Activities and Development of Soft Skills among Students in Selected Public Secondary Schools in Lushoto District, Tanzania

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### **Abstract**

*Soft-skill development is increasingly gaining importance in secondary education, and extra-curricular activities are an important component of the curriculum to develop them. The purpose of this study was to investigate the state and effectiveness of extracurricular activities (ECAs) in fostering the development of soft skills among students in a selected public secondary school in the Lushoto district of Tanzania. The study had two objectives, namely, to identify types of existing extracurricular activities in selected public secondary schools and to verify the availability of extracurricular activities' facilities and infrastructure that would enhance the development of soft skills among students in the district. This study employed a mixed-methods research approach and a convergent design. We sampled a total of 298 respondents, including 276 students, 15 extracurricular activities teachers, 5 heads of school, and 2 ward education officers. The research tools included questionnaires, an interview guide, a focus group discussion, and an observation guide. The data was analysed through descriptive and thematic analysis. The findings revealed that the kinds of extracurricular activities practiced in visited secondary schools can be grouped into four categories, namely: sports and games; academic; production-related activities, including beekeeping and gardening; and social clubs. It was revealed that facilities and infrastructure for these activities were very limited. The study concluded that the kinds of extracurricular activities offered in the secondary schools in the district are inadequate for students, which leads them to complete secondary education without adequate soft skills for them to start an independent life. This leads them to fail to seize opportunities around them with the current high unemployment rate and turn to criminal behaviour. Extracurricular activities such as sports and*

*games, debating clubs, farming activities, and subject clubs are important aspects in the development of a student and should be a priority for practice in public secondary schools nationwide. The implications of the findings for future curriculum reviews and school supervision are discussed.*

**Keywords**

*extra-curricular activities, soft skills, students*

**1. Introduction**

Extracurricular Activities (ECA) are seen as an extension of the educational curriculum by educators who believe in the developmental perspective. Leadership, sportsmanship, self-discipline, self-confidence, and the capacity to handle competitive situations are among the skills that can be developed through these activities. A student's future can be determined by the things they engage in after-school programs. It is said that an empty mind is the home of Satan, emphasizing the fact that it is necessary for people to keep themselves busy in healthy activities; otherwise, they may get involved in bad habits such as drugs, smoking, stealing, and others like that. So, the question of how the younger generation spends its leisure time is important to determining the prosperity of any society (Barnett, 2008).

Cadwallader et al. (2002), extracurricular activities are defined as those activities in which the students participate after the regular school day has ended. These activities may include high school athletics, school clubs, marching bands, choirs, orchestras, and student-led organizations. According to Lunenburg (2010), extra-curricular activities are activities that students engage in that do not fall into the normal school curriculum. They can be found at all levels of schools and in a variety of settings, including athletics, clubs, government, student newspapers, music, art, and theatre. The goals and functions of extracurricular activities are the same as those of obligatory and elective courses in the curriculum. The extracurricular activities in secondary schools are intended to offer adequate soft skills to be employed in leadership, sportsmanship, self-discipline, and self-confidence in handling competitive situations (Barnett, 2008).

Mefteh (2021) has added that skills may differ based on the types of activities in which the students participated. Lau et al. (2014) revealed that students from Taiwan business schools can acquire skills to create self-employment, engage in self-promotion, and manage business activities through effective communication, leadership, and creativity. Extra-curricular activities are an important aspect of a student's daily life because they provide them with opportunities to develop strong character traits and provide teachers with alternative ways to promote discipline, commitment, self-control, and a healthy respect for school authorities. Students can maintain their knowledge, altitude, and skills by participating in sports and games, as well as cultural events (Ahmad et al., 2015).

Soft skills are a set of abilities that one should have in order to appropriately deal with the hindrances of daily life. Soft skills include personal transversal competences such as social skills, language and communication skills, friendliness, teamwork ability, and other personality traits that define

interpersonal connections. Soft skills are normally developed by observation, exercise, involvement, and participation in various Co-Curricular Activities (CCAs) by the kids. Various studies have shown that children who participate in a variety of extracurricular activities gain a variety of soft skills, also known as personal and social skills. (Brandfon, 2018; Dhanmeher, 2014; Ivaniushina & Zapletina, 2015; Ivanova et al., 2017; Nghia, 2017; Prianto, 2016). Afterward, individual and social skills are joined to form “soft skills” (Cimatti, 2016). The degree of knowledge attainment, creative thinking ability, presenting ability, timeliness, self-motivation, language ability, analytical ability, and so forth are examples of personal skills. According to research by Novakovic (2013), involvement in extracurricular activities helps students develop a range of excellent skills that are important for both academic success and future employment. Students can become more independent, critical, engaged, and effective through extracurricular activities, which will better prepare them to meet the demands of the modern economy (Nguyen, 2016). Students who participate in extracurricular activities more frequently have better soft skills and are better prepared for jobs following graduation (Prianto, 2016). Numerous studies have shown that extracurricular activities can assist kids in developing soft skills.

The extra-curricular activities program offers students an opportunity to participate in administration through the student council, teacher-advisory groups, and organized activities (Jones, 2011). The student council provides opportunities for administrative experience through planning, organizing, initiating, and controlling many aspects of school life. Through teacher-advisory groups, an advisory unit is created; it is the source from which activities flow, and where, through guidance, proper relationships are established between and among the teacher and the students, somewhat analogous to a family, team, or department in an organization (Barbieri, 2009). Through the clubs, athletics, and intramural sports that emanate from subject-matter disciplines, students develop teamwork and cooperation, ideals of competitiveness in a democratic society (Jones, 2011; Barbieri, 2009).

Participating in extra-curricular activities contributes to adolescents' character development. Students who participate in extracurricular activities report higher levels of self-concept and self-worth (Bloomfield & Barber, 2009). They also have opportunities to develop personal interests and discover their strengths and weaknesses (Fredricks & Eccles, 2008), which is especially important during the adolescent stage of self-exploration (Knifesend & Graham, 2012). Building students' self-concept and character will encourage confidence, which will inspire them to be comfortable being unique individuals. Many of the character-building skills common to extracurricular activities are needed in the workplace but are not regularly evaluated and practiced in the classroom (Lipscomb, 2007). First, students develop time management skills (Burgess, 2013). They learn to prioritize and use time effectively. Second, students build leadership skills (Barnett, 2008) that will support their success in post-secondary institutions and lifelong careers. Students who possess leadership skills are more likely to become managers and earn a higher salary than students who do not (Lipscomb, 2007). Third, students learn to accept constructive criticism (McKeyane, 2013), which is a skill required for intellectual and personal growth. Lastly, students have higher levels of self-confidence (Strapp & Farr, 2010) and resiliency

(Fredricks & Eccles, 2008).

Tanzania has been offering extracurricular activities in educational institutions to complement the regular curriculum. These include sports and games, boy scouts, girl guides, drama, athletics, subject clubs, debate, fine arts, field trips, roots, and shoots. Anti-AIDS clubs, etc., are organized at the school, community, and national levels. Extra-curricular activities are important in providing a variety of options within the school environment so that all students can find educational pathways that match their individual preferences and abilities. By participating in extra-curricular activities, students are able to learn to live together, contribute to their academic development, and broaden their interests and skills beyond the norm, giving them the opportunity to enrich their lives. (Ministry of Education and Vocational Training, 2007; Milambo & Pacho, 2021). Despite the major role played by extra-curricular activities in offering soft skills for students to build their talents and create self-employment, Juma (2015) observes that the Tanzanian education system has a slight emphasis on the implementation of extra-curricular activities in public secondary schools. Furthermore, Lazaro and Anney (2016) explain how graduates with insufficient soft skills for self-employment have caused a rot in the education system. He explained that the Tanzanian education system depends much on the formal curriculum (reading, writing, and arithmetic), and little emphasis is put on the implementation of extra-curricular activities in public secondary schools. As a result, graduates lack key practical skills needed to compete in the global labor market and establish their own businesses.

Lushoto is a rural district, and like most rural environments, schools have fewer teachers than urban schools. There is a claim that rural schools are less supplied with various resources, including sports teachers, equipment, and maintenance of sports facilities, and a number of secondary schools are said to have limited school infrastructure, including facilities for extra-curricular activities, according to the Lushoto district council strategic plan report (2015-2020). The problem of limited infrastructure is common in public secondary schools (Lyoba & Mwila, 2022). These claims need to be verified, and that is why this study is important for this verification. The available studies, however, such as Mefteh (2021) and the Lushoto district council strategic plan report (2015-2020), exemplify the literature gap in explaining how the implementation of extracurricular activities led to inadequate skills among students in public secondary schools. This study is intended to find out how the implementation of extracurricular activities can affect soft skills related to self-employment among the students from public secondary schools in Lushoto District.

### *1.1 The Research Problem*

Extra-curricular activities are an indispensable factor as far as an effective and efficient teaching and learning process are concerned. They are formulated in order to help students grow in knowledge, skills, and abilities in order to master workforce competencies and finally live an independent life while in school and after completing their studies. Participation in extra-curricular activities builds students' time management skills, leadership skills, self-confidence, resiliency, and the ability to accept constructive criticism, which are all components important to character development. The skills acquired from

extracurricular activities are used as a tool to create self-employment and employability skills (Noor, 2012). On the other hand, extracurricular activities are useful in the creation of opportunities for students to identify their career, improve skills, and advance themselves along their career path. It means the knowledge and skills gained from the activities during the student's spare time can be helpful to grow in knowledge, skills, and abilities to maximize their potential. Although extracurricular activities are recognized and valued in schools, their implementation in most public secondary schools has become increasingly neglected (Mc Laden, 2003).

Furthermore, as Juma (2015) reports, there is an alarming increase in the number of secondary school graduates who have inadequate soft skills that can enable them to employ themselves since the implementation of extracurricular activities is seen as time-consuming and a waste of learning time and insists on teaching the core curricular subjects that are evaluated through the National Examination Council of Tanzania (NECTA). Due to the lack of soft skills exhibited by secondary school graduates, Lushoto district is confronted with the challenge of assisting the youth in reducing the unemployment rate. Available studies done by Lushoto district council's strategic plan report (2015-2020) and Juma (2015) illustrate how inadequate information from the literature creates difficulty for the district in enhancing soft skills among students in secondary schools. This study intended to investigate how extra-curricular activities could support the development of students' soft skills in the rural Lushoto district. Like most rural environments, schools have fewer teachers than urban schools. There was a claim that rural schools were less supplied with various resources, including sports teachers, equipment, and maintenance of sports facilities, and a number of secondary schools were said to have limited school infrastructure, including facilities for extracurricular activities. These claims needed to be verified and best practices identified.

## **2. Method**

### *2.1 Research Approach & Design*

This study employed a mixed-methods research approach, which includes qualitative and quantitative approaches. This approach enabled the researchers to minimize the weaknesses of using a single approach on its own. Additionally, mixed-method research enabled the researchers to combine the strengths of qualitative and quantitative data, which means qualitative data provided information about the setting or context while quantitative data facilitated generalization of the results. This study employed convergent parallel design as it comprises a collection of qualitative and quantitative data concurrent in the field and keeps the data analysis independently and integrates the information in the interpretation of the overall results that evaluate the extracurricular activities and students' soft skills development in selected public secondary schools in Lushoto district, Tanzania. This design was chosen because it makes it easy to analyse the study unit in its entirety.

## *2.1 Sampling Procedures*

The sampling procedures were purposive sampling, simple random sampling, and stratified simple random. The study used simple random sampling to select students from various sampled public secondary schools, ensuring that all students had an equal chance of being chosen as respondents in this study. The purposive sampling technique was applied to sample Head of Schools (HOS), Ward Education Officers (WEOs), ECA teachers, and extra-curricular activity student leaders (student government) due to their position as key informants for all matters related to school leadership and management and the stratified simple random technique used to select schools and students.

### *2.1.1 Sample Size*

This study involved five public secondary schools in Lushoto, where two schools were from Lushoto district council and three secondary schools were from Bumbuli district council. This study had a sample frame that involved 15 ECA teachers, 276 students, 5 HOS, and 2 WEOs. A sample size of 298 participants was calculated from the population of 2,785 participants by using Kerlinger's formula and purposive technique.

## *2.2 Data Collection Instruments*

The research tools were questionnaires for extracurricular activity teachers and students, interview guides for heads of schools and ward education officers, and five extracurricular activity teachers. Other research instruments were focus groups discussion tools for students' government, documentary reviews checklist, and observation. The head of schools, ward education officers, and teachers were interviewed on the status, implementation, and best ways of managing extracurricular activities at schools. A focus group was conducted for extracurricular activity students' leaders. We also observed the facilities and infrastructure that support the practices of extracurricular activities in these schools and reviewed different documents related to these activities. Quantitative data were analysed using the descriptive statistics technique with the help of Statistical Package for Social Science (SPSS) while qualitative data were analyzed through thematic analysis presented via narrations.

## **3. Results**

### *3.1 Types of Extracurricular Activities Existing in Selected Public Secondary Schools in Lushoto District*

Based on findings obtained from the field, the extracurricular activities offered in the visited secondary schools were grouped into four major categories. Sports and games, academic, production-related activities, and social clubs. However, the number of activities offered varied from one school to another, meaning that some schools had fewer activities compared to other schools.

### *3.2 Sports and Games Activities*

During the study, teachers and students identified extracurricular activities related to sports and games, and the results are presented in Table 1.

**Table 1. Teacher and Student Listing of Sports and Games Offered in Visited Secondary Schools**

S/N	Extracurricular Activity	Frequency	Percentage
1	Football	118	44%
2	Netball	76	28%
3	Volleyball	16	6%
4	Handball	0	0%
5	Basketball	24	9%
6	Athletics	36	13%
7	None	22	8%

*Source:* Field Data (2022).

The findings from Table 1 indicated that 44 % of the visited students in secondary schools in the district participated in football (soccer). The study revealed that football was the most popular game among both male and female students. As Table 1 indicates, 28% of students participated in netball. This kind of game involved only female students. Volleyball was another sport and game activity in which 6% of respondents participated. The students who participated in volleyball were both male and female. The other activity was handball, and from the same Table 1, there were no students who participated in this activity.

Furthermore, Table 1 shows that 9% of the visited students in the Lushoto district participated in basketball. The other activity related to sports and games was athletics, in which 13 % of the visited students participated. It was further revealed that 8 % of the visited students in the sample did not participate in any of the mentioned activities.

The head of schools and the ward education officers and sports teachers reported that the following sports and games activities did well One sports teacher from school B reported:

We have competitions; sports and games do best, especially football for boys and girls; we have athletic competitions; and jogging for students in the morning is compulsory. (Interview conducted on June 10, 2022).

The sport teacher from school C stated that:

Students participate well in sports and games contests. For example, in Umoja wa Michezo ya Secondary Tanzania (UMISETA), [the National Secondary School Sports Competition] in 2021, our volleyball team did well, and the district level depends on our school team to represent regionally and nationally. (Interview conducted on June 13, 2022).

In a focused group from school A it was explained that:

We have intra- and inter competitions in various activities, such as sports and games and debate. Various other sports and games that are doing well includes football and basketball. (Conducted on 14<sup>th</sup> June 2022)

From the interview and focused group discussion, it was also revealed that football was the most dominant activity compared to other sports and games. In support of this, data collected through document review, mainly letters for planned activities to be done in the National Secondary School Sports Competition 2021 and other inter-school competitions, indicated that football was given a higher priority than other sports and games. Students are required to perform in football, basketball, netball, volleyball, and athletics. The study was interested in understanding why most of the visited students participated in football rather than other sports and games. One of the teachers who supervise sports and games responded that:

The truth is that many students at this school are very interested in football. The biggest thing I see is that, even in the world in general or Tanzania as a country, this is the game with the most fans. And it is also the most popular sport in the world. Even here at school, students and teachers know more about football than other sports like hoops or netball. But the most important thing is that our young people see great football players doing well, like Mbwana Samata, and they are convinced to participate in this game (Interview June, 2022).

The view from the sports and games teacher reveals his view that football is the game most followed by most people in the country and world at large. And that is the reason why most students participate in this game.

### 3.3 Academic Extra-Curricular Activities

Academic activities were also found as extracurricular activities available in schools. There were two main academic activities observed, namely subject clubs and debating clubs. Table 2 lists extracurricular academic activities along with the dates of the activities. The timetable for these activities in the school was as presented in Table 2.

**Table 2. Activities and Time for Practices**

Day	Activity	Time
Monday	Subject clubs	1500HRS-1620HRS
Tuesday/Thursday	Debate	1500HRS-1620HRS
Wednesday	Self-reliance	1500HRS-1700HRS
Friday	Sports and games	1400HRS-1620HRS

*Source:* Field Data (2022).

As Table 2 indicates, on Monday, students get an opportunity to participate in a subject club. The subject club is supervised by one teacher from the respective subject. In addition, every student is a member of one subject club. During subject club, it was observed that students were discussing difficult concepts, and among them, some students were clarifying the concepts to their fellow students. When they were stuck somewhere, they asked for support from their teachers.



Table 2 also shows that some debate sessions are conducted on Tuesday while others are conducted on Thursday. From what has been observed, debating is conducted for English subjects and supervised by teachers from the English department, and it is compulsory for all students to participate. They were divided into actor roles during their participation, as shown in Table 3.

**Table 3. Groups in Debating Club**

GROUP	Actors role	Students Acting
One	Judge (moderator)	Controls the time and Announces the winner.
Two	Proposer	Supporters of the Motion
Three	Opposer	Acts in opposition the Motion

*Source:* Field Data (2022).

According to the findings in Table 3, the students who sit at the first group of high Tables do not belong to either the opposing or the proposing side. This team serves as the debate's moderator, managing the time and announcing the winner at the conclusion. The second group were the proposers. This group supports the proposed motion, with individuals who are the primary speakers and others who support them. The final group was made up of students who argued against the motion. There were also the key speakers and other members of this group who were against the move. The research team observed two debate sessions at two selected public secondary schools. The first school conducted a general debate for the whole school. The motion was that corporal punishment should be abolished in secondary school education. This debate was held on Thursday, June 9, 2022. The second school organized a debate competition between Form Two A and Form Two B. The motion was that formal education is better than informal education. This was observed on Tuesday, June 14, 2022. The English department teachers offered general feedback for improvement at the conclusion of the conversation.

When we inquired as to why all students were required to participate in the debate, the debate moderator from school D responded that:

It is necessary for all students to participate in the debate since it helps them to reason and develop their English language proficiency and gives them the confidence to speak in public. Additionally, it aids students in their academic success because we hold essay writing competitions, and the crucial subjects that must be covered come from the debate motions. (Interviewed, June 2022).

Therefore, it is revealed that students have the opportunity to participate in debate since it is crucial for their intellectual growth because it allows them to improve their English speaking and essay writing skills, which boosts their academic performance as well as their courage and confidence when speaking in front of an audience.

### 3.5 Productive (Self-Reliance) Activities

At the secondary schools visited, the students also participated in productive activities, which included farming, poultry, and beekeeping. In this extracurricular activity, all students from the five selected schools got an opportunity to participate in farming activities and learn how to grow and keep various crops as well as how to conserve the environment. Only in school A, students were taught how to keep bees and poultry, and the project acted as the demonstration plot (shamba darasa). The crops that were grown by the visited secondary schools were maize, vegetables, and bananas.



**Figure 1. Bee Hives Managed by the Bee Keeping Team in School A**

*Source:* Field Data (2022).

The findings show that the visiting students from secondary schools in Lushoto district get an opportunity to participate in preparing farms and other activities like planting and harvesting. From what was observed during the research, the time allocated for farm activities was on Thursday and Wednesday, as the timetable for these activities varied from one school to another, while on the same day some schools had environmental issues and projects. This situation recalls an interview with teachers who supervised extracurricular activities. One of the visiting teachers who supervise extracurricular activities said:

It is true that the field day is one per week in the schedule, which is every Wednesday. But what we do is that if there is a need to water the garden in the morning during school cleaning, generally some students are assigned to water the field. Since the school has water pipes, it is easy to water during the dry season. (Interview, June, 2022).

The view from teachers who supervised extracurricular activities indicate that the day dedicated to farm activities is Wednesday, but when there is a need on any given day, students can be assigned to take care of crops. Thus, the students get an opportunity to learn about how various crops are grown and cared for.

#### Social Clubs

At the visited secondary schools, the students also participate in social clubs, which include feminism, youth peacemakers, scouts, Asante Africa, and Prevention and Combating Corruption Bureau (PCCB)

activities as shown in Table 4.

**Table 4. Social Clubs Offered in Selected Public Sec Schools**

Social clubs	Frequency	Per cent
FEMA	86	24.1
PCCB	80	22.4
Asante Africa	20	5.6
Scout	169	47.3
Youth Peace Makers	2	6

*Source:* Field data (2022).

Table 4 indicates that the students participated in social clubs. In this study, the majority of respondents (24.1%) indicated Feminist Atelier (FEMA) clubs, the Prevention and Combating of Corruption Bureau (PCCB) (22.4%), scouts (47.3%), Asante Africa (5.6%), and youth peacemakers (6%). The results imply that secondary school students in Lushoto district were heavily involved in scouting clubs, PCCB, and FEMA social clubs. Other social clubs, such as Asante Africa and Youth Peace Makers, were less frequently used by students in schools. In this kind of activity, it was observed that not all students from the five selected schools got an opportunity to participate. In school A, students were exposed to a variety of these social activities, and in the remaining selected schools, the activities were minimal, while some of the activities were totally inactive. It was also observed that in all the visited schools, the students participated in leadership activities, which helped them learn how to lead, a necessary skill in life.

### *3.6 Extracurricular Activities' Facilities and Infrastructure*

From the field observations, we found a shortage of facilities, including Jessy, whistles, balls, and first aid kits, and a lack of infrastructure, including playgrounds and special rooms for extracurricular activity programs. In general, the study found insufficient facilities and infrastructure to support the implementation of extracurricular activities in public secondary schools. For example, we discovered that some secondary schools shared a single pitch with neighboring primary schools, which hindered the implementation of these activities. From what has been observed, the issue of infrastructure and facilities covers four areas, which are: sports grounds; sports and games facilities; production equipment; and professional personnel.

#### *Sports Grounds*

Observations revealed that all five secondary schools visited had football and netball fields. A basketball practice ground was observed in only one visited secondary school (school A), and other playing grounds, namely handball and volleyball did not exist in the school environments. In addition, the quality of football and netball playing grounds observed did not match the standards established.

In school B the netball pitch was below the standard established for playing grounds. The pitch had no markings and instead the students establish the markings by digging with a hand hoe. In addition, even the measurements of the ground do not meet the standards. Furthermore, the observed netball pitch at this school was not covered by glass or cement floor as recommended by the national standard. The other challenge observed was that the ground was not flat; instead it had a slope. In an interview, one of the ECA teachers said:

In fact, the issue of the field is a big challenge here at the school. As you can see, the existing stadiums are only the efforts of students and teachers in making them and not supported by donors or the government. That is why now even the quality of the stadiums is not satisfactory. However, we are grateful that at least the fields are there and our students have a place to play (interviewed 10th June, 2022).

Responding to the interview, ward education officer from ward D stated that:

As a leader, I am familiar with the difficulties associated with sports field quality. And one of the efforts I am making is to contact our senior leaders, especially the head of the secondary education department in the district, so that they can help us repair these fields. Because, in reality, the money for free education that comes to schools is not enough to improve our fields. But there is also a challenge in the geography of our areas, as some schools are located at a height where it is difficult to construct playgrounds, and this causes these schools to ask to use the playgrounds of neighbouring schools, which are privately owned schools. (Interviewed on 16<sup>th</sup> June, 2022)

The quotations from the ECA teacher and Ward Education Officer (WEO) reveal that the quality of the play grounds is low compared to established standards. The funds provided by the government through the policy of fee-free education are not enough to improve the quality of the playing fields. In that case, the office of the ward education officer tried to get support from other educational stakeholders for the improvement of playing grounds. Furthermore, the results indicate that in school B the football pitch used by the visiting students was of poor quality. It had a goal post made of wooden materials instead of iron. The pitch itself was not flat, it had a slope, as opposed to the quality of the football pitches. In addition, the pitch was clear without any grass cover, while in reality the pitch is supposed to be covered with green grass.

Moreover, the study observed that the size of the football pitch was small compared to the established standard sizes. The students do, however, had a chance to have a playground. Moreover, the findings from school D revealed that the playing grounds had no running tracks for students who participated in athletics. Instead, the students used to run either across the ground or around the ground where there were no running tracks. During an interview, one of the ECA teachers elucidated that:

It is true that our pitches lack a running surface. Here we have two challenges. One is that the field isn't very big, so we don't make a running space at the edge of the field. Furthermore, finding a place to set up a field and refuge locations is difficult owing to our region's geography because it is not flat. The cost of creating safe havens, however, is the second thing that the school is currently unable to finance

(Interview, June, 2022).

These views indicated that the visited schools had the challenge of having large flat areas for establishing football playgrounds with running tracks. This is due to the nature of the district's geographical location, which has hills. It has become difficult for schools to acquire a large football pitch that is flat and has running trucks. This current study established that the visited secondary schools experienced a shortage of playing fields, which hinders the practice of extracurricular activities.

### *3.7 Sports and Games Facilities*

Apart from play grounds, the study was also interested in investigating the availability of other sports facilities such as balls, jerseys, cards, whistles, and first aid kits. Through observation, the study noted that the visited secondary schools had some but not all of the needed sports facilities. The findings from the field indicate that the visited secondary schools had balls, jerseys, tufe, and facilities for jumping. This is observed to facilitate students' participation in sports and games. However, some important facilities, such as cards (yellow and red), were not there, the sports teacher said that they used to borrow from other sports stakeholders (community football team) during the match.

### *3.8 Professional Personnel*

In all five secondary schools visited, there were no professionals in charge of extracurricular activities. The teachers who supervised extracurricular activities had no training in sports, games, or agriculture. In school C, during a school football match, the study observed a student wearing a school uniform and acting as a referee, and in another school, a teacher was observed supervising a volleyball match. This demonstrated that some of the public secondary schools visited lacked professional personnel for sports and games. The respondents suggested that the government should employ skilled personnel to implement extra-curricular activities in public secondary schools. And if that is not possible, then the ECA teachers should be given training to ensure proper planning and implementation of extracurricular activities. If this is done properly, it will enhance teachers and students' participation in extra-curricular activities. Without skilled personnel, it is difficult to meet the objective of implementing extracurricular activities in public secondary schools.

One of the extracurricular teachers said that:

Running sporting events at the school is a challenge for teachers. Even though I teach sports, I never received any sports training when I was in school. Additionally, even though I have been performing this work for three years, I have never attended an on-the-job training session, which reduces efficiency (interview, June 2022).

The other ECA teacher added that:

Actually, I am not a certified agriculture teacher; rather, I am only doing this work using my personal experience. Even when the head of school appointed me, he didn't consider the college subjects I had studied. Instead, he simply handed me the supervisory position. Another undesirable reality is that not a single teacher in the entire institution has a background in sports. As a result, our school is in dire need

of mentors who are familiar with both agriculture and sports. (Interviewed on June 13, 2022).

The WEO from ward D clarified that:

Teachers lack skills and creativity because there are places and a work force, but they fail to design production projects in schools. I have advised them on many things, such as the preparation of tree nurseries and harvesting water in their school areas, but their implementation is not good. Private schools implement my advice quickly compared to public schools. (Interview conducted on June 16).

The quotations from the two ECA teachers and one ward education officer revealed that, for the best practice of extra-curricular activities in the visited secondary schools, there is a need to employ professional personnel who will be able to structure and implement different ECA programmes effectively. In addition, the teachers suggested that if the government fails to employ, then it is better to conduct and fund several seminars among the teachers who supervise sports and games and other ECAs in public secondary schools

### *3.9 Production Equipment's*

The study also observed the equipment's use on a farm as one of the extracurricular activities. We confirmed the presence of farm equipment in the secondary schools visited. The amount of equipment was small compared to the overall number of students. This necessitates that the teachers who supervise extracurricular activities take a small number of students at a time for farming. In general, the study found insufficient facilities and infrastructure to support the implementation of extra-curricular activities in public secondary schools.

The findings indicate that the government and other educational stakeholders have to ensure the presence of extra-curricular activity facilities and infrastructure such as, hoes, pangas, buckets and other needed equipment for production should be allotted for all production activities. From the findings, respondents agreed that facilities for the implementation of extracurricular activities should be made available in order to meet the intended goals of extra-curricular activities for students. One participant in the focus group from school D explained that:

The government and education stakeholders should assist us in renovating our fields and give us access to the necessary tools and resources so that we can carry out extra-curricular activities more successfully (Performed on June 10, 2022).

## **4. Discussion**

Extracurricular Activities (ECA) are used in schools to influence students' learning processes and to develop students' soft skills. The skills acquired from extracurricular activities are used as a tool to create self-employment and employability skills (Noor, 2012). Extracurricular activities are also useful in the creation of opportunities for students to identify their career, improve skills, and advance themselves towards their career path.

In the first objective of this study, it was found that the kinds of extra-curricular activities practised in visited secondary schools in the Lushoto district can be grouped into four groups, Sports and games;

academic activities; production-related activities; and social clubs. The results agree with the findings of Kapur (2018) who pointed out that ECAs in schools mostly comprise of sports and games and subject clubs. This suggests that several of the extra-curricular activities, including theatre and arts, were not carried out frequently, which made them ineffective in terms of how much the students learned from them. Although it is impossible to determine from these data whether the relationship between the availability/existence of extra-curricular activities and participation in these activities is causal and even though the degree or intensity of participation is not assessed, it is evident that there is a strong correlation between the existence of different extra-curricular activities and participation in these activities as indicated by participants' responses. The results also show that variations in responses to the kinds of extra-curricular activities offered in schools were not associated with variations in participation, as extra-curricular activities were generally provided to all secondary school students regardless of class. Despite the abundance of activities, the observation checklist revealed that Form 2 and 4 students participated less than their peers. This participation difference is alarming, especially if participating in extra-curricular activities can improve students' prospects of academic achievement.

The Theory of Multiple Intelligence (Gardner, 1983) broadens our understanding of how humans grow and reach their potential. The theory claims that people have various types of intelligence, including musical, interpersonal, spatial-visual, linguistic, bodily-kinesthetic, logical-mathematical, visual-spatial, intrapersonal, as well as naturalistic intelligence. Chen, Moran, and Gardner (2009) noted that everyone has the capacity to participate in various programmes, but the extent to which that potential is realized depends on motivation and the availability of resources. Therefore, educational stakeholders should continue to ensure that all students participate in extra-curricular activities. This may help the students benefit from such activities. This is to say, students cannot get experience from them or learn anything if they do not participate in extra-curricular activities. This has an effect on how education is carried out since learners are less able to actively participate in a variety of learning activities.

Concerning the availability of extracurricular activities' facilities and infrastructure that would enhance the development of soft skills among students, the study found insufficient facilities and infrastructure to support the development of soft skills among students. For example, it was discovered that some visited secondary schools shared a single pitch with neighboring primary schools, which hampered the implementation of these activities. From what was observed, the issue of infrastructure and facilities covers four areas, which are: playing grounds; sports and games facilities; production equipment; and professional personnel. These are very important in the implementation of extracurricular activities. In a study of extracurricular activities, teachers' attitudes toward the girl child, and psycho-emotional preparedness in Nigeria, Ohiorenum (2008) draws conclusions that are supported by the findings from this study. According to the report, a lack of amenities like playgrounds and sporting equipment prevented most schools from implementing extracurricular activities. It is challenging to plan these activities when there are not enough facilities. The findings are also in line with Salamuddin et al. (2011), on teachers' competence in school extracurricular management in Malaysia revealed that

schools faced with difficulties such as lack of inadequate facilities and infrastructures, and teachers lacked the necessary capability and enthusiasm in planning various extracurricular activities. These result in extracurricular activities being implemented in an inadequate manner. There is a dearth of personnel, and those who are there don't have the necessary abilities to carry out these operations.

Similarly, a study conducted by Assefa (2019) reports that the implementation of extracurricular activities in school was very poor due to inadequate facilities, financial problems, low motivation, lack of commitment, and concentration from teachers to support extracurricular activities. Extra-curricular activities require not only facilities but also skilled personnel, enough funds, and motivation for implementers to boost their participation. Therefore, stakeholders should put more emphasis on facilities as the main challenge facing the implementation of extra-curricular activities. More effort is still required to improve play grounds and purchase valuable equipment such as jerseys and sports cards. The shortage of these facilities contributes to the poor implementation of extracurricular activities in schools. This recommendation correlates with the findings of Andrew (2012), which advocated that the government should play its role in developing extra-curricular programmes by providing schools with more capital funding with sufficient facilities and equipment needed. In general, the study findings suggest that the government and other educational stakeholders must exert great effort to ensure the successful implementation of extra-curricular activities. Respondents concurred that the government, in particular, needs to employ more skilled workers with the necessary credentials to manage extracurricular activities. These include teachers and support staff. It also needs to motivate implementers, provide more facilities for extracurricular activities, and increase funding to be invested in extra-curricular activities.

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