

Extracurricular Activities: Prospects and Challenges among Female Students in Secondary Schools in Chanika Ward, Tanzania

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DOI - <https://doi.org/10.61421/IJSSMER.2023.1102>

ABSTRACT

The provision of quality education demands that students receive holistic development so that they have intellectual, physical, spiritual, emotional and social growth. In a bid to provide physical growth, schools have extracurricular activities for students. This study investigated the status of extracurricular activities and their role in the learning process of female students in Chanika Ward in Dar es Salaam City, Tanzania. It was guided by two objectives: to identify the types of extracurricular activities carried out in public secondary schools that enhance the teaching and learning process among female students and to describe the challenges hindering the participation of female students in extracurricular activities. The study employed a mixed research approach and a descriptive research design. The study used a sample size of 233 participants from four public secondary schools and included students, teachers, heads of schools, and ward education officers. Data were collected through questionnaires, interview guides, and observation guides. Descriptive statistics were used to analyse quantitative data, while qualitative data were analysed thematically. The results showed that there are four categories of extracurricular activities that female students participated in: sports and games; academics; activities related to production; and social clubs. These activities are said to have a greater impact on student attendance and help foster relationships between classmates and peers and rein in delinquent behaviour. The study also found insufficient facilities and infrastructure to support the participation of female students. Therefore, educational stakeholders should guarantee that the infrastructure and facilities for extracurricular activities are sufficient and appropriate for each student's gender. This would make it possible for students of both genders to profit from participation in extracurricular activities.

Keywords: Extracurricular, challenges, participation, activities, female students, public secondary schools, Tanzania

1. INTRODUCTION

Every parent and teacher want to see their students succeed academically, physically, socially, morally, and in other areas. The criteria for determining academic achievement depend on the child's personality traits and other qualities required for effective learning, in addition to the basic precepts of hard effort and perseverance. One of the most crucial characteristics of a competent learner is confidence in one's abilities and ability to complete a task. According to Haliimah (2010), the provision of quality education demands that students receive holistic development so that they have intellectual, physical, spiritual, emotional, and social growth. In a bid to provide physical growth, schools have extracurricular activities for students. Extracurricular activities refer to a

range of activities organized outside of the regular school day, curriculum, or course intended to meet learners' interests.

According to Fredricks and Eccles (2006), involvement in extracurricular activities is associated with better grades, test scores, enhanced school engagement, and higher educational aspirations. Eccles and Barber (1999) have recognized the potential drawbacks of various extracurricular activities. Gardner, Roth, and Brooks-Gunn (2008) found a favourable correlation between high school involvement in organized activities and future academic, civic, and, to some extent, professional achievement. According to Morrissey (2005), there is evidence linking extracurricular activities during adolescence to educational success as adults in terms of career choice and income. Morrissey also observed a decline in delinquency and a decline in risk-taking behaviour.

Reeves (2008) found a significant correlation between student participation in extracurricular activities and better attendance, behaviour, and academic results. According to Reeves (2008), all students who take part in extracurricular activities perform better than those who do not. ³ This involvement involves taking part in extracurricular activities and sports that the school sponsors. Students who are regularly exposed to music have superior academic results than those who are not (Cash, 2009).

The numerous opportunities made available to students who participate in extracurricular activities often benefit them. According to Biyangwa (2019), better grades, higher standardized test scores, more educational attainment, more regular attendance at school, and a higher self-concept are all advantages of participation in extracurricular activities. While lowering the chance of alcohol and illicit drug use and other problematic behaviours, participants in extracurricular activities frequently developed skills such as collaboration and leadership. Higher grade point averages, a decline in absenteeism, and a stronger sense of connection to the school are frequently observed in students who participate in extracurricular activities (Lyoba & Mwila, 2022). These reasons demonstrate the need for students to maintain a healthy balance between their academic and extracurricular commitments since taking part in these well-rounded activities may have an impact on their future performance.

A matter of debate has been how extracurricular activities affect the academic achievements of female students who participate in them. One position is that the participation of female students in extracurricular activities such as athletics, sports, religion clubs, subject clubs, scout, leadership, and music activities increases attendance, increases the completion rate, forms peer bonding, improves practical ability and controls delinquent behaviours, hence increasing the retention and academic performance of students in educational institutions. (Eccles et al., 2003; Herbert & Reis, 1999; Holland & Andre, 1987; Mahoney & Farmer, 2003; Siliker & Quirk, 1997; Tavani & Losh, 2003).

In other words, extracurricular activities have been known to help learners become more involved in their school or community and can help them develop social and soft skills and promote well-being. These activities include athletics, sports, voluntary work, photography, drama, music, etc. In some countries, this is also referred to as co-curricular activity. Extra curriculum activities have been reported to reduce absenteeism, dropping out, dodging, and truancy among students.

Dropping out, dodging and truancy of school denies individual students their fundamental human right to education. Internationally, the individual's right to education has been repeatedly affirmed

in many treaties and conventions, such as the UDHR (1948). Similarly, through the 1989 Convention on the Rights of the Child and the 1990 World Conference on Education for all, countries collectively committed themselves to achieving education for every citizen in every society (UNESCO, 2000). Students who withdraw from school prematurely end up not obtaining the intended knowledge and skills.

It is due to this problem that the Government of Tanzania and other education stakeholders have been taking various measures to enhance retention in school. WB, 2006: WFP (2009) notes that the measures taken include building boarding schools and hostels so that students stay within the school setting, improving school administration, and qualified teachers, improving the learning environment, locating schools closer to the communities, rewarding outstanding students, providing guidance and counselling services and introducing feeding programs.

Eccles et al. (2003) note that in the USA, students participate in a wide range of extracurricular activities: interscholastic and intramural athletic programs, service and school government clubs, sports and games, comedies, music, art and drama organizations, and academic and vocational clubs. In Zambian schools, as Mubanga (2011) contends, involvement in extracurricular activities positively influences the attendance of students in schools and makes schools multifunctional centers. Other studies show that extracurricular activities in schools create a sense of belonging to school among students, strengthen peer relationships and reduce the possibility of students leaving school.

These activities can help students strengthen their minds and make them more successful and focused in the classroom. They can help students build professional skills and skills that cannot be learned in an academic environment. They can help students expand their social circle and allow students to pursue their interests. Taking part in extracurricular activities may increase brain function, improve focus and create drive. Students can also apply the soft skills they have picked up through extracurricular activities to their studies, such as time management and communication skills.

Girls' clubs in schools are used to educate girls on sex education, such as matters pertaining to girls' harassment, early pregnancy, child labor, rape, and other harmful practices. This education helps girls avoid early pregnancy, which in turn enhances their retention in schools. Tanzania, like students in other countries, participates in extracurricular activities such as sports and games, subject clubs, cultural activities, environmental education, gender, life skills, and anti-HIV/AIDS clubs organized at the school level, community, and national level. The MOEST Performance Report shows that the survival rate is higher for girls and boys secondary to the dropout of lower secondary school than for girls. The survival rate for girls is 77.7% compared to 75.9% for boys.

According to customary law, girls and women were not involved in important political, economic and sociocultural functions. This has continued to the present, where some groups in Tanzania still look at girls and women as people who should just stay at home taking care of the family. Beyond this, there are still some cases in which girls are raped and forced to marry at early ages against their own wishes, sometimes leading to teenage pregnancy, dropout from school, and transmission of diseases such as HIV/AIDS. According to MoEVT (2007), extracurricular activities play a vital role 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. This study explored the contribution of extracurricular activities to enhancing teaching and learning processes among

female students in public secondary schools in Chanika, Dar es Salaam city. It was guided by two objectives:

- i. To identify the types of extracurricular activities carried out in public secondary schools that enhance the teaching and learning process among female students, and
- ii. To describe the challenges hindering the participation of female students in extracurricular activities.

2. LITERATURE REVIEW

Curriculum can be explained as formal, informal or extra curriculum and hidden (Anglin, 1999). The formal or official curriculum includes activities accommodated in the regular hours of school. Informal curriculum or extra curriculum comprises activities that occur outside of regular hours, during breaks of lunch time, after school and sometimes on weekends, are also sources of learning, whereas hidden curriculum are those things that students learn at school because of the way in which the school is planned and organized but which are not in themselves overly included in the planning or even in the consciousness of those responsible for school arrangements.

Some common extracurricular activities include sports, student government community services, arts, hobbies and educational clubs. The types of extracurricular activities vary in both secondary schools and communities. As such, they could be in the form of athletics, career and technical student organization, academic clubs, student government, volunteer and community organizations, multicultural organization and arts. Alcalá et al. (2006) postulate that activities such as arts and crafts, music and sports are types of extracurricular activities carried out in schools in most schools, and extracurricular activities also include programs of academic enrichment such as academic competitions in science, mathematics competitions and regional science fairs. Guest and Schneider (2003) further suggest that extracurricular activities, such as drama, leadership, boys' and girls' scouts, dance, and various clubs, such as chess clubs, are an important part of the educational experience of many students.

According to Holloway (1999), students in the USA participate in a wide range of extracurricular activities: interscholastic and intramural athletic programs, service and school government clubs, sports and games, comedies, music, art and drama organizations, and academic and vocational clubs. Eccless et al. (2003) note that these activities enrich previously learned academic skills through competition (for example, interscholastic debates) and develop artistic, musical, and psychometric talents, leadership skills and future career and occupational skills.

In many developing countries, the types of extracurricular activities found in public schools are very limited. For example, et al. (2018) found that in South Africa, sports (approximately 60%) and youth groups (approximately 15%) are the most popular forms of extracurricular activities in schools. In Tanzania, the extracurricular activities mentioned in the curriculum for ordinary secondary schools include games, sports, and subject clubs in which students are encouraged to participate in at least one game/sport and one subject club out of the subject clubs available (MoEVT, 2007). Apart from these, students are also encouraged to participate in cultural activities, peer education programs, environmental education, gender, life skills, and ant-AIDS clubs organized at the school level, community, and national levels. The clubs make students participate in academic and non-academic activities and help to shape behaviour and values as well as create a sense of belongingness and confidence among students. Shehu (2001) notes that the formal

acquisition of academic knowledge is not a sufficient condition for a well-rounded education; it is vital to provide learners with the opportunity to develop their potential fully through formal, informal, and nonformal cocurricular activities.

Participating in school extracurricular activities is a great way to widen teenagers' social circle, expand their interest, and build leadership skills. Studies show that involvement in high school extracurricular activities leads to positive long-term outcomes. Participating in extracurricular student activities has positive effects on student success. More than 80% of youth participate in extracurricular activities.

Craft (2012) conducted a study on the impact of extracurricular activities on student achievement at the high school level in Mississippi, USA. This study explored the relationship between student achievement and participation in extracurricular activities. The study focused on the impact that participation in extracurricular activities had on grade point average, absentee rate, SAT scores, and success on the Georgia High School Graduation Test. To test each research question, extracurricular activities were divided into three areas: participation in sports, school music programs, and school clubs. The study found that students who participate in extracurricular activities have slightly higher-grade point averages, SAT scores, and success on the Georgia High School Graduation Writing Test and miss fewer days of school. However, Craft (2012) did not specifically examine the contribution of extracurricular activities to the enhancement of teaching and learning, particularly for female students.

Claudette (2013) noted that being involved in extracurricular activities offers important opportunities for adolescent development, such as peer relations, appropriate social conduct, academic achievement, character development and community involvement. Other studies have also established the effects of extracurricular activity participation on academic performance and the decrease in delinquent behaviours during adolescence. For example, Darling et al. (2005) stated that extracurricular activities have been touted by their proponents as enabling youth to socialize with peers and adults, set and achieve goals, compete fairly, recover from defeat, and resolve disputes peaceably.

Darling et al. (2005) revealed that a student's peer group has the most important influence on students' academic and personal development. Their peer group may impact their emotional and cognitive development as well as their behaviour. Extracurricular activities also provide interaction with peers who have similar interests. The critique of Darling et al. (2005) could be that this study only relied on review rather than on the actual ground work for which the current study will close that gap.

According to Ahmed et al. (2015), students who participated in extracurricular activities had a better attendance rate of more than 75% in class. The participation of students in extracurricular activities can be linked to positive outcomes, improved grades and test scores, more engagement in classless absenteeism and increased educational aspiration. Students often learned skills such as teamwork and leadership from college club activities while decreasing the likelihood of different problem behaviours. Extracurricular activities help students stay away from violent or risky behaviour and teach them to walk through a positive pathway for future career building. Therefore, it is important for teachers and guardians to understand the overall impact of participation in extracurricular activities. This information can help families make wiser choices for creating a balance in academics' outdoor activities and future career planning in students' lives.

In Nigeria, Bekonson et al. (2020) studied whether interest in extracurricular activities has any influence on self-efficacy with reference to social self-efficacy, academic self-efficacy, language self-efficacy and moral self-efficacy. The results revealed that interest in cocurricular activities significantly influenced social self-efficacy, academic self-efficacy, language self-efficacy, moral self-efficacy and overall self-efficacy.

Based on the findings of this study, it was recommended, among others, that teacher and school administrators create opportunities for students to travel for excursions and not see involvement in cocurricular activities as a distraction to students. The critique of this study could be that Bekonson et al. (2020) only used questionnaires to conduct the data collection instruments. This increases the likelihood of affecting the study's validity since other methods, such as document analysis, could have been used. The current study endeavoured to close that gap. Additionally, Mahoney (2000, as cited in Eccles et al.) found that participation in voluntary, school-based, extracurricular activities increased students' participation and achievement in school. Apart from these, students are also encouraged to participate in cultural activities, peer education programs, environmental education, gender, life skills and ant-AIDS clubs organized at the school level, community and national levels. The clubs make students participate in academic and non-academic activities and help to shape behavior and values as well as create a sense of belonging and confidence among students.

In Tanzania, Chengula (2015) studied the contribution of extracurricular activities in enhancing student retention in secondary schools in Dodoma. The findings of the study showed that participation in extracurricular activities such as sports, scouts, student leadership, and music increased the retention of students in secondary schools. It was also revealed that positive peer pressure as a result of bonds among students themselves promoted a sense of belongingness to school, made students eager to stay in school, and improved school attendance.

On the basis of the findings, Chengula (20215) recommended that educational stakeholders such as the government, parents, and teachers ensure that resources for extracurricular activities such as playgrounds are made available and students are encouraged to participate. Further studies should be performed to investigate the contribution of other activities, such as academic clubs and fine arts, to retention and to study a variety of strategies that may also help students stay in school. The research gap our current study closed up was to do with a focus on female students rather than just from the general perspective.

A study by Shelu (2001) in Dar es Salaam revealed that formal acquisition of academic knowledge is not a sufficient condition for a well-rounded education; it is vital to provide learners with the opportunity to develop their potential fully through formal, informal, and nonformal co-curricular activities. It showed that in Public Dar es salaam secondary schools, these extracurricular activities provide opportunities for female students for leisure, common features for assessment, academic achievement, social support, internal characteristics, school engagement, and internal competence and reduce dropout.

Across the world, secondary schools have been providing extracurricular activities to students to enable them to explore their interests. Although the emphasis on extracurricular activities in the school system worldwide is consistent, the nature of participation varies significantly between countries, regions, districts, and schools. For example, the study conducted by Boniphace (2020) in Bagamoyo showed that 50% of public secondary schools have sports grounds. This challenge demotivates students to participate in extracurricular activities and school management,

disregarding extracurricular activities in the school budget to repair the school sports ground. Eccles (2003) shows that in developed countries such as the USA, students engage in more extracurricular activities than in developing countries, in which the number of students who participate in extracurricular activities is low. Disengagement of female students in extracurricular activities curtails weak school management to motivate female students, a shortage of extracurricular equipment, insufficient funds, a shortage of sports grounds and demotivation of students.

The degree to which a school can offer extracurricular activities is largely dependent on the availability of good school administration, the presence of food, qualified teachers/coaches, space, and finance, which critically determine the availability and quality of extracurricular activities that a school can offer. The common problem involved in extracurricular activities is that they take on too much. Students should make out a schedule in advance of a semester that balances school, work, after-school activities, home life and activities that should be fun rather than stressful for students.

In South Africa, Halimah (2010) investigated the management of extracurricular programs in some inner-city secondary schools. Through individual and focus group interviews, it was established that extracurricular programs in inner-city secondary schools are hampered by limited and inadequate facilities, a lack of human resource capacity, an overemphasis of curricular programs, and financial constraints. Halimah contended that due to the importance of a holistic development of the child to be an all-rounder as an adult, it is recommended that all stakeholders of the school be involved in providing a viable extracurricular program. Stakeholders include the teaching corps, parents, the local municipality, the Department of education, and the business community. Schools generally offer both sporting and nonathletic activities, with each type of activity offering different benefits to the students. Some activities require individual efforts, while others require team efforts. Most sporting and cultural activities usually require team efforts, while most academic activities, such as foreign languages, music, and computers, require individual effort.

There is no question that extracurricular commitment is a large part of students' experience; however, balancing home, social, and school life with added extracurricular commitments can often cause responsibility overload. According to Miller (2016), extracurricular activities add pressure on students. For some students, it would be difficult to deal with multiple activities in one day, which would cause them to concentrate on only one and fail on others. Some students may be faced with too many extracurricular activities. They rush from soccer practice to athletics lessons to end their evening with home assignments late into the night; therefore, they might not experience any type of social interaction.

Miller (2016) also noted that extracurricular activities add more pressure that students have to endure when attending school. If they cannot manage it properly, their learning will certainly be affected. It is therefore important for students to find a healthy balance between extracurricular activities and schoolwork. The trick to managing extracurricular activities, school work, and social life is to keep schedules and follow them. Similarly, Joseph's (2019) study on the contribution of extracurricular activities to student's holistic development in public secondary schools in Missenyi District, Tanzania, revealed that extracurricular activities develop students holistically through talent enhancement, physical fitness, increased creativity, skill development, and discipline. Additionally, the results showed that there were challenges faced in the implementation of

extracurricular activities in schools, which included low motivation, lack of qualified personnel, financial constraints, limited time and inadequate facilities. Finally, the study suggested that the government should provide enough funds, enough time, skilled personnel, and motivation to enhance the effective participation of extracurricular activities in public secondary schools.

A review of the literature (Boniphace, 2020; Halimah 2010; Joseph 2019) indicates that there are a small number of females who participate in various extracurricular activities. It is not clear why female student participation in extracurricular activities is low when it is an important part of the teaching and learning process. Therefore, it was necessary to conduct this study to investigate the status of extracurricular activities and their role in the learning process of female students in Chanika Ward in Dar es Salaam City, Tanzania.

3. RESEARCH METHODOLOGY

This study used a mixed research approach to obtain both open-ended and closed-ended forms of data. Creswell (2012) has encouraged researchers to use a mixed approach whenever either a qualitative or quantitative approach alone proves inadequate. The study used a descriptive survey design. This design simplifies the description of the characteristics of specific aspects for comparative purposes and assesses the attributes of the population of subjects. The target population of this study was all schools, all heads of schools, ward education officers, and all teachers and students in secondary schools in the Chanika ward. The sample included four (4) public secondary schools, 220 students, eight (8) teachers, four (4) heads of schools and 1 ward education officer. Data were collected through the questionnaires, interview guide and observation guides. Descriptive statistics, particularly percentages and frequencies, were used to analyse quantitative data obtained through the questionnaires, while qualitative data from the interview guide and observation guide were analysed thematically. Participant consent, confidentiality, and anonymity were some ethical issues considered by this study.

4. RESULTS AND FINDINGS

The findings of this study are organized according to the two research objectives that guided this study.

4.1 The type of extracurricular activities carried out in public secondary school

The study was interested in identifying the type of extracurricular activities carried out in public secondary schools in the Chanika Dares Salaam ward that enhance teaching and learning processes among female students' academic performance. Table 1 below presents the data that were collected in line with this question.

Table 1: The type of extracurricular activities offered in schools

<i>Schools</i>	<i>Subject clubs</i>	<i>Sports</i>	<i>Scouts</i>	<i>Music activities</i>
School A	45.6%	93.7%	36.8%	52.6%
School B	56.2%	81%	00%	82.6%
School C	29.3%	95%	34.7%	58.5%
School D	48.4%	89.9%	24.4%	86.7%
Average %	55.8%	89.9%	23.9%	70%

Source: Field research (2022)

The results in table 1 show that in school A, the results were as follows: subject clubs 45.6% out of 54.4%, music 52.6% out of 47.4%, sports 93.7% out of 6.3% and scout 36.8% out of 63.2%. In this school sport, 93.7% was larger, then music activities 54.4%, followed by leadership 45.6% and scout 63.2%. In school offerings, sports and scouts were the last.

School B: In this school, the results were 56.2%, sports 43.8% out of 19%, music 82.4% out of 17.9% and scout 00%. In this school, 82.4% of music activities were first, followed by subject clubs, and 00% were scouts. This implies no scout in this school.

School C: The results were as follows: subject clubs were 29.3% out of 70.7%, sports 95% out of 5%, music 58.5% out of 41.5% and scout 34.7% out of 63.3%. In school C, sport was first, followed by music activities, and scout became the last one.

School D: The results were as follows: subject clubs were 48.4% out of 51.6%, sports 89.9% out of 10.1% and scout 24.4% out of 75.6% music activities 86.7% out of 13.3%. In this school, sport was first, second was music activities, third was school leadership and fourth was scout.

Generally, the average % showed that subject clubs 55.8%, sports 89.9%, music activities 70% and scout 23.9%. This implies that the majority of schools offer sports and deny other selected extracurricular activities, including scout, sport subject clubs and music activities, through questionnaires. The unstructured interview was conducted with teachers and students on the question of which researcher wanted to know the type of school activities offered by the school. One of the teachers in school D said that “in our school, we offer sports at a large party; simply, sports broaden and widen the knowledge of the learners, and there is a platform in our school to practice them, but others extracurricular activities such as music activities teach our students immoral value” (Interview Morning Thursday 16th June 2022).

It seems that some teachers have negative perceptions of some extracurricular activities, as the teachers of school D proposed. When the head of school D was interviewed, she said the school offers extracurricular activities according to the education policies, with no policy that instructs the schools to play music and to learn music in secondary school. The head of school said, “We offer extracurricular activities that are structured by government” (Thursday 16th June 2022). The lack of knowledge among teachers on the importance of extracurricular activities leads to the neglect of some of the important extracurricular activities in school and hence denies the right of students to participate in extracurricular activities.

In school A, the teachers said they receive a meagre budget to purchase tools for other extracurricular activities since some tools are cost full. “It is very expensive to buy musical instruments, and we don’t have experts in music in our school” (Interview was Morning Wednesday 15th June 2022). Additionally, in school B, the teachers said, “Here in our school we don’t prefer scout because our school comprises only female students although we have school band which is under the scout groups” (Interview with teacher in school B).

Schools have to offer many extracurricular activities because the participation of students in extracurricular activities is important in the learning and teaching process. Guest and Schneider (2003) further suggest that extracurricular activities, such as drama, leadership, boys and girls scout, dance, and various clubs, such as chess clubs, are an important part of the educational experience of many students. Second, the researcher sought to capture information on students’ participation in extracurricular activities in Chanika Dar es Salaam. The study selected only four

extracurricular activities, namely, subject clubs, sports, scout and music activities, for participants to choose. The results collected are presented in Table 2:

Table 2: Types of extracurricular activities that students participate in

<i>Schools</i>	<i>Subject clubs</i>	<i>Sports</i>	<i>Scouts</i>	<i>Music activities</i>
School A	34%	97.9%	28%	58.5%
School B	38.9%	96.3%	31.5%	56.5%
School C	7.7%	91.0%	1.3%	56.5%
School D	32.1%	88.9%	32.1%	49.1%
GENERAL	45.6%	93.5%	23.2%	55.2%

Source: Field Research (2022)

School A: The results showed the following: sports 97.9% out of 2.1%, scout 28% out of 72%, subject clubs 34% out of 66%, music 58.5% out of 41.5%. In schools, sports carried higher marks scout. Scout carried the lowest percentage. In school B, the results show that subject clubs comprised 38.9% out of 61.1%, music 56.5% out of 43.5%, scout 31.5% out of 68.5% and sports 96.3% out of 3.7%. In this school, sports accounted for a larger percentage and scout only 31.5%.

Additionally, in school C, 7.7% out of 92.3% were subject clubs, 91.0% out of 9% were sports, 1.3% out of 98.7% were scouts, and 56.5% out of 43.5% were music. In this school, sports scored 91.0% higher than scout scored 1.3%. In this school, a minority of students also participate in subject clubs and scouts. Furthermore, in school D, the results were subject clubs 32.1% out of 67.9%, scout 32.1% out of 67.1%, music 49.1% out of 50.9%, and sports 88.9% out of 11.1%. In this school, sports had a larger percentage (88.9%) than both student leadership and scout (32.1%).

In general, the data obtained, analysed and presented in table 2 show that the results were 45.6%, sports the results were 93.5%, scouts the results were 23.2% and music activities 55.2%. Sports was the first extracurricular activity, followed by music activities; the third was subject clubs (45.6%), and four were scouts (23.2%). This implies that majority offer like sports and minority like scouts. It can be observed that the majority of schools offer sports and music. Female students like music activities more than female activities. It is very important for both sexes to participate in extracurricular activities. Schools must offer many extracurricular activities because the participation of students in extracurricular activities is important in the learning and teaching process.

The findings are in line with Guest and Schneider (2003), who further suggest that extracurricular activities, such as drama, leadership, boys' and girls' scouts, dance, and various clubs, such as chess clubs, are an important part of the educational experience of many students. According to Gardiner (1983), students have multiple intelligences, and these intelligences help them broaden their view of human learning and realize their potentials and expose their varieties of different activities to explore their interests and capabilities when participating. Intelligences such as body kinesthetic (musical activities) increase the wide employment market and lead to country shine, hence increasing national income. Additionally, Mahoney (2000, as cited in Eccles et al.) found that participation in voluntary, school-based, extracurricular activities increased students' participation and achievement in school. Therefore, student participation in extracurricular activities through interschool competition increases artistic skills and develops their talents. These activities enrich academic skills through competition (for example, interscholastic debates) and develop artistic,

musical and psychomotor talents, leadership skills and future career and occupational skills (Eccles et al. 2003).

The study was also interested in establishing the effects of extracurricular activities on teaching and learning processes among female students. The study was interested in capturing information on the positive effect of extracurricular activities on students' learning processes. The results are shown in Table 3.

Table 3: Positive Effects of Extracurricular Activities

<i>Schools</i>	<i>Enrich one's life</i>	<i>Better attendance and increase completion rate</i>	<i>Forming bond and promote mutual feeling classmate</i>	<i>Improve practical ability</i>
School A	98.2%	78%	87.8%	98.8%
School B	94.3%	64.1%	89.6%	96.8%
School C	91.6%	66.1%	83.4%	88.8%
School D	95.2%	87.6%	78.4%	98.8%
Average %	95.7%	73.9%	84.8%	95.8%

Source: Field Research (2022)

School A: The results showed that Enrich one's life respondents agreed were 100%, better attendance and increases completion rate 78% out of 22%, forming peer bonding and promote mutual feeling classmate 87.8% out of 12.2%, improve practical ability 98.8% out of 1.2%. Enrich one's life respondent was 100%, and better attendance and increased completion rate were low.

School B: In school B, the results showed that 94.3% of respondents enjoyed one's life out of 5.7%, better attendance and increased completion rate 64.1% out of 35.9%, forming peer bonds and promoting mutual feelings in classmates was 89.6% out of 10.4%, and improved practical ability results were 96.8% out of 3.4%. In school B, improving practical ability resulted in the highest % and promoting mutual feeling relationships was the last effect.

School C: The results showed that 91.6% out of 8.4% enrich one's life respondents, better attendance and increase completion rate 66.1% out of 33.9%, forming peer and promote mutual feeling classmate 83.4% out of 16.6% and improve practical ability 88.8% out of 11.2%. In school C, enrichment of one's life respondent was 91.6%, and improved practical ability was last

School D: The results showed that Enrich one's life respondent was % out of 2.8%, better attendance and increased completion rate 87.6% out of 12.4%, forming peer bonds and promoting mutual feeling classmate 78.4% out of 21.6% and improved practical ability 98.8% out of 1.2%. In this school, enrich one's life respondent was highest % and form peer bonds and promote mutual feeling classmate.

Enrich one's life

Table 3 shows that 98.2% of the data obtained, analysed and presented in school A enrich one's life, 94.3% in school B, 91.6% in school C, and 95.2% in school D. The results showed that the majority of students participate in extracurricular activities because they enrich one's life and help to enrich life dreams. Learners have their life expectations; hence, participating in extracurricular activities enables life success. Darling et al. (2005) stated that extracurricular activities have been

touted by their proponents as enabling youth to socialize with peers and adults, set and achieve goals, compete fairly, recover from defeat, and resolve disputes peaceably.

Better attendance and increased completion rate

The data obtained, analysed and presented in Table 3 show that school D was the highest at 87.6%, followed by school A at 78%, school C at 66.1% and school B at 64.1%. In general, the average was 73.9%. The majority of students agree that participating in extracurricular activities leads to better attendance and an increased completion rate. The observation revealed the variation in school attendance. Regarding the days of extracurricular activities, the majority of students attend school compared to those days without extracurricular activities. In school A on Monday 30th May 2022, the rate of attendance was 86.67%, in which this school had no extracurricular activities on Wednesday 1st June 2022 of the same week, and attendance increased 99% according to the school general timetable.

This meant that students participating in extracurricular curricula have a great opportunity to complete secondary school education if the education institution (schools) offers extracurricular activities. Similarly, Holloway (2002) found that positive attitudes toward school result in fewer instances of school dropout. Student involvement in extracurricular activities at school or with groups of students who are currently in school as Trent and Braddock (1992) pointed out that students feel part of the main group, important to the school and more motivated to perform in order to participate. They must have something positive to look forwards to what will meet the companionship needs of being a teenager. If they are not able to meet these needs in the school setting, they often decide to quit school. These extracurricular activities provide opportunities for female students for leisure, common features for assessment, academic achievement, social support, internal characteristics, school engagement, and internal competence and reduce dropout.

Forming peer bonds and promoting mutual feelings among classmates

The data obtained, analysed and presented in table 3 show that school A was 87.8%, school B was 89.6%, school C was 83.4%, school D was 78.4% and the average was 84.8%. The average % was 84.8%. The majority of respondents at school B accepted that extracurricular activities form peer bonds and promote mutual feelings of classmate, while school D accepted 78.4%. In general, extracurricular activities help form peer bonds and promote mutual feelings of classmate. Due to this point of view, students are able to form subject group discussions and hence increase to obtain high grades and good results for further levels of education and good outcomes and to achieve their life goals. Darling et al. stated that extracurricular activities have been touted by their proponents as enabling youth to socialize with peers and adults, set and achieve goals, compete fairly, recover from defeat, and resolve disputes peacefully. The value of extracurricular activities on secondary school campuses is well known.

Volunteering, internships, student clubs and organizations, and sports teams are activities that allow students to gain real-world experience and link academic knowledge with practical knowledge. A student's peer group has the most important influence on a student's academic and personal development. Their peer group may impact their emotional and cognitive development as well as their behavior. Extracurricular activities also provide interaction with peers who have similar interests.

Improved practical ability

The data obtained, analysed and presented in table 3 show that school A was 98.8%, school B was 96.8%, school C was 88.8%, school D was 98.8% and the general average was 95.8%. Both school A and school D brought the same results, while school C appeared with 88.8%. The study can recommend from this point of view that extracurricular activities such as leadership, sports and music activities enable learners to improve their practical ability. In line with Eccles et al. (2003), these activities enrich previously learned academic skills through competition (for example, interscholastic sports and music activities) and develop artistic, musical and psychomotor talents, leadership skills and future career and occupational skills. Additionally, Claudette (2013) noted that being involved in extracurricular activities offers important opportunities for adolescent development, such as peer relations, appropriate social conduct, academic achievement, character development and community involvement. As the study revealed, extracurricular activities have positive effects but negative effects.

4.2 Challenges hindering participation among female students in extracurricular activities

The second specific objective of this study was to determine the challenges hindering female students from participating in extra curriculum activities in public secondary school in Chanika ward Dar es Salaam. The findings are summarized in figure 1.

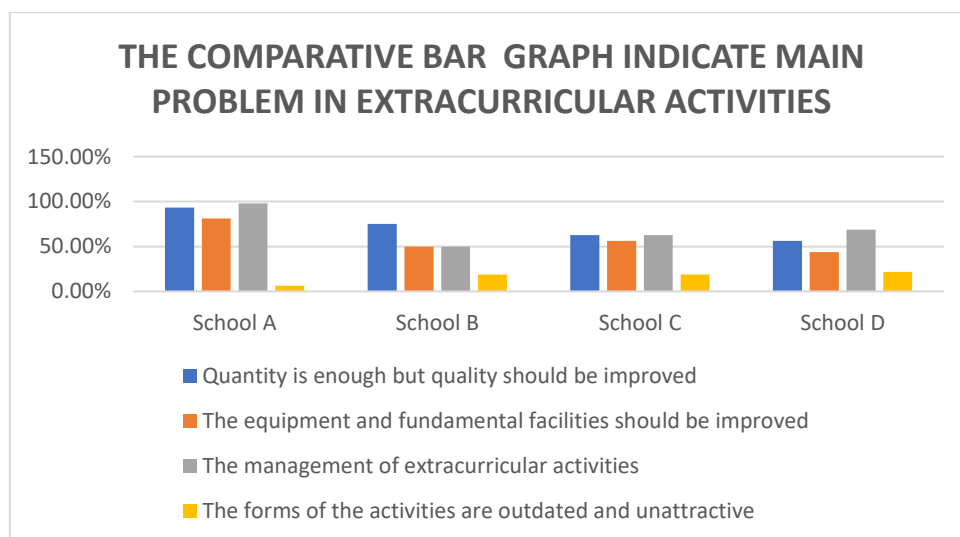


Figure 1: Main challenges associated with extracurricular activities

The data obtained, analysed and presented in Figure 1 show that quantity is sufficient, but quality should be improved as a major problem in many schools. The second main problem found was the management of extracurricular activities, the major problem in extracurricular activities, the third problem was that equipment and fundamental facilities should be improved, and the fourth problem was that other forms of the activities are outdated and unattractive.

Quantity is enough, but quality should be improved

The data obtained, analysed and presented in Figure 1 show that the quantity is sufficient, but quality should be improved at the following rates: school A, 93.3%; school B, 75%; school C, 62.5%; and school D, 56.3%. This implies that the majority of secondary practices schools extracurricular activities, but quality should be improved. In most cases, students participate in extracurricular activities in large quantities, but the quality of these activities is low. The

observation made by the researcher realized that no one school put into written record documents those activities for memorization and for assessment.

Shortage of equipment and fundamental facilities

Figure 1 indicates that in school A, the results were 81.3%, school B was 50%, school C was 56.3% and school D was 43.8%. The majority of school shortages of equipment and fundamental facilities hinder extracurricular activities; for example, in most cases, only football sports pitches were present, while other sports, such as cricket, athletics, netball, music activities and other sports activities, were absent.

Table 4: Equipment and fundamental facilities

<i>School</i>	<i>Subject clubs</i>	<i>Sports</i>	<i>Scout</i>	<i>Music activities</i>
School A	Class room	Football, netball, athletics and volleyball	Football pitch	No equipment
School B	Class room	Netball and athletics	Absent of scout	No equipment
School C	Classroom	Football, cricket, netball, volley	Football sport pitch	No equipment
School D	Classroom	Football, netball, volleyball, and handball and basket ball	Football sports pitch	No equipment

Source: Field research (2022)

The data in table 4 show that in many schools, the classroom is used as a platform for subject clubs; in sports pitches, only netball and football sports are common; in scouts, football pitches are used; and in all four schools, no equipment or fundamental facilities are used.

Weakness on management of extracurricular activities

The data obtained, analysed and presented in table 4 show that in supervising the management of extracurricular activities, school A was 98%, school B was 50%, school C was 62.5% and school D was 68.8%. In general, the study indicates that the majority of secondary schools have unsatisfactory management of extracurricular activities. Similarly, Davidson (2006) found that in learning extracurricular activities, a relaxed environment and strong management are key factors in developing learners' talents.

Although the emphasis on extracurricular activities in the school system worldwide is consistent, the nature of participation varies significantly between countries, regions, districts and schools. For example, the study conducted by Boniphace (2020) in Bagamoyo showed that 50% of public secondary schools have sports grounds. This challenge demotivates students to participate in extracurricular activities and school management, disregarding extracurricular activities in the school budget to repair the school sports ground.

The findings also agree with Eccles (2003), who observed that in developed countries such as the USA, students engage in extracurricular activities compared to developing countries in which the number of students who participate in extracurricular activities is low. Disengagement of female students in extracurricular activities curtails weak school management to motivate female students,

a shortage of extracurricular equipment, insufficient funds, a shortage of sports grounds and demotivation of students.

For some students, it would be difficult to deal with multiple activities in one day, which would cause them to concentrate on only one and fail on others. Some students may be faced with too many extracurricular activities. They may rush from soccer practice to athletic lessons to end their evening with home assignments late at night; therefore, they might not experience any type of social interaction. Aside from this, it will add more pressure that students have to endure when attending school. If they cannot manage it properly, their learning will certainly be affected. It is therefore important for students to find a healthy balance between extracurricular activities and schoolwork. The trick to manage extracurricular activities, school work, and social life is to keep schedules and to follow them.

5. CONCLUSION AND RECOMMENDATIONS

Conclusions

Extracurricular activities play a vital role 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. Students participate in a wide range of extracurricular activities: interscholastic and intramural athletic programs, service and school government clubs, sports and games, comedies, music, art and drama organizations and academic and vocational clubs. Involvement in these activities positively influences the attendance of students in schools and makes schools multifunctional centers. Extracurricular activities in schools create a sense of belonging to school among female students, strengthen peer relationships and reduce the possibility of students leaving school.

These activities can help students strengthen their minds and make them more successful and focused in the classroom. They can help students build professional skills and skills that cannot be learned in an academic environment. They can help students expand their social circle and allow students to pursue their interests. Girls' clubs in schools are used to educate girls on sex education, such as matters pertaining to girls' harassment, early pregnancy, child labor, rape and other harmful practices. Extra curriculum activities help girls avoid early pregnancy, which in turn enhances their retention in school.

Recommendations

The study showed that extracurricular activities such as scouts taught female students a sense of patriotism, creativity, hard work, confidence and national security in general. Therefore, all students should participate in the scout. Music activities are now having a wide market for employment; hence, it is the time now for the government to add music activities as academic subjects and not as extracurricular activities that the majority of students like music activities. By doing so, it will widen the employment market, make the country international shine, and hence increase government revenue.

The study also recommends that there is a need for the reestablishment of cost sharing (government and parents) due to the inefficiency of the free fee education system, which leads to stagnation in the development of extracurricular activities in schools because of the meagre budget. Public secondary schools receive only 10% for extracurricular activities. This amounts to insufficient

purchase of the equipment and fundamental facilities for subject clubs, sports, scouts and music activities.

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