

Influence Of Co-Curricular Activities On The Development Of Holistic Learners In Public Secondary Schools In Kiambu County, Kenya

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Abstract: Effective curriculum implementation in schools should be geared towards nurturing and promoting development of holistic learners which is the desire of every education system worldwide. The same is able to instill practical skills, knowledge, desired values, beliefs and attitudes in learners who in turn become useful members in the society. The purpose of the study was to establish the influence of co-curricular activities on the development of holistic learners in public secondary schools in Kiambu County, Kenya. The study was informed by the holistic development theory. The study employed mixed methodology and concurrent triangulation design that enabled the researcher to triangulate the findings. The target population comprised 1200 respondents. Stratified, purposive and simple random sampling techniques were used to select the required sample size which consisted of 360 respondents. Questionnaires were administered to teachers and students while interview guides were used for the principals. Piloting of research instruments was conducted in schools not included in the actual study during data collection. Reliability was tested by use of test-retest method where Cronbach's Alpha coefficient determined the reliability coefficient value $r=0.7$ an indication of high internal reliability hence the instruments were suitable to collect data. Validity of the research instruments was determined by considering the judgment of experts and supervisors. To ensure dependability of the instruments, comparable data was collected via a follow up study carried out in the same context using same process on the same respondents. To guarantee the gathered data were credible, concurrent research design was used. Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive and inferential statistics (Correlation Coefficient with the help of SPSS version 23). Pearson product moments correlation coefficient (r) was used to test for strength of association at 95% confidence level. The findings revealed that there was a correlation between curriculum implementation dynamics and the development of holistic learners in secondary schools of Kiambu county Kenya. Co-curricular activities were found to have negative correlation with the development of learner's spirituality, cognitive, personality, self-efficacy, inter-personal values among other aspects of a holistic learner. However, there was a strong and positive correlation between engagement in co-curricular activities and the development of holistic learners in Kiambu County. The study concluded that in public secondary schools in Kiambu County, co-curricular activities employed are correlated with the development of holistic learners. The study therefore recommended that teachers' in-service training programmes must be adjusted to reinforce engagement of co-curricular activities that contribute positively to the development of holistic.

Keywords: Holistic learner, co-curricular activities, public secondary school and Education.

I. INTRODUCTION

Undue emphasis has been laid on curriculum implementation dynamics which undermine the development of holistic learners in schools today. The schools put a lot of

emphasis on frequent continuous assessment, remedial teaching and give loads of assignment to the learners which became a daily routine to ensure that learners are able to achieve high grades which are considered of worth by the parents, teachers and the entire society (Bundu, 2009). This

has further culminated to rote learning and memorization which is being emphasized by teachers for better grades that earns promotion or monetary at the expense of developing holistic learners.

According to Omolewa (2011), the current schools concentrate on teaching and drilling the learners to pass examinations and pays little attention to promoting development of holistic learners; schools have therefore inclined towards producing good grades in the examinations which determines the worth of the learners abandoning the aspect of inculcating interpersonal skills, problem-solving skills among others that help them to resilient in the society. Globally education is considered as basic tool that acts as a springboard for national development hence every country must take care of her education system. According to United Nations (2012), a well-organized education system has the mandate of producing well trained human resources with the required values and the ability to foster national and social cohesion. Many young people are leaving school without having attained the skills required for them to thrive in the society or find decent jobs. This undermines equitable economic growth and social cohesion that prevents many countries from benefiting from their growing youth populations. The various interested parties in the education sector put high value to education because they see it as a vehicle to socio-economic and political development (Freire, 2006).

Muola (2006) established that education system of any country should organized in such a way as to encourage development of holistic learners who acquire skills and values that give the capacity to meet the requirements of a knowledge-based economy which is being advocated for twenty first Century (21st Century) education. The same sentiments have been supported by the stakeholders in the education system that is ready to foresee the implementation of the same during the classroom instruction. The advocacy for effective implementation of the curriculum in the schools works towards fulfilling the coming of effective schools for the 21st century education that prepares holistic learners with transformative skills for the promotion of social, economic and political development of the society.

The teachers and students are so advanced technologically where teachers teach for democracy and interact well with the learners promoting conducive environment for acquisition of skills, values, attitudes that culminates to promotion of holistic learning which is emphasized in the schools and given first priority (Punie, 2009). Likewise, in Europe, the educators work towards equipping learners with the aspects of creativity and leadership that concern all aspects of life hence preparing holistic learners who are useful members in the society. They are geared towards establishing in the learners human civilization on creativity, leadership, innovation, cultural diversity, teambuilding, and technological innovation so as to meet the goals of the changing economy and global requirements (Ferrari, 2010).

Examinations have taken the central lead in the education system where teachers teach not considering the interests and needs of learners but in regard to what the composition of examinations will be tested. All these have led to the emergence of anti-examination calls and examination malpractices that divert crucial role of education hence affecting the ultimate goal of developing holistic learners in the society. According to Anushka (2007), a study carried out

in England and Wales called for the reported that there were calls to the elimination of all national examinations administered to learners below 16 years. This suggestion was based on the fact that these learners were over tested which affected their attitude towards education negatively and caused stress among the learners that culminated to suicidal threats and actions. This posed an impression that examinations failed to uplift the standards of learning leading to learners who were demotivated, stressed and massive school drop-outs (Fassi, 2010). According to the GTC report learners in England education system are the most tested in the world where learners are subjected to 70 tests and examinations before they attain the age of 16 years. The report further established that the teachers resulted to engaging drilling methods of teaching in order to pass the tests but there was outcry that the existing assessment regime needs to be changed so that the attitude of the learners can be reverted in order to promote development of holistic learners (ibid).

According to Omolewa (2003), curriculum implementation in schools actualizes the written curriculum as planned in the syllabi, course of study, curricular guides and subjects and the teachers are supposed to ensure that learners acquire intended knowledge, skills and attitudes in order to make effective contribution to the society. On the other hand examinations allocate scarce educational benefits in an objective and unbiased way hence hindering development of a holistic learner. The examinations therefore should be organized in such a way as to support curriculum implementation and at the same foster the development of holistic learner if education is to be of great value to the society.

During the curriculum implementation process teachers should be in cognizance of the general aims of Education in Kenya that strive to foster nationalism, patriotism, and promoting national unity, promoting social, economic, technological and industrial needs for national development and self-fulfillment promoting respect for development of Kenya's rich and varied cultures (Oluoch, 2000). All these aspects should not be ignored by curriculum implementers so as to improve the quality of the expected outcome in the education system which a great contribution to the society. The teacher should aim at furnishing learners with the appropriate knowledge, values, skills and attitudes and these can only be realized if curriculum implementation is done effectively. The learners also need to be made aware of what is expected of them as they go through school so that they can work towards acquiring the same. The content offered to the learners should be well packaged to ensure that fullest development of individual talents and abilities through holistic learning where the learners are trained on how to adjust well to the rapidly changing society (Pykett, 2010).

According to Khan et al., (2011), content of administered examination is guided by the objectives of the implemented curriculum which is not only a process of assessing the progress of learners but acts as extrinsic motivation that enable learners to appreciate their academic strengths and weaknesses that calls for strategies of sorting out the challenges and encouraging them to soldier on until they achieve their ultimate goal of making positive contributions to the society. The assessment practices used expose teachers to employ

different and new instructional methods to ensure that learners are able to acquire the appropriate skills, values, attitudes and habits that make them holistic learners. Fassi (2006) posits that a lot of reliance on examinations to promote learners to the next level and make decisions has instigated vices that learners engage in so as to attain the grade required for promotion. Both teachers and learners have resulted to engagement in examination malpractices hence eroding the morals and integrity of the systems concerned.

Teaching methods, co-curricular activities, classroom control practices are among the curriculum implementation dynamics that should be well managed to influence development of holistic learners in schools. Kabaji (2012) asserts that the extent to which the assessment practices are predisposed in relation to the testing of competencies required by learners so that we can advance to subsequent level of education. He further noted that the inability to replicate the goals of curricula for learners who are not able to move to the next level translates to the questioning of the validity of such examination and their ability to prepare holistic learners. Kellaghan (2003) argues that teachers should be trained further to divert from paying attention to the content that will be tested during their classroom instruction because currently they focus examination content due to the significant consequences attached to performance, and this has raised concerns in regard to the character and quality of teaching and learning processes in schools which value examinations at the expense of the development of holistic learners and their enormous contributions to the society.

The research findings obtained by Bundu (2013) established that the disjointed implementation of curriculum and the great attention given to examinations has created pressure among the learners which has led to the mutilation individual development and self-fulfillment of the learners and deterred the development of holistic learners in the schools. This is evidenced by two incidences where students committed suicide for failing to achieve their expected grades in the main examination proving that schools are mutilating individual development and self-fulfillment of the citizens because grades are the determinants of one success in the society.

A. STATEMENT OF THE PROBLEM

Education should focus on the promotion of the development of the holistic learner by paying attention to the following aspects; physical, intellectual, social, affective, moral and spiritual qualities of all learners which can only be attained through effective curriculum implementation. This enables the learner to develop into a complex person for their own personal fulfillment and the good of the society. The curriculum implementers should therefore be very careful to ensure that the teaching and learning process is carried out with high regard to the development of holistic learners. The education offered in the schools should therefore be geared towards shaping the lives of learners so that they become more fully human by learning survival skills rather than only being centred on passing examinations. The current Kenyan curriculum does not provide flexible pathways for identifying and nurturing the talents and interests of learners early enough

to prepare them for the world of work, career progression and sustainable development. The implementation of the curriculum is inclined towards passing examinations which dictates what the teachers offer during classroom instruction and the outcome judges the worth of life the learner is supposed to lead. This therefore encourages rote learning and memorization for higher grades and inhibits the acquisition of life skills, values, knowledge hence detrimental to development of holistic learners. There is little provision for recognition of learner's potential, gifts and talents due to the unnecessary focus on examinations. Effective curriculum implementation should be able to prepare learners holistically and the same time obtains good test scores that promotes them to the next level or places them in certain career fields and not only dictates their worth. This has led to the neglect of the development of spiritual, emotional and other social aspects of life that learners require in order to be successful in life during education at secondary school level. The learning institutions have retained a calm notion on matters regarding promotion of development of holistic learners but a lot of emphasize has been put on rote learning that enhances learners to pass examinations that determine the worth of a person in the society today. The curriculum implementation dynamics require revisiting to ensure that they are geared towards promoting development of holistic learners. This is translated by two incidences which were witnessed in Kiambu County in 2012 where two candidates committed suicide following poor performance in national examinations an indication of poor development of holistic learners.

Therefore for the schools to assist learners to acquire complex and analytical skills for the 21st Century, teachers must learn to teach in ways that develop higher-order thinking and performance (Darling-Hammond, 2009). Otherwise examination pressures and certificate syndrome will continue to escalate in public secondary schools. All this led to increased school drop-outs and wastage rates and high unemployment in Kiambu County. There was an escalation of social vices, increased crime rates, drug abuse and antisocial behaviours and failure to enhance productivity and accelerate economic growth of most learners passing through Kiambu County public secondary schools. These were indicators of poor holistic development among learners at the schools. This study therefore embarked on asseesseing the influence of curriculum implementation dynamics on the development of holistic learners in secondary schools in Kiambu County.

B. PURPOSE OF THE STUDY

The purpose of the study was to establish the influence of co-curricular activities on the development of holistic learners in public secondary schools in Kiambu County, Kenya.

C. SIGNIFICANCE OF THE STUDY

The findings of the study may to add theoretical and practical knowledge to the already existing literature on curriculum implementation dynamics and development of holistic learners at various levels of academic pursuance either regionally, nationally or globally. The information obtained from the study may be useful to policy makers in the

education sector to engage the strategies and techniques revealed by the study to transform the mindset of the curriculum implementers who should be more concerned about the development of the holistic learners instead of laying a lot of emphasis on the passing of examinations and acquisition of good grades that are assumed to determine the worth of a person.

The findings of the study might give insights to the curriculum implementers and developers that emphasis put on the coverage of the syllabus in preparation of examinations has no value addition if they are to promote development of holistic during classroom instruction and out-door activities. In order to prepare learners who fully to fit in the society their pedagogical skills need a paradigm shift which is informed by the study as per the findings. This study may create complementary energies towards the best practices in the use of assessment and evaluation tools that encourage development of holistic learners with inter-personal relation skills, problem solving skills, social interaction skills that are required in the twenty first century (21st C) system of education.

This study might also create a complementary impact to the divisions mandated with the obligation of monitoring and evaluating implementation of curriculum in the schools that ensures that the curriculum being implemented is incorporating the psychological, social, physical and cognitive and affective domains according to bloom's taxonomy so as to produce holistic learners who makes positive contribution to the national development among others. The findings of the study might inform best practices in Education institutions regarding assessment and evaluation hence positive application of examinations towards the development of holistic learners in the education system in Kenya so that the society's mindset of defining the worth of a learner by the grade they acquire in school can be altered by divulging them to approving the facets of developing a holistic learners who are broadly versed in all traits of life.

II. LITERATURE REVIEW

A. INTRODUCTION

In promoting development of holistic learners, the educators should consider the intellectual, social, emotional, and physical development in an atmosphere that is supportive, challenging, and safe. The school curriculum is designed to nurture the learner in all dimensions of his/her life-spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical (DES, 1999). The vision of the curriculum in education is based on the following aims: to enable the child to live as a child and to realize his/her potential as a unique individual; to enable the child to develop as a social being through living and co-operating with others and so contribute to the good of the society; to prepare the child for further education and lifelong learning. When children are accorded a positive school experience such as development of literacy, numeracy and communication skills this enhances their self-esteem and confidence and also their motivation to learn is boosted.

The Association for Supervision and Curriculum Development (ASCD) is a non-profit member based organization, founded in 1943, with more than 175,000 members from over 100 countries. The ASCD develops programs, products, and services for educators in regard to fostering the development of holistic learners. Early in 2007, the ASCD launched a Whole Child Initiative to help ensure that children are healthy, safe, engaged in learning, supported by caring adults, and academically challenged (Brown, 2008). There is ample evidence suggesting that the elementary school years are crucial for learners to develop social, emotional, intellectual, and physical skills and sensibilities in order that they may lead healthy and active lives (Graber, Locke, Lambdin, & Solmon, 2008). Scholars, educators, and philosophers who hold a holistic view of child development share the view that education in elementary school should be education for life.

Dewey (1966) also claimed that the role of education was not only to prepare students for later life, but also to engage students wholly in life at the present moment. For Dewey, this engagement was most effective when it involved what he called the four occupations of childhood: conversation, inquiry, making things, and artistic expression. Dewey described how children develop and learn through play, through movement, and through the creation of imaginary worlds. He observed how the instinct for investigation grows out of these early forms of play, claiming that there is "no distinction between experimental science for little children and the work done in the carpenter's shop". Dewey regarded children's artistic impulses as an expression of their need to communicate. These observations, made over a hundred years ago, are made every day by parents and teachers the world over as they watch children learn through play, through conversation, through constructions, and through investigation.

Like Dewey, Noddings (1992) suggests that many aspects of daily life should be explored as part of the formal curriculum. Such a holistic view of education also focuses on relationships, such as those between mind and body, teacher and student, and between various domains of knowledge (Noddings, 1992). The development of the holistic learner also means that teachers must attend to what might be termed spiritual development and education provides a vehicle to do this by engaging the right curriculum implementation dynamics professionally. As Shirley Thomson (1999), then Executive Director of the Canada Council for the Arts, noted over a decade ago: We are fighting a new barbarism, not of dark ignorance but of information glut and too many diversions. Arts education is essential to discernment and judgment, and in the broadest sense, arts advocacy is the fight for the return of the life of the spirit to the centre of our existence people forget that art and artists render life bearable.

Another aspect of the development of the holistic learner is that of developing a strong citizen with a finely attuned sense of social responsibility through proper curriculum implementation. Not coincidentally, some of the most prevalent movements in early childhood education were fueled by this aim. The approaches of Reggio Emilia, Montessori, and Steiner, while different in a number of defining respects, share fundamental features and histories; the founders of these

three approaches each articulated an explicit vision and corresponding curriculum, still followed, to a great extent, in contemporary versions of these schools (Edwards, 2002). In addition, each approach was developed in Europe in direct response to violence, with the goal of creating citizens motivated by peace and civility. Teachers involved with these approaches recognize children as intelligent, creative, and complex beings with predictable patterns of intellectual, social, emotional, physical, and spiritual development (Edwards, 2002; Upitis, 2010).

Physical, emotional, social, intellectual and spiritual well-being are the aspects that define a holistic learner. All the five are clearly spelt out in the National Educational Goals in Kenya that a classroom teacher is obligated to attain (Republic of Kenya, 2012). The spiritual component is usually attained through the Religious Education that is compulsory to the learners in Kenya from Early childhood development education (ECDE) to Secondary schools levels at Form II and this situation is similar across a number of African countries and some European countries such as Norway. Many countries globally encourage freedom of worship which is a way of ensuring spiritual growth of its citizens that translates into a holistic person a moral obligation (UNCRC, 1989). The teacher is the implementer of the curriculum that contributes to the holistic development of the learner. In this perspective it becomes paramount that the teacher's role/function in contributing to the holistic development of the learner must be interrogated based on how the teacher is trained in preparation for developing a holistic learner.

B. INFLUENCE OF CO-CURRICULAR ACTIVITIES ON THE DEVELOPMENT OF HOLISTIC LEARNERS

Institutional based education and co-curricular activities should complement each other in any learning set up. The present day modern education and co-curricular activities go parallel because there is so much emphasis laid on cognitive development underrating other aspects of the learner development. In view of this, co-curricular activities may be defined as the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child (Davies, 2005). The educators should therefore strive to create healthy minds in healthy bodies by integrating classroom learning with co-curricular activities in order to achieve overall development of a child in classroom teachings of different subjects. The out of class activities have their impressive impact on all domains of life (cognitive, emotional, social, moral, cultural and aesthetic) which help in intellectual development, competitiveness, excellence, quality achievements, creativeness and enthusiasm.

Eisner (2000) describes imagination as "the engine of cultural and social progress". Experiences in the arts nurture imagination and creativity, both hallmarks of great thinkers and leaders. Many prominent scientists and inventors are also active in the arts (Zweig, 2006). The arts are beneficial not only to those who create art but also to those who experience those creations.

Co-curricular activities supplement and complement the entire learning process and effectively impact students

learning outcomes because it strengthens the classroom teaching and help to clear the concept of various topics. Co-curricular activities give emphasis on aesthetic as well as spiritual development, which is the essential component of education. It may become a good platform to excel in acting, singing, speaking, recitation, speech fluency.

When a student writes a poem, choreographs a dance, sketches a landscape, builds sets for a theatre performance, or improvises a piece of music with peers, the student has a chance to imagine, wonder, create, and learn. Studies in, about, and through the arts help students lead fulfilled lives. Students who lack arts experiences in their schooling will emerge undernourished by the end of their education. By contrast, those students whose schooling includes the arts will benefit throughout their lives, in a multitude of ways, by the intrinsic benefits that the arts bring to the quality of their lives.

The current global situation is tensed and disturbed by different nature of crimes, terrorism, cyber-crimes; ICT based undue access to different media created unrest. Young children and adolescents become easily involved in these by the mischief mongers and bad association. Co-curricular activities can deter these anti-social crimes by turning the mind of young children to healthy and creative activities and create opportunities for better healthy enjoyment. The academic institutions may become a wining part of a complete education (National Skill Development Policy, 2011)

Koopman (2005) provides an attractive and well-argued thesis on the importance of the arts. He claims that the arts are of fundamental value because of the "complete involvement from moment to moment when receiving, creating, or performing an art work". Koopman (2005) continues with the claim that fulfilling experiences are a necessary condition for leading a happy life. It has been widely argued that Arts engagement and or education has the capacity of development of humanity among learners. Ellen Dissanayake is a scholarly writer in the fields of anthropology, aesthetics, philosophy, and evolutionary biology. While some scholars take issue with aspects of her theoretical work (Davies, 2005), her main thesis that art is essential to human life is difficult to dispute. Dissanayake's examination of the place of arts in human life presents the view that the essence of art is "making special" (1995), which she also calls "artifying" in later works (Dissanayake, 2003, 2007). She theorizes that the root purpose of all artistic activity, past and present, is to enhance particular aspects of the world and humanity by lifting out of the ordinary and "making special," whether it be with a birthday cake, a sculpture, or a Shakespearean play.

Dissanayake (2003) theorizes from an evolutionary perspective. She maintains that humans "have a specifiable biological nature that is the product of millions of years of adapting to the world in which they (and their ancestors) came into being". Her analyses demonstrate that art is one of the behavioural predispositions that fulfills our biological needs. She states, "Like language, [art] is inherent in human nature, and will emerge in every normal individual during normal development and socialization". From this, one can argue that it is the responsibility of the adults in the community, teachers, principals, and family to provide a milieu that allows the child to develop his or her natural artistic proclivities.

Fundamentally, children's art-making is supported when they are able to engage in the operations that characterize art-making in all modalities (i.e., visual, aural, and kinesthetic) and media (e.g., clay, pigment, wood, fibers; instrumental or vocal sounds; words; movements). Dissanayake (2003) identifies a set of five operations that allow the intentional act of making an ordinary object, material, or artifact extraordinary or special. These five operations are (a) formalization, (b) elaboration, (c) repetition, (d) exaggeration, and (e) surprise. Dissanayake (2003) holds that the biological predisposition to "artify" or "make special" through these five operations has been selected for humans, and further: when expanded and utilized in ceremonies both relieves individual anxiety (individual level selection) and aids group cohesiveness (group-level selection) so that individuals and groups who artified were more likely to survive and reproduce than individuals and groups that did not artify.

Involvement in arts within schools can also affect learners academic achievement in other academic subjects. Perhaps there is no domain of education in which the issue of justification is so prominent as in arts education. The reason for this is the precarious position of the arts in general education. Arts educators are engaged in an ongoing battle to prevent the arts from being further marginalized, or even removed from the curriculum ... In such circumstances there is a great need for arguments demonstrating the importance of the arts in education... the overwhelmingly dominant type of justification of arts education appeals to its positive consequences for knowledge, skills, and dispositions that are not, or not typically, related to the arts themselves (Beveridge, 2010). However, empirical research evidence linking arts and achievement in other subjects is, at best, limited if not non-existent.

The earliest research studies on *Learning Through the Arts* (LTTA) indicated that other programs that use the arts in conjunction with the teaching of other subjects have demonstrated that positive changes occur for students as a result of such an approach. As Esquith (2006) so provocatively suggests, if our educational objectives include joy, compassion, and excitement, then the arts can be naturally connected to other curricular areas to enhance active participation and creativity (D'Agrosa, 2008).

In 1999, a comprehensive six-year research study on LTТА was launched in Vancouver, Calgary, Regina, Windsor, Cape Breton, and Corner Brook the largest study of its kind ever undertaken in Canada. Over 20,000 students and their parents, teachers, and principals took part in the LTТА research, and several thousand additional students involved in other specialized programs (e.g., programs with a technology focus) also participated (Patteson, Uptis, & Smithrim, 2005; Smithrim & Uptis, 2005a). The research was designed to determine the effects of the LTТА program on students, concentrating in particular on the students who were in Grade 4 at the beginning of the study and in Grade 6 at the conclusion of the study. There were no differences between the students from all three types of schools at the beginning of the study in terms of their mathematics and language scores, arts attitudes and activities, and socioeconomic status, as indicated by household income and mother's education level. At the end of the three-year period, there were no significant

differences between the Grade 6 students in the LTТА schools and students in two types of control schools on most measures for mathematics and language. Thus, the researchers concluded that involvement in the arts does not come at the expense of achievement in mathematics and language (Smithrim & Uptis, 2005a). But this conclusion does not tell the whole story of the achievement results. While there were no differences at the end of the three years on several mathematical tests of geometry and of applications of mathematical concepts, in fact, the Grade 6 LTТА students scored significantly higher on mathematical tests of computation and estimation than did students in the two types of control schools, equivalent to a difference of 11 percentile points in raw scores. Thus, insofar as there was a program effect, the benefits of the LTТА program occurred for children of all socio-economic classes.

Smithrim and Uptis, (2005a) further established that nearly all parents (90%) reported that the arts motivated their children to learn. This was the case not only in LTТА schools, but also in the control schools following the regular curriculum and in the schools with other specialized programs. Indeed, parents were eager to talk about the positive effects of arts education on their children. Seventy-seven per cent of LTТА parents, when asked if their child had reported school arts activities, gave concrete examples of arts activities their children had talked about at home (15% higher than parents in the other two types of schools). Some of these examples described events that had occurred up to three years earlier that both the parents and children still recalled in vivid detail. Parents claimed that the LTТА program helped generate interest in the arts outside of school, provided greater incentive for their children to attend school, increased the self-confidence and self-esteem of their children, improved their children's social skills as they became less shy and more outgoing, provided them with opportunities to thrive, increased their skills in various art forms, and increased their enthusiasm for attending school (Uptis & Smithrim, 2003).

One of the few carefully conducted empirical studies linking academic achievement and dance was carried out by researchers from DePaul University and the 3D Group in Berkeley, California (McMahon, Rose, & Parks, 2003). The *Basic Reading Through Dance* program is a 20-session program for first grade students, designed to help students improve reading skills in such areas as phoneme segmentation. Using an experimental design, the researchers determined that, in fact, the students who were involved in the *Basic Reading Through Dance* program performed significantly better on all of the reading skills that were assessed as compared to their peers who were taught by traditional methods. The authors claim that dance has considerable potential in developing the whole child as it gives a form for ideas to be internalized through experience, and can be used with students at all stages of development to expand on meaning, which in turn, might enhance both memory and reading comprehension. Other researchers have reported that students involved in the arts may exhibit higher academic achievement than their peers who are not involved in the arts (Deasy, 2002; Hetland, 2000). Koopman (2005), noted that the arts become appealing not for their intrinsic values, but for their ability to "enhance something valued". For example, music and visual arts

become important for contributions they might make to reading, and drama becomes important for developing verbal skills, rather than for the intrinsic joys that music, visual arts, and drama might bring. The arts are particularly important for experiencing the joy of creating; for making the ordinary special; for enriching the quality of our lives; for developing effective ways of expressing thoughts, knowledge, and feelings; and for developing our humanity (Dissanayake, 2003; Eisner, 2002).

There is mounting evidence that experiences in the arts develop self-confidence. Researchers report, for example, that arts learning foster co-operative, focused behaviour, problem-solving, and the development of fair-minded citizens (Jensen, 2001). Others claim that arts learning develop a sense of connection with others (Davis, 2008). Studies also show a positive relationship between studies in the arts and benefits for at-risk students, including a reduced risk of violent behaviour and significant improvements in self-esteem (Flohr, 2010; Respress & Lutfi, 2006).

High-arts students have been found to be more co-operative, more willing to display learning publicly, and more likely to think of themselves as competent in the other academic subjects. These capacities are developed through elementary arts experiences, including intra-curricular (learning in, about, and through the arts), extra-curricular (such as school musicals), and community and school-based arts partnerships. It has also been conceptualized that the arts competencies, such as the interweaving of intuitive, practical, and logical modes of thought, as “habits of mind” (Ogden, 2008). That these habits of mind are further said to be accompanied by increased ability to exercise imagination, express thoughts and ideas, and take risks. Ogden’s (2008) study confirmed similar positive outcomes for adults who took part in musical theatre during their elementary schooling. Decades after taking part in such performances, the adults reported that taking part in school theatre helped them develop a sense of community both inside and outside the school, and contributed to their growth in self-awareness, self-esteem, and confidence. These kinds of benefits of arts education are currently being identified by teachers and principals as more important than potential benefits to achievement in other areas. The Hill Strategies Research report (2010) prepared for the Coalition for Music Education in Canada, based on survey results from 1,204 Canadian schools, reported that self-esteem, self-discipline, creativity, and musical ability were the four benefits that received the largest number of “very important” rankings in their survey (over 70% each), while overall academic achievement, analytical thinking, and problem-solving were as widely regarded as “important” that is, they ranked lower in importance than musical abilities and creativity.

Research has demonstrated how studying the arts can support the development of self-regulation. Self-regulation in the arts includes paying attention, using feedback effectively, problem-solving in a curricular context, taking risks, co-operating, and setting goals (Baum, Owen, & Oreck, 1997). Further, the general habits of practice, focus, and discipline have been found to transfer to other contexts when the teaching of self-regulatory strategies is an explicit instructional objective (Oreck, Baum, & McCartney, 2000). A

study in two American high schools led to the identification of eight habits of mind associated with studio art-making (Hetland, Winner, Veenema, & Sheridan, 2007). Some of these habits of mind most notably reflecting (which includes questioning, explaining, evaluating), persisting (or sustained attention) and envisioning can also be described as self-regulatory behaviours.

In studies designed to assess how students use self-regulatory practices in learning to play a musical instrument, researchers have found self-regulation to be an important component of effective instrumental practice (Bartolome, 2009; Oare, 2011). Less skilled musicians have not developed the self-regulatory habits of advanced musicians (Nielsen, 2001). Advanced musicians are able to monitor their practice by focusing on aspects of their playing that can be improved, and by seeking help from others when facing difficulties (McPherson & Renwick, 2001). These instrumentalists employ other self-regulating strategies as well, including setting clear, measurable, and timely goals; creating effective strategies for practice; developing ways of self-monitoring progress and adjusting accordingly; structuring optimal learning conditions; seeking out advice and information as needed; and displaying persistence during times of struggle (Oare, 2011).

C. EMPIRICAL LITERATURE REVIEW

The status of the situation on the ground called for a theory that was able to provide a framework to bring understanding of the dynamics of curriculum implementation and the impact on development of holistic learners. According to Creswell (2009), a theory is defined as a set of interrelated set of variables formed into propositions that specify the relationship among variables in terms of direction. An investigation on the impact of dynamics of curriculum implementation on the development of holistic learners was guided by the instructional design theory advanced by Reigeluth (2010) and holistic development theory advanced by Huitt (2011) that supported both independent and dependent variables.

a. HOLISTIC DEVELOPMENT THEORY

The holistic development theory was advanced by Huitt, in 2011. The theory states that human beings have innate capacities that can be actualized through directed school-based experiences. The parents, educators, policy makers, concerned citizens are looking for ways to prepare learners for successful citizens in the 21st century. The world is changing drastically. The theory further suggests the educators can use learning experiences, types of curricula and potential accountability procedures to attain the innate capacities.

The researcher applied the eight domains of holistic developments to establish how they can be subsumed in curriculum development to produce holistic learners. These tenets of holistic development include; temperament, personality, cognition/thinking, affect/emotion, or self-regulation), physical/bodily-kinesthetic, social/interpersonal spiritual/transpersonal and moral character. These tenets should therefore considered the teachers are implementing the

curriculum so that they expose learners in such a way as to acquire the recommended skills.

The teachers should therefore be aware of the components of holistic learning so that they can incorporate them in teaching and learning process in order to promote development of holistic learners. The dynamics of curriculum implementation should be able to incorporate the components of holistic learning to enhance development of holistic learners in schools today.

The theory is therefore found suitable to support the present study on the influence of dynamics of curriculum implementation on the development holistic of learners in secondary schools. The choice of the theory was informed by its recognition that learners have innate capacities that can be actualized through directed school-based experiences. Based on this theory, it is clear that assessment practices employed, teaching methodologies used, remedial teaching, examination malpractices, classroom control and even co-curricular activities all considered as independent variables under investigation can be used to enhance school based experiences of secondary school learners. By doing so, these independent variables can result in the development of holistic learners at secondary school level by providing learners with the needed experience for such development through educators.

D. THEORETICAL FRAMEWORK

Huitt (2001) in his theory holistic development provided an overview of innate capacities of learners that could be exhibited through directed school-based experiences. He maintained that if the learner is exposed to the right curriculum he/she will be developed holistically at the end of the programme. The theory lay emphasize on the development of holistic learners through various school practices in regard to learning experiences. If the learning process is not directed on the realization of the innate capacities of the learners then development of holistic learners would be futile. Curriculum implementation determines the learning outcomes in a school set up if not effectively implemented the schools objectives will not be realized. The theory therefore emphasizes on the strengthening of intrapersonal intelligence, cognitive intelligence, emotional intelligence, physical intelligence which are key foundations for the development of holistic learners through various school practices.

III. RESEARCH METHODOLOGY AND DESIGN

A. INTRODUCTION

The chapter covered the following subheadings: research methodology, research design, study location, target population, sampling procedures and techniques, sample size, research instruments, piloting of research instruments, data collection methods, data analysis techniques and ethical considerations for the study.

B. RESEARCH METHODOLOGY

The research study employed mixed methodology, which assisted in the collection and analysis of both qualitative and quantitative data. Mixed methodology is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Prank, 2013). The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

Mixed methodology was chosen because of its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches. The methodology was a useful strategy to have a more complete understanding of research problems/questions by comparing different perspectives drawn from quantitative and qualitative data (Creswell, 2014). The research design selected was very useful in obtaining empirical support for the research questions and also stressed on the importance of scrutinizing the variables in their natural set up.

The methodology used the study assisted very much in the collection of required data and also the analysis of numerical data while the narrative data was analyzed thematically in a way that it addressed the objectives of the study that were being investigated (Creswell, 2003). The study administered closed ended and open ended questionnaires to collect quantitative data and interview guide to collect qualitative data from the respondents. The mixed methodology used in the study helped to pull from the strengths of the quantitative and qualitative research approaches hence minimizing the weaknesses that would have affected the findings of the study (Johnson & Onwuegbuzie, 2004).

C. RESEARCH DESIGN

The study applied the concurrent triangulation research design which was very helpful in the long run. The concurrent triangulation design used in the study enabled the researcher to collect qualitative data and quantitative data at the same which made it easy for comparison and filling the any gaps in the process (Creswell, 2003). The design further assisted the researcher to collect original data based on the relationships and was able to establish the extent to which variables studied in the sample size influenced each other within the study.

The researcher collected qualitative and quantitative data at the same time of research process and merged them later for overall interpretation which proved to be very productive in giving integrated findings. Creswell (2009), established that the use of transformation model in any study engages the researcher to collect data separately after which analysis of quantitative and qualitative data is also done independently which culminates with the transformation of one data type into the other data type in order to enable comparisons and interrelations of the two of data sets.

D. RESEARCH INSTRUMENTS

Different instruments were used to collect different data from the respondents. For quantitative data, questionnaires were used and for qualitative data, interview guide was used. The instrument used to collect quantitative data was structured to have both open ended questions and closed ended questions while the instruments used to collect qualitative data mainly composed of open ended questions.

E. PILOTING OF RESEARCH INSTRUMENTS

Pilot testing of the research instruments before the actual study was conducted in the selected schools which was not included in the sample size of the actual research study. The selected sample for the purpose of testing the research instruments comprised 10% of the target population in secondary schools in Kiambu County. The pilot study assisted the researcher to verify on the validity and reliability of the research instruments before engaging them in the actual study. Any possible deficiencies detected with the instruments were adjusted in readiness for the actual study. The pilot study too assisted the researcher to identify the pitfalls and errors that might have proved costly during the actual study because they were identified and sorted out with the assistance of the supervisor and subject experts. Mugenda & Mugenda postulate that a pretest sample of between 1% and 10% is adequate depending on the sample size and the nature of the target population that is heterogeneity and homogeneity of the population.

a. VALIDITY OF THE RESEARCH INSTRUMENTS

The researcher was able to establish the validity of the research instruments by consulting the supervisor and the subject experts in the area whose judgment qualified the validity of the instruments used for the study. This helped to confirm that the questionnaire content was measuring what they are supposed to measure in regard to study being carried out. Validity of research instruments is very vital because it safeguards the degree to which the empirical measure or several measures of the concept, accurately measure the concept in question.

The consulted experts examined the items and the appropriateness of content engaged in the instrument after which they suggested areas that needed to be adjusted so that the objectives of the study could be addressed adequately. This helped to authenticate the validity of the research instruments which helped the researcher to induce meaningful and justifiable inferences from scores about a selected sample (Creswell, 2005). The researcher was therefore assured of the collecting authentic information by administering the research instruments with the help of qualified and trained field research assistants. Leedy & Ormrod, (2005) affirms that the testing of the validity of the research instruments was mainly purposed to assure the researcher that the instruments being administered measured what they were supposed to measure in relation to the requirements of the study.

b. RELIABILITY OF THE RESEARCH INSTRUMENTS

The researcher engaged in testing the reliability to determine the stability and consistency of the items included in the questions to be administered to the respondents. The reliability of the research instruments is the degree to which a particular research instrument yields consistent results or data after repeated several times like after a span of two weeks. To establish the reliability of the research instruments, the researcher employed the test retest method where Cronbach's Alpha reliability was used to estimate the internal consistency by determining how items on a test relate to all the other test items and to the total test (Gay et al., 2009).

Therefore the researcher was able to make judgement on the reliability of the research instruments by assessing the consistency of the responses on the pilot instruments. The method employed evaluated for the appropriateness of items in the questionnaire in order to so as to detect any errors. The researcher ensured that the detected errors were corrected to make sure that once the questionnaire is administered the respondents clearly understood the questions and gave correct information required for the study. The researcher attained the reliability coefficient value of 0.7 and above which indicated high internal reliability. However, if the r value obtained was lower than 0.7 the research instruments would be reconstructed and retested to ensure the required r value of 0.7 was attained.

IV. RESEARCH FINDINGS AND DISCUSSIONS

A. INTRODUCTION

This chapter presents data analysis and discussion of findings on the assessment of curriculum implementation dynamics on the development of holistic learners in public secondary schools in Kiambu County. The chapter comprises; response rate, demographic information, and discussion of findings by objective. The study targeted the principals, teachers and students from public secondary schools in Kiambu County. Data was obtained through the use of questionnaires and interview guides. The findings were presented in frequency distribution tables, graphs, pie charts and figures. The study used Pearson Product Moment Coefficient Correlation r to establish the strength of the relationship between the independent and dependent variables within each study objective at 95% confidence level.

B. RESPONSE RATE

The study sample was 360 respondents which comprised 30 principals, 90 teachers, and 240 students. Out of the 360 respondents the return rate was 92% which was considered adequate to make conclusions for the study. According to Mugenda (2008) a response rate of 50% is adequate for analysis and consequently reporting, while a return rate of 60% is good but a return rate of 70% and above is very good. Babbie (2004) further reiterated that a response rate of 50% is acceptable to analyze and publish, 60% is good and above 70% is rated very good. Therefore, the response rate of 92%

was very good and adequate for analysis. This was as a result of careful data collection procedures where questionnaires were administered physically by the researcher. The results are presented in Table 1.

Respondents	Target	f	%
Teachers	90	83	93
Students	240	218	91
Total	360	301	92.0

n=360

Table 1: Participants' Questionnaire Return Rate

a. DEMOGRAPHIC INFORMATION

The researcher through the use of questionnaires collected demographic data from teachers and students from public secondary schools in Kiambu County. The demographic information collected covers on gender and work experience. The use of this data was simply to highlight the characteristics of the study participants from whom information on the study objectives was gathered. All the collected information in the two demographic traits was scored in frequencies that are on the basis of response to a particular question. Presentation of the demographic data was done starting with data on gender and later teaching experience.

C. COMPOSITION OF RESPONDENTS

The study revealed that the gender composition of the respondents was a good representation sample that was contributed to the establishment of the influence of curriculum implementation dynamics on the development of holistic learners. Table 2 shows the responses.

Gender	Students		Teachers		Principal	
	F	%	F	%	F	%
Female	130	54	51	57	18	60
Male	110	46	39	43	12	40
Total	240	100	90	100	30	100

Table 2: Gender composition of the respondents

Table 2 shows that majority, 130 (54%) of the respondents were females while 110 (46%) were males. Majority of 51 (57%) were females while the remaining 39 (43%) were females. This could be attributed by the fact that females are more receptive than males hence willingness to participate in the study. The information was gathered from the females who were open and contributed a lot to the study that sought to establish the influence of curriculum implementation dynamics and the development of holistic learners.

The findings concur with those obtained by Giudice (2012) that established females are more sensitive and open than males when it comes to sharing information posting of the teachers in the region where majority of the schools had male teachers as compared to females which implicates that males are more reserved and do not disclose information easily. The study gathered most information from the females in order to make inferences of the study.

This was further supported by the findings of the study carried out by Bundi (2011) that established teaching profession is dominated by females contributing to the gender inequality in the schools nationally.

D. TEACHING EXPERIENCE OF THE RESPONDENTS

The researcher further collected data on teachers' and principals' teaching experiences and the findings are presented in Figure 1.

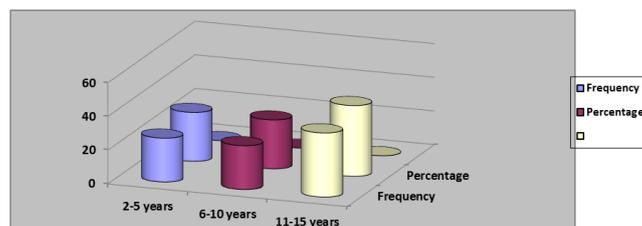


Figure 1: Respondents teaching experience

o. Years	Teachers		Principals	
	F	%	F	%
2-5 years	26	29	6	20
6-10 years	26	29	8	27
11-15 years	38	42	16	53

Table 3: Teaching experience of the respondents

Figure 1 show that majority of the respondents 38 (42%) worked for a period of 11-15 years, 26 (29%) worked for 6-10 years while for 2-5 years. another 26 (29%) worked. The study revealed that majority of the respondents had a teaching experience of over eleven years. The period of time spent in the teaching profession builds and enriches ones experiences in the implementation of the curriculum that should be geared towards promoting the development of holistic learners in the learning institutions.

The findings of the study were supported by the information obtained by Rebecca & Cheryll (2006) that established teaching experience largely determines the effectiveness of teachers in matters of curriculum implementation and the understanding of incorporating the aspects of holistic learners. The long experience therefore helps the teachers to elucidate the influence of curriculum implementation dynamics on the development of holistic learners.

F. INFLUENCE OF CO-CURRICULAR ACTIVITIES ON THE DEVELOPMENT OF HOLISTIC LEARNERS

The researcher further sought to establish influence of co-curricular activities on the development of holistic learners in public secondary schools, Kiambu County, Kenya. The indicators of the variable were drama, sports and clubs. Quantitative data was gathered from the teachers and students while qualitative data was gathered from the principals. Both descriptive statistics in the form of frequencies and inferential statistics in the form of Pearson spearman product Moment correlation coefficient (r) was used to present the collected quantitative data while qualitative data was presented in narrative form.

E. CO-CURRICULAR ACTIVITY OFFERED TO LEARNERS IN SCHOOLS

Data was collected from the participants using questionnaires and interview guides on the main co-curricular activities offered to learners in public secondary schools. The findings were presented in Figure 2.

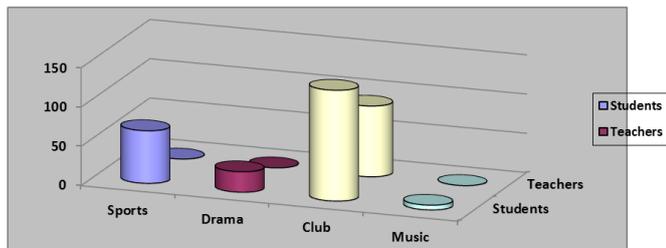


Figure 2: Main co-curricular activity offered to learners in this school

From Figure 2, 141(59%) of the respondents confirmed that sports (ball-games) was the main co-curricular activity practiced by learners and 99(41%) observed that learners also participated in drama in the School. However, 67(30%) students mentioned that the main co-curricular activity was clubs, 26(11%) students mentioned music while 6(1%) students mentioned athletics. In a rejoinder, results from the teachers indicated that ball games was the main co-curricular activity offered to learners in their schools as 15(50%) noted, 9(30%) mentioned drama while 6(20%) mentioned music. Though ball games was established to be the main co-curricular activity available for learners, the results indicate that learners also had options of drama, music and athletics to choose from in terms of co-curricular activities within their school settings.

F. RESPONDENTS VIEWS ON PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Figure 3 shows that majority of 199(83%) held that all learners should be involved in co-curricular activities, supported school-based learner participation in co-curricular activities and also reiterated that schools should provide opportunities for learners to participate in co-curricular activities. 41(17%) of the respondents indicated that learners' participation in co-curricular activities should be optional and that participation in such activities was a waste of time. The study established that the respondents were supportive of the importance of learners' participation in co-curricular activities. 13(14%) of the respondents observed that engagement in co-curricular activities was mandatory in public secondary schools. The most commonly used co-curricular activities in the schools included: Music, drama, life skills, art and craft and field events.

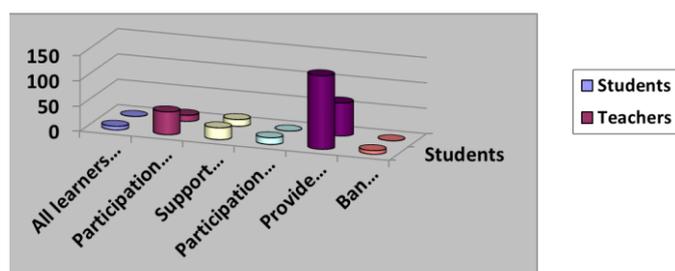


Figure 3: Respondents view on participation in Co-curricular activities

From Figure 3, majority of the respondents 145(60%) confirmed that learner's participation in co-curricular activities was motivational, reduced time for delinquent behavior, helped to build learners self-confidence and

encouraged learners attitude towards school. The study further established that 65(72%) of the respondents indicated that learners' participation in co-curricular activities improved learners' discipline, socialization among other aspects of a holistic learner. The study revealed that varied activities need to be introduced and encouraged such as drama as 45(19%) the respondents suggested in the study. 18(60%) respondents noted that ball games drew more learners, 12(40%) mentioned drama and music as the major co-curricular activities that attracted more learners from their schools. The results show that sports are the main co-curricular activities that attract more learners in Kiambu county secondary schools with ball games drawing the most adolescents.

From the interview guide administered to the principals the following information was gathered;

P1 stated that;

"Sports and drama attracts more learners as it involves more innings and outing activities hence more learners engage in them."

Similar sentiments were voiced by P2, P3, P4, P5, P6 and P7 that sports and drama attracts more learners hence enhances the development of psychomotor domain when dealing with out-door activities.

P8 stated that;

"Majority of learners in this school are drawn towards all ball games including football, netball and volley ball than other co-curricular activities such as athletics, drama and music due to the number of outings and innings involved"

This was echoed by P9, P10, P11, P12, P13 and P14 that majority of the learners are more interested in ball games as compared to athletics.

P15observed that;

"Majority of students in this school are more interested in drama as the main co-curricular activity and a substantial number engage in drama from form ones to form fours".

This was supported by P16, P17, P18, P19 and P20 in that a substantial number of students engage in drama in all the forms.

P21 stated that;

Participation of learners in co-curricular activities is good for their body, mind and soul and therefore they should encouraged to participate more because it relaxes their mind and make them to show good progress in their studies".

Same sentiments were voiced by P22, P23, P24 and P30 that they expressed the importance of engaging teachers seriously to oversee these activities and creating more time for the same.

The study established that co-curricular activities are vital in fostering development of holistic learners.

G. RESPONDENTS' PERCEPTIONS OF THE SIGNIFICANCE OF THEIR PARTICIPATION IN CO-CURRICULAR ACTIVITIES IN SCHOOLS

Table 4 shows that majority 112 (60%) of the respondents confirmed that respondents' participation in co-curricular activities was motivational, reduction of time for delinquent behavior helped build respondents' confidence and developed students' positive attitude towards school. The study established that learners' participation in co-curricular

activities was important as it resulted in tremendous benefits. 80 (54%) of the respondents revealed that learners' involvement in co-curricular activities improved their discipline and socialization further underlies the importance of learners' involvement in such activities.

Items	SA	%	A	%	N	%	D	%	SD	%
Co-curricular activities help motivate learners	60	60	20	20	5	5	10	10	5	5
The activities occupy/ reduce time for delinquent behaviors	110	55	40	20	30	15	10	5	10	5
Help in building confidence	84	42	88	44	10	5	10	5	8	4
Assist in developing positive attitude towards school work good for mental development	82	41	58	29	38	19	18	9	4	2
Sports develop physical fitness (health lifestyle)	140	70	48	24	10	5	2	1	0	0
Helps build resilience	64	32	94	47	32	16	10	5	2	2
Helps to give self-concepts and higher self-esteem	78	39	74	37	36	18	6	3	4	2
Helps instill discipline	84	42	82	41	28	14	4	2	4	2
Helps improve socialization-peer groups	82	41	78	39	26	13	4	2	10	5
Instills community spirit	60	30	68	34	46	23	16	8	8	4
Reduces school drop-outs	84	42	58	29	24	12	16	8	16	9
Improves academic performance	70	35	60	30	38	19	22	11	10	5

Table 4: Respondents perceptions on the importance of participation in co-curricular activities

From Table 4, 60% of the respondents agreed that learners' engagement in co-curricular activities reduced time for delinquent behaviors because the varied activities involved the learners which lead to building confidence, positive attitude towards school work which is good for mental development. 70% of the respondents revealed that exposing learners to sports and games enhanced psychomotor skills that improved the health of the learners and physical fitness which is a factor in development of holistic learners. 42% of the respondents agreed that engaging learners to activities in drama and music helped to build self-esteem and self-confidence among the learners and also the enhancement of such elements of social skills and teamwork spirit that promotes positive interaction among the learners. The physical activities also helped learners to gain hand-on experience in the areas of specialization hence producing learners who are useful in the society in terms of economic, social and political development.

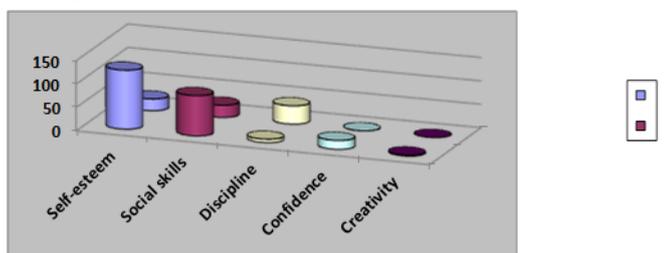


Figure 4: Influence of co-curricular activity on the development of holistic learners

The study established that co-curricular activities in Kiambu County public secondary schools improve the development of holistic learners. This is because, 126(53%) learners and 25(28%) teachers mentioned that it greatly improves holistic development, 86 students and 26 learners mentioned that it improves, 7(3%) students and 39(43%) teachers mentioned that it improves moderately, 19(8%) students were of the view that it negatively affects holistic development while 2(1%) learners observed that co-curricular

activities had no effect on their holistic development as findings presented in the Figure 4.

Interview guide elicited findings from the principals on the influence of co-curricular on development of holistic learner.

P1 stated that;

“Engagement in co-curricular activities by learners enhances energy for learning, social interaction, cooperation, teamwork, respect and intra-personal relationship”.

Similar sentiments were voiced by P2, P3, P4, P5, P6 and P7 that engagement in co-curricular activities enhance the energy and willingness to interact, cooperate and respect for each other.

P8 lamented that;

“Co-curricular activities offered in this school do not socialize the learners to respect each other’s culture, promotes teamwork, responsibility and manipulative skills” instead students engage in deviant behavior where they are exposed unstructured activities in the absence of teachers who are engaged in the completion of syllabus which they complain is wide``.

The same observations were echoed by P9, P10, P11, P12 and P14 who revealed that co-curricular activities are minimally practiced in their schools because they eat on time meant to cover the syllabus.

P 15 stated that;

“In this school, students who engage in sports and athletics are in better physical shape and healthier compared to that not engaged in any co-curricular activities and the school has embarked on making co-curricular activities mandatory to all students due to the benefits accrued from it”.

P16, P17, P18, P20 supported the same sentiments that learners who engage in co-curricular activities are in better physical shape and healthy in relation to those who do not hence schools to make co-curricular activities mandatory.

The study established that majority of the respondents supported co-curricular activities in their schools while another fraction expressed that they waste academic time hence to be banned in their schools. The study further revealed that some respondents felt that schools should provide opportunities for students to participate in co-curricular activities to enhance the development of holistic learners.

The opinions above were consistent with the findings of Smithrim and Upitis, (2005a) which established that nearly all parents (90%) reported that the arts motivated their children to learn support these findings. Multiple studies have indicated that involvement of learners in co-curricular activities is beneficial towards motivation of students, grade levels, personal and inter-personal skills among others (Sabrine et al. 2009). Involvement in these activities allow learners to broaden their social networks and develop new peer relations; practice their social, physical, interpersonal, and intellectual skills; learn how to communicate effectively and learn vital social norms (Adler & Adler, 1998).

H. CO-CURRICULAR ACTIVITIES WITH MOST INFLUENCE ON DEVELOPMENT OF HOLISTIC LEARNERS

Information was further sought from the students on the

co-curricular activity with the most influence on learners' development of holistic traits. The findings are as presented in Figure 5.

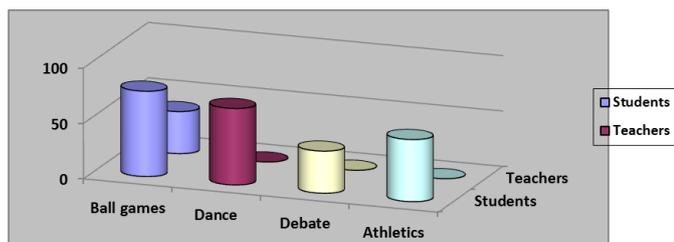


Figure 5: Co-curricular activity with the most influence on learners development holistically

Among the co-curricular activities offered to learners in Kiambu County public secondary schools, the study revealed that drama had the most influence on the development of holistic learners as 77(32%) students and 38(42%) teachers mentioned, 69(29%) students mentioned dance and music, 56(23%) students mentioned ball games, 52(58%) teachers mentioned dance while 38 students mentioned life skill education. This indicates that most of the offered co-curricular activities offered to learners had positive influence on their development holistically. Interview results from the 10 principals showed that engagement in any co-curricular activity in school positively influence the development of a holistic learner in Kiambu County.

I. ASPECT OF HOLISTIC DEVELOPMENT INFLUENCE BY CO-CURRICULAR ACTIVITIES

Another area of concern for the study was on the main aspect of learners' holistic development mainly affected by engagement in co-curricular activities. The data is as presented in Figure 10.

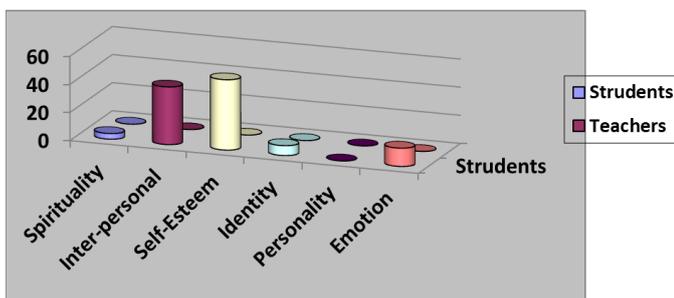


Figure 6: Aspect of holistic development affected by the co-curricular activities

From Figure 6, the main aspect of learners holistic development mainly affected by co-curricular activities according to the findings presented in the above figure is affection as 55(23%) students and 39(43%) teachers observed, followed by self-esteem as 50(21%) learners observed, the cognition as 45(19%) students and 38(42%) teachers mentioned, morality as observed by 41(17%) students, body as 18(8%) students noted, identify as mentioned by 14(6%) learners, emotions as 13(5%) teachers mentioned, personality as 7(8%) teachers mentioned and spirituality as 4(1%) students opined.

Therefore affection is the most affected aspect of holistic development among learners in Kiambu County by co-curricular activities. The presented findings therefore show

that in Kiambu county public secondary schools, majority of the aspects of a holistic learner development are mainly affected by engagement in co-curricular activities. However, spirituality, identity and self-regulation are some of a learner development aspects least affected by engagement in co-curricular activities in Kiambu county public secondary schools.

P1 stated that;

“Social interaction, personality, self-confidence, citizen and spirituality are some of the aspects of holistic development among learners normally affected positively by engagement in co-curricular activities”.

Similar sentiments were voiced by P2, p3, P4, P5, P6 and P7 that social interaction, personality, self-confidence and citizenship are incubated during engagement of learners in co-curricular activities.

P8 stated that;

“Co-curricular activities offered in this school positively affected the development of self-confidence, social interaction, personality and cognition among the learners.”

This was in consistent with the observations of P9, P10, P11 P12 and P13 that learners should engage in co-curricular activities.

P14 observed that;

“Social interaction, cooperation, teamwork, respect, personality, citizenship and self-confidence are the main aspects of holistic development among learners normally affected by engagement in co-curricular activities in this school.”

P15 and P20 concurred with the sentiments of P14 that cooperation and teamwork are the main aspects of holistic development triggered by co-curricular activities.

The study established that the domains of bloom taxonomy cannot be isolated in curriculum implementation that is focused to produce an all-round person; instead they must be integrated for better outcome. Therefore co-curricular activities are an integral part of the curriculum that cannot work in isolation and must go concurrently with other aspects of the curriculum and it is a very vital component of the curriculum.

In a rejoinder, the earliest research studies on *Learning through the Arts (LTTA)* indicated that other programs that use the arts in conjunction with the teaching of other subjects have demonstrated that positive changes occur for students as a result of such an approach. As Esquith (2006) so provocatively suggests, if our educational objectives include joy, compassion, and excitement, then the arts can be naturally connected to other curricular areas to enhance active participation and creativity (D'Agrosa, 2008). Therefore, engagement in co-curricular activities by learners in academic settings is very crucial for the development of holistic traits needed for an all rounded individual.

J. CO-CURRICULAR ACTIVITIES AND DEVELOPMENT OF HOLISTIC LEARNERS

Data was further collected from the participants on the influence of co-curricular activities on the development of holistic learners. Qualitative and quantitative data was

collected. Findings from teachers and students are presented in Table 5.

		SA	A	N	D	SD	Total
Spirituality	Students	105	97	25	11	2	240
	Teachers	65	25	0	0	0	90
Cognition	Students	84	135	17	4	0	240
	Teachers	39	51	0	0	0	90
Self-esteem	Students	119	115	2	4	0	240
	Teachers	65	25	0	0	0	90
Self-efficacy	Students	133	86	19	2	0	240
	Teachers	0	90	0	0	0	90
Self-regulation	Students	84	118	32	4	2	240
	Teachers	51	39	0	0	0	90
Morality	Students	91	87	56	6	0	240

Table 5: Co-curricular activities and development of holistic learners

The findings presented in Table 5 indicate, 105(44%) students and 65(72%) teachers strongly agreed that co-curricular activities had positive influence on the development of the aspect of spirituality in a learner, 119(50%) students and 65(72%) teachers strongly agreed that co-curricular activities positively influence the development of self-esteem in a learner, 133(55%) students strongly agreed while 90(100%) teachers agreed that the activities positively influenced the development of self-efficacy in a learner, 126(53%) students and 52(58%) teachers strongly agreed that co-curricular activities positively influenced the development of affection among secondary school students in Kiambu County Kenya. The students' participation in co-curricular activities is good for their mind, body and soul and hence should be encouraged to participate so that they relax their minds so as to make more progress.

The study established that to think in a holistic manner implies addressing issues that influence the mind, body and the spirit thriving on three critical elements namely; balance, inclusion and connection. Co-curricular activities must be engaged in schools to demystify the inclination to examination-oriented system of education and emphasis on the intellectual, emotional, spiritual, physical, and social to revamp independence of thought and problem-solving skills which contribute to both economic and non-economic areas of life, an indication that there are inter-connections between economic and non-economic outcomes in learning.

The study established that majority of the learners who responded to the questionnaires indicated that all learners should participate in co-curricular activities. The respondents also revealed their perceptions on the importance of co-curricular activities in schools and how learners should take them seriously. The study established that co-curricular activities help to develop the all-round personality of the students to face the undaunted task and turbulent world of future because of the experience and accolade gained through many of these activities help during internships and other school sponsored work programs.

The study further confirmed that the aim of curricular activities is to make the students fit for the future time and to develop a sense of competitive spirit, co-operation, leadership, diligence and punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents. For the cases of students who were chosen to take leadership roles

in certain matters like games, drama, it boosts self-confidence and sense of achievement. The study therefore suggests that co-curricular activities for school students should be taken seriously and supported as a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence.

The study confirms that the aspect of competitions in most of the co-curricular activities may also be organized to create a competitive environment and groups with an objective to work towards a better society and the world as well. The study found that co-curricular activities divert student's attention from harmful activities like drugs, crime and channelizes their energies in fruitful activities; such physical activities like running, football etc. help not only in the physical fitness they also refresh the burdened mind.

Success in organizations requires more than high intellect and that is why curriculum implementers should examine job candidates' co-curricular activities in search of well-rounded, emotionally intelligent and interpersonally skilled students because intuitively, co-curricular activities are like valuable student experiences required throughout in life.

The findings are in consistent with observation by Tan and Pope (2007) who make a submission that schools should not only concentrate on offering academic studies but should also offer co-curricular activities which are very vital in the development of holistic learners. This too emphasizes the need of holistic curriculum that seeks to train the mind, body and the soul and assist learners to realize mind-body-soul unity (Holdstock 1991 cited in Hendricks 2004).

As Kenya strives for excellence within its educational system, sport is seen as an essential tool for building strong citizens and vibrant communities enhancing collective pride, identity and sense of belonging. Sport is also a valuable tool to initiate social development and improve social cohesion when implemented with young learners. Uniform implementation of sports even in marginalized regions and under-represented groups and individuals at risk, sport has been established to be a very vital tool to develop self-esteem and help overcome personal and social challenges. Through sports in schools learners learn values and behaviours applied to all aspects of society such as hard work, discipline, the value fun, teamwork, respect for others, and fair play.

For effective results these co-curricular activities needs to be supervised and programmed otherwise if not will result to anti-social behavior characterized by deviant peer relationships, poor parent-child relationship, and low levels of support from their activity leaders. The African Union (2008) reckons that the point of contact and exposure to sports for the average person is at school hence a noble idea to involve all learners in such activities to ensure they achieve their potential academically, physically and socially. The schools that do not take sports seriously need to be sensitized on the importance of sports development which is a national priority as it promotes active lifestyle, social inclusiveness, employment opportunities, peace and development, sense of belongingness and national pride (Government of India, 2011).

A study by Daniel et al. (2011) established that the involvement of learners in co-curricular activities shows positive impact on the learners' academic performance and increases intrinsic motivation hence raises the concentration

levels.

Based on the study findings, co-curricular activities in Kiambu County have strong influence on the development of holistic learners in public secondary schools. In support of these results, Smithrim and Uptis, (2005a) established that nearly all parents (90%) reported that the arts motivated their children to learn.

This was the case not only in LTTA schools, but also in the control schools following the regular curriculum and in the schools with other specialized programs. Indeed, parents were eager to talk about the positive effects of arts education on their children. Seventy-seven per cent of LTTA parents, when asked if their child had reported school arts activities, gave concrete examples of arts activities their children had talked about at home (15% higher than parents in the other two types of schools). Some of these examples described events that had occurred up to three years earlier that both the parents and children still recalled in vivid detail. Parents claimed that the LTTA program helped generate interest in the arts outside of school, provided greater incentive for their children to attend school, increased the self-confidence and self-esteem of their children, improved their children's social skills as they became less shy and more outgoing, provided them with opportunities to thrive, increased their skills in various art forms, and increased their enthusiasm for attending school (Uptis & Smithrim, 2003).

K. CORRELATIONS BETWEEN CO-CURRICULAR ACTIVITIES AND DEVELOPMENT OF HOLISTIC LEARNERS

A correlations coefficient test was carried out between co-curricular activities and the development of holistic learners by the use of Pearson Product Moment Correlation Coefficient (*r*) to test for the strength of relationship at 95% confidence level. The Pearson Correlation Coefficient (*r*) was chosen since the collected data met the main assumptions underlying Pearson Product Moment Correlation. Such assumptions include the fact that the two variables under investigation must be quantitative and scores relevant scores acquired from each variable. The variables much further be in interval or ratio measurement and be linear related. Results are as presented in Table 6 and Table 7.

Spearman's rho	Main co-curricular activity	Spirituality	Cognition	Self-esteem	Self-efficacy	Self-regulation	Morality	Citizenship
Main co-curricular activity	1							
Spirituality	-.076	1						
Cognition	-.012	.781	1					
Self-esteem	-.067	.908	.716	1				
Self-efficacy	.309	.555	.550	.600	1			
Self-regulation	-.051	.648	.790	.521	.502	1		
Morality	-.075	.819	.727	.720	.398	.807	1	
Citizenship	.042	.739	.791	.696	.580	.877	.836	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
N	330	330	330	330	330	330	330	330

**Correlation is significant at the 0.01 level (2-tailed).*

Table 6: Correlations between co-curricular activities and development of holistic traits in learners

Findings presented in Table 6 indicate that there is negligible negative correlation between co-curricular activities and the development of holistic learners. For instance, the study results reveal a strong negative correlation between and

drama activities and development of spirituality in a learner, $r(330) = -0.012$, $p < 0.01$ at 0.05 significance level; a strong negative correlations between development of cognition in a learner and music activities, $r(330) = -0.067$, $p < 0.01$ at 0.05 significance level; and a strong negative correlation between development of self-esteem and self-confidence in a learner and sports activities. The results also reveal that there was a positive correlation between life skills and development of self-efficacy in a learner, $r(330) = 0.309$, $p < 0.01$ at 0.05 significance level or at 95% confidence level in Kiambu County public secondary school.

The above opinions are supported by information obtained by Koopman (2005) that arts-craft students have been found to be more co-operative, more willing to display learning publicly, and more likely to think of themselves as competent in the other academic subjects. These capacities are developed through elementary arts experiences, including intra-curricular (learning in, about, and through the arts), extra-curricular (such as school musicals), and community and school-based arts partnerships. It has also been conceptualized that the arts competencies, such as the interweaving of intuitive, practical, and logical modes of thought, as "habits of mind" (Ogden, 2008). That these habits of mind are further said to be accompanied by increased ability to exercise imagination, express thoughts and ideas, and take risks.

Ogden's (2008) study confirmed similar positive outcomes for adults who took part in musical theatre during their elementary schooling. Decades after taking part in such performances, the adults reported that taking part in school theatre helped them develop a sense of community both inside and outside the school, and contributed to their growth in self-awareness, self-esteem, and confidence. These kinds of benefits of arts education are currently being identified by teachers and principals as more important than potential benefits to achievement in other areas.

The Hill Strategies Research report (2010) prepared for the Coalition for Music Education in Canada, based on survey results from 1,204 Canadian schools, reported that self-esteem, self-discipline, creativity, and musical ability were the four benefits that received the largest number of "very important" rankings in their survey (over 70% each), while overall academic achievement, analytical thinking, and problem-solving were as widely regarded as "important" that is, they ranked lower in importance than musical abilities and creativity.

Spearman's rho	Main co-curricular activity	Identity	Temperament	Personality	Affection	Physical	Inter-personal
Main co-curricular activity	1						
Identity	-.019	1					
Temperament	.078	.870	1				
Personality	.060	.868	.850	1			
Affection/emotion	.111	.656	.610	.779	1		
Physical/bodily-kinesthetic	.081	.847	.918	.837	.720	1	
Inter-personal	-.056	.755	.661	.712	.694	.824	1
Sig. (2-tailed)	.310	.000	.000	.000	.000	.000	.000
N	330	330	330	330	330	330	330

**Correlation is significant at the 0.05 level (2-tailed).*

***Correlation is significant at the 0.01 level (2-tailed).*

Table 7: Correlations between co-curricular activities and development of holistic traits in learners

Further results on the influence of co-curricular activities

on the development of holistic learner mainly shows a slight positive correlations between development of temperament in a learner and sport activities, $r(330)=0.078$, $p<0.01$ at 0.05 significance level. The study further revealed a slight positive correlation between drama and development of physical and emotional skills in a learner, $r(330)=0.111$, $p<0.01$ at 0.05 significance level. There was also a slight positive correlation between development of affection in a learner and co-curricular activities, $r(330)=0.081$, $p<0.01$ at 0.05 significance. There was a further slight positive correlation between development of inter-personal skill in a learner and co-curricular activities, $r(330)=0.310$, $p<0.01$ at 95% confidence level.

In Kiambu county public secondary schools, co-curricular activities are therefore both negatively and positively associated with the development of holistic learners. This therefore implies that a unit increase or decrease in engagement in co-curricular activities may increase or decrease the development of holistic learners simultaneously in Kiambu county public secondary schools and this must be taken cautiously by the teachers concerned. Curriculum taught in and out of class should be balanced to give forth holistic learners.

The study established that through active participation in co-curricular activities, learners develop several positive qualities such as endurance, positive attitudes, and sense of discipline. Such findings are in consistent with Maurer's (2007) views that co-curricular activities assist learners to develop important social and interpersonal skills that assist them in life at school and life after school. The study further established that co-curricular activities occupy learners and divert their attention from vices such drug and substance abuse and other immoral activities. Similar findings were established in a study by Hoffmann and Xu (2002) which concluded that learners' involvement in co-curricular activities minimized their chances of being involved in cases of juvenile delinquency is a real challenge in modern societies.

Apart from the findings of this study, there has been mounting evidence that experiences in the arts develop self-confidence. Researchers report, for example, that arts learning foster co-operative, focused behaviour, problem-solving, and the development of fair-minded citizens (Jensen, 2001). Others claim that arts learning develop a sense of connection with others (Davis, 2008). Studies also show a positive relationship between studies in the arts and benefits for at-risk students, including a reduced risk of violent behaviour and significant improvements in self-esteem (Flohr, 2010; Respress & Lutfi, 2006).

Carol (2006) identified the strong learning momentum that becomes possible when learners work on tasks they see as quite challenging but not impossible. There is little point in asking a young piano student with quite limited skills to try to learn to perform a Mozart sonata, but for a more advanced student the same request might be a stimulating and rewarding challenge. Motivation is a key consideration in learning and development: little will be achieved without motivation, so creating favourable conditions to learners' motivation is a high priority in developing them holistically.

A curriculum therefore that emphasizes on one aspect at the expense of another lacks balance and if skills, values and

attitude developed in learners do not feed into all aspects of the other the connection and inclusion is lost. A child develops as a complete being hence the importance of emphasizing on a holistic approach to curriculum where co-curricular activities are treated as significant element in the curriculum and not an appendage of the curriculum. Miller (2007) further argues that a true education comes through the training of bodily organs and intelligent use of bodily organs ensures a faster way of developing the intellect.

L. DISCUSSION OF STUDY FINDINGS

The study assessed the influence of teaching methods on the development of holistic learners in public secondary schools, Kiambu County, Kenya. The main finding of the study was that teaching methods had moderate influence on the development of holistic learners as 132(55%) students and 39(43%) teachers stated. The stated moderate influence may be resulting from teachers' non-familiarity with appropriate methods that could be used not only to improve academic achievement of the students but also the development of holistic aspects of such learners in Kiambu County. While assessing the influence of the co-curricular Activities on the Development of Holistic Learners in Public Secondary Schools, it was established that the main co-curricular activity offered to learners within Kiambu County public secondary schools was ball games as 141(59%) students and 90(100%) teachers observed. However, 67(30%) students mentioned that the main co-curricular activity was drama, 26(11%) students mentioned music while 6(1%) students mentioned athletics. Similarly, the engagement of learners in co-curricular activities was found not to be mandatory as a majority of 199(83%) students and 77(86%) teachers observed.

The main co-curricular activity that drew more learners in Kiambu County public secondary schools was found to be ball games as 145(60%) students and 65(72%) teachers mentioned followed by drama as 45(19%) students and 12(13%) teachers observed. Inferential statistics indicated that there was negligible negative correlation between co-curricular activities and the development of holistic learners. The results revealed a negligible $r=-0.076$ correlations between spirituality and co-curricular activities, $r=-0.012$ correlations between cognition and co-curricular activities, $r=-0.067$ correlations between self-esteem and co-curricular activities and a positive correlation of $r=0.309$ between self-efficacy and co-curricular activities in Kiambu County public secondary school.

In support of these findings, Koopman (2005) observed that high-arts students have been found to be more co-operative, more willing to display learning publicly, and more likely to think of themselves as competent in the other academic subjects. These capacities are developed through arts experiences, including intra-curricular (learning in, about, and through the arts), extra-curricular (such as school musicals), and community and school-based arts partnerships.

The study found that the majority of the learners who responded to the questionnaire indicated that all learners should participate in co-curricular activities. Respondents also revealed their perceptions on the importance of the co-

curricular activities in schools and how learners should take them seriously.

The study findings are consistent with observation by Tan and Pope (2007) who make a submission that schools should not only concentrate on offering academic studies but should also offer co-curricular activities of which are equally important. Such views also further show the need for a holistic curriculum that seeks to train the mind, body and soul and assist learners to realize mind-body-soul unity (Holdstock 1991 cited in Hendricks 2004). Education that focuses on training the mind only will deprive learners of training in other aspects of their human development.

The study also found that respondents to the questionnaire were agreeable to the fact that schools should provide opportunities for learners to participate in co-curricular activities. Such a finding confirms revelations by Sabine et al. (2009) that in the United States of America schools offered different co-curricular activities, some of which were mandatory for learners to participate in. However, Stoltzfus (2007) observes that in some schools students had a choice to participate in co-curricular activities or not to. Of importance is the realization that schools take learners' participation in co-curricular activities seriously.

On the impact of co-curricular activities, the study found the learners agreed that co-curricular activities help to motivate learners. Similar views are raised by Hoffmann (2006) who states that through participation in co-curricular activities students develop an enhanced sense of identity and self-satisfaction. What is clear is that there are some qualities developed in learners through their participation in co-curricular activities that help them in their academic life as well. Motivated learners have greater commitment to their studies and their chances of success are very high.

The study further established from the respondents to the questionnaire that co-curricular activities occupy learners and divert their attention from vices such as drugs and substance abuse and other immoral activities. Similar findings were established in a study by Hoffmann and Xu (2002) which concluded that students' involvement minimized their chances of being involved in cases of juvenile delinquency. Such positive impact of students participation in co-curricular activities is applauded as dealing with issues of juvenile delinquency is a real challenge in modern societies.

The study further established from the respondents through participation in co-curricular activities, students develop several positive qualities such as endurance, positive attitudes and sense of discipline. Such findings affirm Maurer's (2007) views that co-curricular activities assist students develop important social and interpersonal skills that assist them in life at school and life after school. The importance of students' participation in co-curricular activities can therefore, not be overemphasized.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A. INTRODUCTION

In this chapter, findings of the study on the influence of co-curricular activities on the development of holistic learners in public secondary schools in Kiambu County, Kenya were summarized, conclusions drawn and recommendations given guided by research findings.

B. INFLUENCE OF THE CO-CURRICULAR ACTIVITIES ON THE DEVELOPMENT OF HOLISTIC LEARNERS

In this section, the researcher assessed the influence of the extracurricular activities/the arts on the development of holistic learners in public secondary schools, Kiambu County, Kenya. The study findings showed that the main co-curricular activity offered to learners within Kiambu County public secondary schools was ball games as slightly over half of the students and all the teachers observed. However, over half of the students mentioned that the main co-curricular activity was drama, less than a quarter of the students mentioned music while fewer than quarter of the students mentioned athletics. It was further established that engagement of learners in co-curricular activities was not mandatory as a majority of over three quarter of the students and over three quarter of teachers observed.

From the findings, the main co-curricular activity that drew more learners in Kiambu County public secondary schools was ball games as slightly over half of students and almost three quarter of teachers mentioned followed by drama as over an eighth of students and an eighth of teachers observed. Generally, co-curricular activities in Kiambu County public secondary schools improve the development of holistic learners. This is because, slightly over half of learners and slightly over quarter of teachers mentioned that it greatly improves holistic development, slightly over quarter of students and less than an eighth of learners mentioned that it improves, less than an eighth of students and less than half of teachers mentioned that it improves moderately, less than an eighth of students were of the view that it negatively affects holistic development while less than an eighth of learners observed that co-curricular activities had no effect on their holistic development.

Among the co-curricular activities offered to learners in public secondary schools in Kiambu, the study revealed that drama had the most positive influence on the development of holistic learners as slightly over quarter of students and less than half of teachers mentioned, slightly over quarter of students mentioned music, quarter of students mentioned ball games, slightly over half of teachers mentioned dance while over an eighth of students mentioned life skill education. Co-curricular activities was found to affect learners affection as quarter of students and less than half of teachers observed, followed by self-esteem over an eighth of learners observed, the cognition as less than a quarter of students and less than half of teachers mentioned, morality as observed by over an eighth of students, body as less than an eighth of students noted, identify as mentioned by less than an eighth of learners,

emotions as an eighth of teachers mentioned, personality as less than an eighth of teachers mentioned and spirituality as less than an eighth of students opined. Therefore affection is the most affected aspect of holistic development among learners in Kiambu County by co-curricular activities.

Generally, co-curricular activities was found to have positive influence on the development of holistic learners as less than half of students and less than three quarter of teachers strongly agreed that co-curricular activities had positive influence on the spiritual development, half of the students and almost quarter of the teachers strongly agreed that co-curricular activities positively influence the development of self-esteem, slightly over half of students strongly agreed while all the teachers agreed that the activities positively influenced the development of self-efficacy, slightly over half of students and slightly over half of teachers strongly agreed that co-curricular activities positively influenced the development of affection among secondary school students in Kiambu County Kenya.

The Pearson Product Moment Correlation Coefficient (r) test revealed a negligible negative correlation between co-curricular activities and the development of holistic learners. For instance, the study results revealed negligible correlations between spirituality and co-curricular activities, correlations between cognition and co-curricular activities, correlations between self-esteem and co-curricular activities and a positive correlation between self-efficacy and co-curricular activities in public secondary school in Kiambu County. Further results on the influence of co-curricular activities on the development of other aspects of a holistic learner mainly show positive correlations as temperament was found to have a slight positive correlation with co-curricular activities, there was also a slight correlation between physical and co-curricular activities, there was also a slight correlation between affection and co-curricular activities and there was a further slight correlation between inter-personal and co-curricular activities.

C. CONCLUSIONS

Various conclusions were drawn from the study findings; for starters, on the influence of co-curricular activities on the development of holistic learners, the study concludes that there are numerous assessment methods in place. However, it was clear from the results that the co-curricular activities used affected the development of holistic learners within public secondary schools. The influence of the co-curricular activities was however positive with respect to the development of holistic learners. The correlation between assessment methods used is however negative.

Lastly, on the influence of the co-curricular activities on the development of holistic learners in public secondary schools, the study concludes that co-curricular activities offered in public secondary schools of Kiambu County influence the development of holistic learners. However, engagement in drama has the most influence in the development of holistic learners in Kiambu County public secondary schools. The influence of co-curricular activities on the development of holistic learners is however positive in nature in Kiambu County. However, there is a negligible negative correlation between co-curricular activities and the

development of holistic learners within the public secondary schools in Kiambu County. The study concludes that learner participation in co-curricular activities is positively viewed by learners themselves. The participants felt that learners should all participate in co-curricular activities and they should be supported. It is further concluded that students' involvement in co-curricular activities was viewed as beneficial as it had ripple effects on academic achievement through its impartation of skills and values necessary in students' academic pursuits hence fostering development of holistic learners.

D. RECOMMENDATIONS FOR PRACTICE

Given the results presented and summarized, the researcher recommends the following;

- ✓ All learners must be encouraged to participate in at least one co-curricular activity. This is informed with the fact that co-curricular activities can help develop numerous aspects of holistic growth such as spirituality, personality, bodily-kinesthetic, affections among others.
- ✓ It should be a Curriculum Policy requirement that schools make it compulsory that learners participate in at least in one co-curricular activity that must be well structured under the supervision of a teacher.
- ✓ The Curriculum Policy should explicitly make schools be aware that co-curricular activities are important elements of the curriculum and should not be treated as extra activities but as part of teaching and learning process.
- ✓ Resources should be made available so that learners' participation in co-curricular activities is made more meaningful and beneficial to future life and the society at general.
- ✓ Schools should offer a variety of co-curricular activities so that given the benefits of such activities learners are able to choose activities that they are interested in.
- ✓ Learners who excel in co-curricular activities should be given the same recognition as those who excel in other school activities particularly academics.

E. RECOMMENDATIONS FOR FUTURE RESEARCH

Results of the current study offers grounds for future research work on various areas. While the study explored on the influence of school examination practice on the development of holistic learners in public secondary schools in Kiambu County, Kenya, probable future research may focus on the following areas:

- ✓ Another study is needed in order to find out ways of engaging various co-curricular activities in schools to enhance the development of holistic learners in Kiambu County as the current study offers mixed findings.

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