

Effectiveness of Extracurricular Activities on Students' Learning Processes in Public Secondary Schools in Sikonge District, Tanzania

Abstract

Extracurricular activities are an integral part of today's teaching and learning process. It allows learners to develop positive character traits. It demonstrates how to cultivate discipline, commitment, and self-discipline tenacity, self-control, and a healthy regard for the school environment. This study investigated the effectiveness of extracurricular activities on students' learning process in public secondary schools in Sikonge District, Tabora Region, Tanzania. The specific objectives were to identify the extracurricular activities performed by students; and to evaluate infrastructural facilities of extracurricular activities in aiding the learning process. The mixed approach research and a convergent parallel design were used in this study. The simple random and purposive sampling was used to select a sample of 100 respondents. Questionnaires and interviews were used to collect data. Validity and reliability of the instruments were ensured through content validation and a test-retest reliability procedure-respectively. Quantitative data was analyzed through descriptive statistics with the help MS-Excel while qualitative data was analyzed thematically. The major findings of the study revealed that there is a significant contributions of extracurricular activities in the learning process since extracurricular activities attract students to attend school; make learners physically and mentally fit and they increase confidence. Therefore, it is recommended that educational stakeholders should consider using professional teachers on different extra-curricular activities so as to ensure effective and efficient interplay among variables associated with extra-curriculum activities.

***Keywords:** effectiveness, extracurricular activities, learning process, secondary schools, Sikonge District*

Introduction

Extracurricular activities are an integral part of today's teaching and learning process. It allows learners to develop positive character traits. It demonstrates how to cultivate discipline, commitment, and self-discipline tenacity, self-control, and a healthy regard for the school environment. As per definition, extra-curricular (ECAs) include student participation in school activities that are not necessarily of academic nature (Christison, 2013). These activities include clubs, sports teams, volunteering at local community, student government groups, to mention but a few. As is well known, upbringing in an educational institution is accomplished through the content of the process of the curriculum as well as outside of it. However, some stakeholders in education have negative attitudes towards ECAs to an extent that time and sponsorship towards this area may be very scanty. Additionally, some students shun away from participating in the extra-curricular activities citing that it costs them time they could use for academic purposes. Nevertheless, various studies have revealed that participation of students in extra-curricular activities gave them an opportunity to obtain a more holistic kind of education.

Engagement of students in various activities outside the school curriculum or classrooms would have some significance such as high-grade point averages, high discipline and students' regular attendance at school. According to Wilson (2009), ECAs have a great impact on physical, psychological, social, cultural, political as well as economic development if done effectively and performed by individuals in educational institutions. Reeves (2008) noted that there is a link

between student engagement in activities outside the classroom and regular attendance, discipline and academic achievement. Similarly, Annu (2013) recognized that involvement in ECAs such as theatre, music, arts, poetry, newspapers and essay writing, themes and social clubs, sports and games or a student decides to choose to involve in one of them has made to social and academic achievements.

After realizing the importance of ECAs, some countries made the review of the education systems to enable early recognition of the student's abilities and talents. As opined by Kapur, (2018) this recognition has been simplified to make conducive environment for capturing, handling and developing children or students' abilities and talents from a small age. Han and Kwon, (2018) also argues that these programs have led to a great positive impact where there are a great number of sports and games personalities and celebrities all over the world. Adeyemo (2010) studied on the relationship between students' participation in ECAs and their achievement in Physics in Nigeria. The findings of that study showed that high school students who participated in ECAs indicated significant improvements in Physics. Basing on Adeyemo's (2010) study, it can be justified that the participation in ECAs has a high contribution to the learning process in subjects. Therefore, extracurricular activities provide opportunities for self-expression and provide outlets for the flow of the surplus energies of the students. Thus, they are valuable for developing proper attitudes, habits, interests, ideas and even careers among learners.

Since every community struggles to get a quality education for personal, family and community development in all aspects, extracurricular activities must be put into consideration in schools to prepare a child who comes to school in his or her total personality. Thus, Mwareri (2012) note that extra-curricular activities have the following characteristics; they are not offered for school credit or required for graduation; they are generally conducted outside school hours, or partly during school hours, and at times, agreed by the participants and approved by school administration; the content of the activities is determined primarily by the students' participation under the guidance of a stage-member or other adult.

According to Mhando (2018), as explained in (Ieorge and Thinguni, 2013; Coven, 2015; MoEST, 2016), the implementation of ECAs involves the pupil practical oriented components of the curriculum occurring in the whole process of learning that enable pupils to grasp what they learn during class hours and connect them with other skills that are grasped and gained outside class hours.

The school environment is conducive for the student's physical, psychological, moral, social, competent, confident, personality and academic wellbeing and development. Extracurricular activities help students with network and socialization among peer groups and adults who have the same interests in various extra activities which are performed outside the normal classrooms like sports and games, scout, gymnastics, athletics, debates and subject clubs. Involvement in extracurricular activities has led the academic performance to students' self-discipline and citizenship to personal cleanliness, Ogonga, et al (2010) in Kimengi, et al. (2014).

The Tanzanian government enacted education policies as a guideline that included a timetable for ECAs activities and recently it has put a little fund in schools that may improve students to participate in extra curriculum activities such as sports and games, social and subject clubs, essay writing and self reliance projects that aim to improve the learning process (MoEC, 1995); MoEVT,

2014). It is thus justified that conducting ECAs in schools is noticed as the method of putting the foundation for imparting competencies, social features and attitudes towards student development. Despite the efforts taken to influence extracurricular activities in schools still there is a question on the best practices for promoting students' engagement in extracurricular activities in the learning process that may lead to laziness, physical and healthy inactiveness and ineffective thinking capabilities of students; hence minimal academic performance. It is under that backdrop that this study was built to ascertain the effectiveness of extracurricular activities on students' learning process in public secondary schools in Sikonge District.

Literature Review

Extracurricular Activities Performed by Students in Schools

A good number of empirical studies have identified types of extracurricular activities performed by students in schools. Watkins (2004) conducted a study about the impact of the involvement of high school students in a rural setting in America in extracurricular activities on the mean grade point average. In this study, different extracurricular activities like drama, band, vocational clubs, interscholastic athletics and student council were identified. Therefore, with these extra-curricular activities, the heads of schools, educational stakeholders, curriculum implementers, teachers and students must see the importance of these types of extra-curricular activities for the improvement of the learning process in the country.

Ann and Sunita (2014) conducted a study about extracurricular activities and students' performance in secondary school Lucknow district in Uttar Pradesh in India. The purpose of the study was to document how extra-curricular activities can influence development in academics, social skills, and high school completion. In this study, the researchers argued that in India there are about six extracurricular activities. The study found that students who participate in these extracurricular activities generally benefit from many opportunities available to them. Benefits of participating in these extracurricular activities included having better grades, having higher standardized test scores and higher educational attainment, attending school more regularly and having a higher self-concept. Hence these types of extracurricular activities do not only develop physical, healthy but psychological abilities of the students or people who engage themselves in them. In the school context, they help to facilitate the learning process; therefore all the educational stakeholders must take measures to strategically establish and develop extracurricular activities for the benefit of the students' academic performance.

In Nigeria, Adeyemo (2010) assessed the link between learner engagement in extracurricular activities and performance in physics subjects. In that study, extracurricular activities were defined as the activities done by learners outside the classrooms at school. According to this study, there are different types of extracurricular activities such as sports, drama music, scouting; dance and various clubs. This is an important part of the educational experience of many students. The study advanced that children who participate in these activities are more successful academically than those who do not.

O'Dea (2014) conducted a study about the effect of extracurricular activities on academic achievement in Tanzania. The researcher mentioned different types of ECAs these including sport, essay writings, publications, student leadership, fine arts, and clubs and special interest activities. In

this study, the researcher stated that learners who are participating in ECAs succeed much in academic performance as compared to those who don't. Therefore, the school heads, teachers, and students should put more emphasis on these kinds of extracurricular activities to improve the learning process, retention of students at school and hence to increase school academic performance.

The infrastructural facilities of extracurricular activities in aiding the learning process of students

Ahmad et al. (2015) identified the significance of the presence of enough and standard extracurricular programs' facilities on the learning process as the researcher was finalizing and giving suggestions on how to improve the learners' engagement in extracurricular activities in England. That study revealed that the learners who get involved in extracurricular activities benefit by having good performance in examinations and finally academic achievement, increase regular attendance in schools, self-confidence and higher self-concept. It was further found out that learners get competence in teamwork and leadership. Therefore, all educational institutions authorities should provide adequate facilities including the infrastructural facilities various playgrounds, conference halls for extracurricular activities for students to take part in extra-curricular activities on the premises of the Institute and outside the scheduled class hours.

Kisango (2016) conducted a study in Kenya to determine what causes learners to participate in extra-curricular activities in secondary schools. The study used a descriptive survey design under a mixed approach to pinpoint where the main reason that affects the effective conduct of extra-curricular activities is the lack of facilities in schools. Similarly, Winston *et al.* (2008) in Kisango (2016) observed that schools did not have sufficient items of a musical instrument but, they hired the needed instruments. Some schools had a well-furnished auditorium, where most of the district-level workshops, seminars were conducted. However, co-curricular programs in most schools had remained unattractive chiefly because of the inadequacy of facilities. The amount and variety of facilities, equipment and supplies needed depend upon several factors including the type and extent of the program, the number of students to be served, and of course, budgetary considerations.

In another study was Chengula (2015) who analyzed the infrastructural facilities of extracurricular activities in aiding the learning process of students in Songea municipality in Tanzania. That study revealed the teachers' opinions about the extent of availability of infrastructural facilities or resources that the resources available for extracurricular activities are not enough. It was found that there were few school playgrounds (volleyball, football, netball and handball) were capable of accommodating a small number of students while others had to wait outside. The researcher further stated that it was difficult to offer more extracurricular activities due to a shortage of funds. Additionally, the study revealed that when facilities get wrecked, it takes time to buy new ones due shortage of funds. The study recommended that the Government should ensure that the resources and facilities for extracurricular activities like balls, playgrounds, and facilitators are available in school to enable students to participate in activities. This shows that the availability of these facilities will improve the students' participation in extracurricular activities to motivate them in the learning process since they retain them at school.

A study conducted by Haliimah (2010) recommended that there is a principal need to find a day each week in which only one extracurricular activity is taking place because of limited facilities, for

example, inner-city schools utilize. Haliimah (2010) further continued that inner-city secondary schools have inadequate facilities for participation in activities like outdoor sports and sometimes they use suburban schools' facilities. These schools should be informed in advance if inner-city secondary schools are to use their facilities to avoid conflicting programs. Because of inadequate facilities for extracurricular participation, principals are forced to choose extracurricular programs like indoor sports activities which suit the inner-city secondary school settings.

Views on the Role of Extracurricular Activities on the Learning Process

Literature has reviewed different views of educational stakeholders on the role of extracurricular activities on teaching process. Soe (2014) conducted a study about the perceptions of teachers on the role of extracurricular activities in Myanmar. The results showed that active participation of students in extracurricular activities leads to several positive impacts such as gaining confidence to speak up in the classroom, improving English and writing. It was further revealed that extracurricular activities lead to the development of social skills and behaviors such as social and negotiation skills with different types of people, teamwork skills and problem-solving skills to resolve conflicts between each other, opportunities to interact with friends who are outside of their close group of friends and developing sympathy for the lives of unprivileged people. Therefore, the educational stakeholders should emphasize their sustainable establishment and development that may improve the teaching and learning process in public secondary schools.

Yusof (2017) carried out a study about teachers' views towards the participation of extracurricular activities in improving learners' speaking competencies in Malaysia. The research intended to evaluate the teachers' views on how participation in extracurricular activities can improve high school learners' speaking skills. The researcher used questionnaires that were given to 40 teachers and three semi-structured interviews. The results showed that many teachers had positive views on the participation of ECA's. Also, there was improper planning of the ECA though they used them. The research identified the measures to be taken to improve the learners' communicative skills such as intensive care and efficient conduction of extracurricular activities to assist EFL teachers to enhance the learners' communication competencies generally. Hence, more efforts should be shown to enhance the perceptions, creativities, establishment, maintaining the outside class activities to improve the learning process and hence the academic achievement of the students in public secondary schools in the societies.

Chengula (2015) studied on the contribution of extracurricular activities in enhancing students' retention in secondary schools: a case of Songea municipality. That study found that participation in extracurricular activities like sports, scout, student leadership and music increased retention of students in secondary schools. It was also revealed that positive peer pressure as the result of bonds among students themselves promoted a sense of belongingness to school, made students eager to stay in school and better school attendance. Therefore, it is recommended that educational stakeholders like the government, parents and teachers should ensure that resources for extracurricular activities such as playgrounds are made available and students are encouraged to participate.

The Attitudes of Students towards Extracurricular Activities on the Learning Process

According to the study conducted by Anna and Kyungbin (2018), students saw that extracurricular activities can identify their abilities and improve the skills required for their future careers. Although, students may not have enough practice during classroom activities due to limitations and lack of genuine practice opportunities. ECA often allows them to apply their knowledge in real situations (Shamsudin et al., 2014). Through ECA, students are also able to fulfill their personal goals and improve the general skills needed in everyday life. ECA may enhance students' problem-solving, analytical and critical thinking skills through cooperative activities and hands-on experiences. ECA is important for enhancing students' academic confidence, social development and their sense of well-being at school and facilitating the development of interpersonal skills and positive social norms (Eccles, Barber, Stone, & Hunt, 2003; Stuart, Lido, Morgan, Solomon, & May 2011). Activities outside the classroom such as club activities, mentoring, etc., promote collegial adjustment, satisfaction and commitment (White & Gager, 2007).

Fatash (2008) investigated the students' perceptions towards using extracurricular activities to enhance their motivation in the English Department at An Najah University in Nigeria. The results revealed that the English Department at An-Najah University didn't take into consideration the basic principle of motivation. As a solution to this problem, the researcher suggests several things among which introducing varieties of extracurricular activities which according to the students would help enhance their motivation and thus upgrade their standard in English. It also shows the students' willingness to take part in the proposed extracurricular activities if they are introduced to the Department. Moreover, the students show interest and enthusiasm to take charge of their activities and seek extra autonomy in learning.

Musheer et al (2016) sought to determine the attitude of secondary school students toward their school climate by focusing on their attitude about certain demographic variables like gender, medium of instruction in the school and educational level of parents. Based on these parameters, it was found that developing a positive attitude toward the school climate is invaluable for global personality development. The present education system is student-centered. Good education plays an important role in creating a positive school climate. The extra curriculum framed must be useful from the practical point of view.

Specific Objectives of the Study

- i) To identify extracurricular activities performed by students in public secondary schools of Sikonge district.
- ii) To evaluate the infrastructural facilities of extracurricular activities in aiding the learning process of students in public secondary schools of Sikonge District.

Research Methodology

This study employed a mixed research approach whereby both quantitative and qualitative approaches were employed under the convergent parallel design. The convergent parallel design involved a collection of qualitative and quantitative data concurrent in the field and kept the data analysis independently. The target population of this study was specifically the District Secondary Education Officer (DSEO), 04 Heads of schools, 100 teachers and 1731 students from the selected public secondary schools from Sikonge district council. This study employed probability and non-probability sampling procedures for selecting the sample required for the study. Under probability sampling procedures, a simple random sampling procedure was used whereby a rotary method was employed to get respondents such as Teachers and students. Under non-probability on the other hand, the researcher used purposive sampling procedures to select the DSEO and heads of schools from the selected secondary schools. Thus, in this study four (4) secondary schools were selected from which a sample of 100 respondents was used. To reach this sample size from a given population of 1831, Yamane formula (1967) was used. Hence, the 05 purposively selected plus 95 obtained from Yamane's formula made the total of 100 respondents.

In collecting data, the study employed two instruments of data collection namely interviews and semi-structured questionnaires. Primary data was collected through the use of both questionnaires and interviews. The reliability of instruments was ensured through the use of a test-retest reliability procedure. The validity of the instruments was measured by using content validation Data Analysis was done through the use of Quantitative data was analyzed through descriptive statistics with the help **MS-Excel** while qualitative data was analyzed thematically. The analysis procedures involved data screening and transcribing them to match the research questions.

Results and Discussion

The findings of the study are presented thematically and in line with the research objectives guiding this study.

Extracurricular Activities Performed by Students in Schools

In the first specific objective, the study sought to examine extracurricular activities performed by students during the learning process in public schools of Sikonge District. Table 1 presents the results from the student respondents.

Table 1. Extracurricular Activities Performed by Students in Schools

Extracurricular activity	Frequency	Percent
Sports	83	100
Debate	83	100
Subject clubs	62	75
Anti-Aids Clubs	0	0
Article writing	0	0
Drawing	38	46
Athletics	72	87
Student leadership	72	87
Scout	63	76
Music	61	73

Source: Field data 2021

Table 1 above shows that all participants (100 percent) said the schools offered sports (football, netball, volleyball, basketball) and debate. It was found that 75 percent of the respondents agreed that schools conducted subject clubs, 46 percent agreed that schools offered drawing skills, 87 percent agreed that schools offered athletics and another 87 percent of the respondents agreed that schools offered leadership skills to students. It was also found that 76% of the participants said that schools offered scout activities, 73 percent of the respondents said that schools offered music, 32 percent said that schools offered drama and 36 percent said that schools offered comedy for students. However, no respondent agreed or said that anti-aids clubs and article writing were offered. The absence of those activities (anti-aids clubs and article writing) denied students important skills for their learning.

Feedback from teacher respondents agrees with what student respondents said although there are some contradictions between what students said and what teachers said on the side of ant-AIDS clubs, article writing and comedy. While students said that comedy was conducted (30%) and ant-AIDS clubs and article writing were not conducted, teachers said that ant-AIDS clubs were conducted 17 percent and comedy and article writing were not conducted.

Feedback from the DSEO and the four heads of schools indicated that extracurricular activities available in schools included football, netball, basketball, debate, Boy Scouts and Girl Guide, students' leadership and music. That agrees with Kapur (2018) who noted that ECAs are as games and art, music, drama, poetry, student's newspaper and essay writing social and subject clubs and students' governance. This also indicates that some of the extracurricular activities such as subject clubs, ant-AIDS clubs and many others were not conducted and thus leading to the ineffectiveness of those activities on students' learning.

Available Facilities for Students' Engagement in Extracurricular Activities

The second specific objective sought to evaluate the availability of extracurricular programs facilities for students' engagement in extracurricular activities in public secondary schools of Sikonge District. The feedback from the student respondents is as presented in Table 2.

Table 2 Available Facilities for Students' Engagement in Extracurricular Activities

Playgrounds	Frequency	Percentage
Football	76	92
Netball	72	87
Volleyball	48	58
Basketball	52	63
Handball	10	12
Athletics	12	14

Source: Field data 2021

Data from Table 2 above shows that 92 percent of the respondents had football grounds, 87 percent of the respondents had netball grounds, 58 percent of the respondents had volleyball grounds, 63 percent had basketball grounds, 12 percent had basketball grounds and 14 percent had grounds for athletics. This means that some schools missed some of the playgrounds and very few schools had playgrounds for handball and athletics. Further, it was discovered that 83% of the student respondents indicated that the available extracurricular facilities were of poor quality. This is in line with Chengula's (2015) findings that few playgrounds (volleyball, football, netball and handball) that schools in Songea were capable of accommodating a small number of students while others had to wait outside.

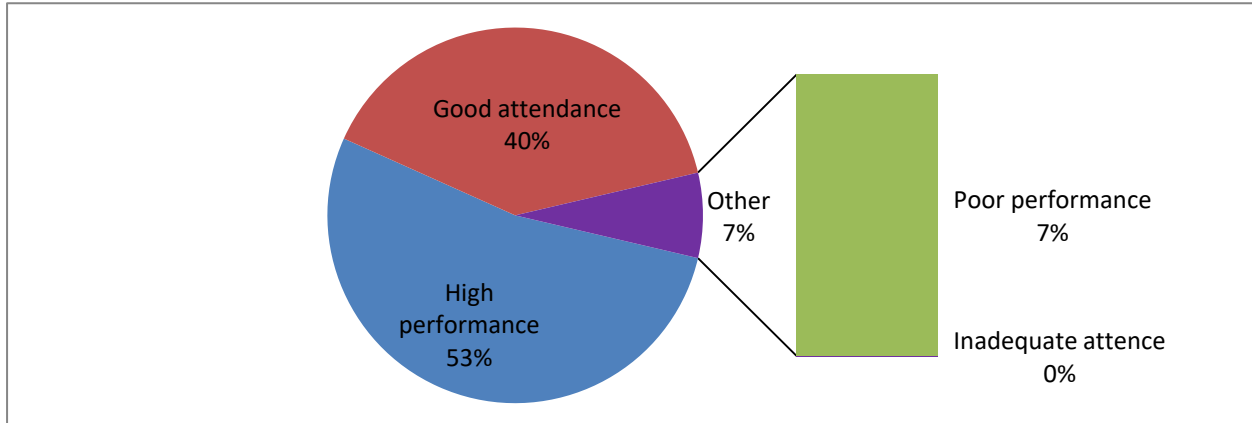
The feedback from the 12 teacher respondents showed that 83 percent of the schools have football grounds, 75 percent have netball grounds, 83 percent have volleyball grounds, 17% had playgrounds for basketball, 25 percent had grounds for handball and 25 percent have playgrounds for athletics. Additionally, they indicated that there was inadequacy of extracurricular facilities. This finding is supported by Winston *et al.* (2008) in Kisango (2016) who observed a significant deficit in facilities for extracurricular activities in public secondary schools due to reasons such as poor budgetary allocations to obtaining or maintaining these facilities.

The DSEO and heads of schools were asked to state if there was any difference in students' attendance to schools between days when there are extracurricular activities and those without extracurricular activities. The respondents said that there is a big difference as during the days with different sports and games students' attendance rise. They gave reasons that the majority of students enjoy playing and or watching fellow students playing different games and participating in sports. As such, extracurricular activities contribute to students' attendance at school, which can improve their learning process.

Contribution of Extracurricular Activities on Students' Learning Process

In line with the second specific objective, this study also sought to establish the views on the contribution of extracurricular activities on students' learning process. The feedback from the student respondents is presented in Figure 1.

Figure 1: Impact of Extracurricular Activities on Students' Learning Process



Source: Field data 2021

The results from figure 1 indicate that the majority of the student respondents said that extra-curricular activities helped students to get high performance academically by 87 percent, good performance by 65 percent, and poor performance by 12 percent. None of the respondents said that those activities caused inadequate performance. Similarly, the feedback from the teacher respondents, heads of secondary schools and the DSEO affirmed the positive contribution that extracurricular activities have on the learning process. For example, one teacher respondent noted:

“Extra-curricular activities help students to refresh their minds, enjoy and do physical fitness and hence be active and healthy.” (TR 1:20/08/2021)

Further one of the heads of schools said,

“Students enjoy very much participating in sports and games. While those who participate in one or more sports and games feel the pride to participate in those activities, those who do not participate enjoy watching their fellows playing and applaud participants from their teams” (HoS 1: 20/08/2021)

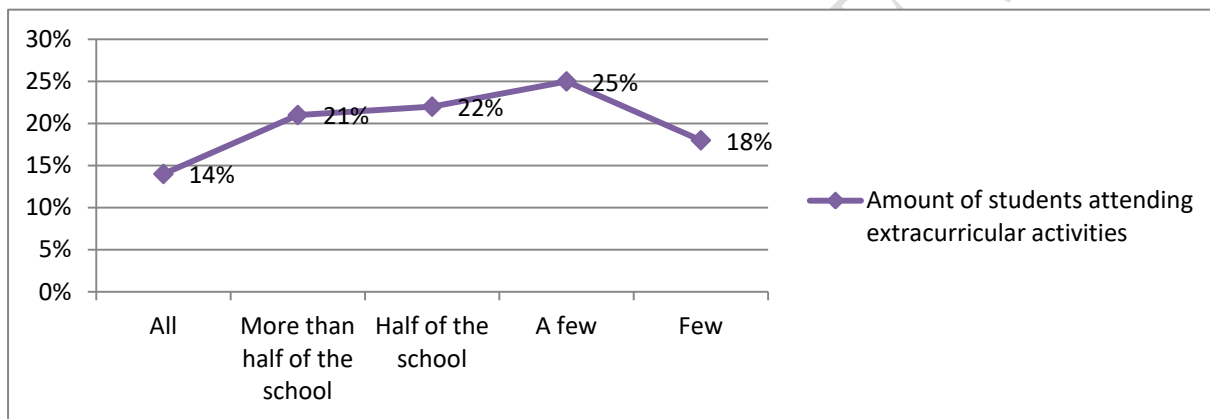
Once more, the District Secondary Education Officer when asked a similar question in an interview, he said that extracurricular activities are very important in student's learning process as they improve students' health mentally and physically making them study actively. He added that extracurricular activities act as enjoyments at school and thus attract learners to attend school. He also said that extracurricular activities make learners confident and develop the spirit of working together in students.

The experiential theory of learning says that the learning process includes setting goals, thinking, planning, experimentation, reflection, observation and review. By cooperating in the ECAs, learners develop definitions that are unique in cognitive, emotional, and physical developments of learning. These ECA need an active mind and a person who is ready to learn. The findings imply that students enjoy engaging in some of the extracurricular activities which help them to activate their minds and with active minds they learn, the theory, therefore, supports the findings.

Attitudes of Students and teachers towards Extracurricular Activities

This study was also interested in evaluating the attitudes of students towards extracurricular activities in public secondary schools in Sikonge District. This could be established primarily by assessing the level of student’s participation in the extracurricular activities. Figure 2 presents the results.

Figure 2 Students’ participation in extracurricular activities



Source: Field data (2021)

Results from Figure 2 indicate that majority (25 percent) of the students said that a few students participated in extracurricular activities. Then the 25 percent those who said that half of the students attended; 21 percent said that more than a half of the students participated in extracurricular activities, while 18 percent said few students attended extracurricular activities. Moreover, most of the students were for the view that more of extracurricular activities needed to be introduced. This indicates that almost every student participated in extracurricular activities in one way or another and indicative of a students’ positive attitude towards extracurricular activities.

The feedback obtained from the teachers revealed that that majority (75 percent) of them agreed that all students participate in extracurricular activities. Only 25 percent said not all students participated in extracurricular activities due to reasons such as their parents did not allow such students to participate in some of the sports. As for the heads of schools, they commonly explained that almost all students participated in one or more extracurricular activities depending on the type

of extracurricular activity conducted on a particular day. For example one of the heads of schools said,

“Days where there is football competition, netball and volleyball, almost all students attend and a good number participate. When there are sports such as running and other sorts of sports also a majority of the students attend” (HoS 2: 20/08/2021).

This finding agrees with Makwinya and Straton (2014) who, when citing the 7th World Conference on Sports, Education and Culture (2010) noted that children choose to spend their leisure time playing. Thus, the provision of opportunities for playing and other extracurricular activities gives children chances to share age-related ideas, stories, and opportunities to correct possible mistakes without being shy or fear.

The finding implies that when involved in extracurricular activities, students follow some stages of learning the activity they are engaged in. This improves their performance both in plays they are involved in and sometimes even in classrooms. They sometimes do mistakes or errors they correct as they continue to engage in the activity. This goes in line with the experiential theory of learning which says according to Baker, Jensen & Kolb, (2002) that in the process of learning the learners begin with a concrete experience which then leads them to observe and reflect on their experience. After this period of reflective observation, the learners then connect their thoughts to create abstract concepts about what occurred and which will serve as guides for future actions. With these guides in place, the learners actively test what they have constructed leading to new experiences and the renewing of the learning cycle.

The 4 heads of schools on their side, their response to the similar question was those extracurricular activities, although not all of them make students stay at school because students take them as a part of enjoying, being together playing, sharing ideas and stories which make them closely related and make friends. Extracurricular activities make students forget loneliness and other sorts of unpleasing situations they encounter in their living places. This is supported by Makwinya and Straton (2014) who argue that for an individual to feel related to others, he or she demands: (i) frequent and affectively pleasant interactions with others; and (ii) a need to observe such interactions in a context of temporally stable and enduring context. One of the current techniques used to prevent students’ disengagement or loneliness is therefore to allow them to use their free time through extracurricular activities. The experiential theory of learning also supports this when it postulates that a child is likely to remember and understand if first, he/she interacts with his peers and also he is left to do it by himself. In extracurricular activities, students interact with their peers and get the confidence of interacting with their fellows and teachers in classrooms and thus improving their ability to learn.

Conclusions

Basing on the findings of this study, it is concluded that extracurricular activities are very important for students learning since they contribute much to the academic achievement of the learner. They have a lot of benefits to students such as making the learner physically fit, being attracted to attend school, and shaping the student’s behavior. The findings indicated that schools practice a number of

extracurricular activities including subject clubs, sports and games like football, netball, basketball, and handball and student leadership.

Generally, stakeholders have positive views towards extracurricular activities. The study found that extracurricular activities helped students to improve their learning because they enabled learners to refresh their minds, enjoy and do physical fitness and hence active and healthy; encouraged students to attend school and increase students' morale of learning; made students busy and kept them away from bad behavior; encouraging cooperation and enabled learners to develop the skills of working with others; made their brain active and developed their thinking ability. However, absence of facilities for extracurricular activities in some schools minimize the effects of extracurricular activities in enabling students to learn effectively as a few extracurricular activities were conducted where some of the students did not participate in those activities.

Ethical Approval:

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

Recommendations

Regarding the importance of extra-curricular activities to students and the nation at large, the government should ensure that extra-curricular activities are effectively conducted. To ensure effective performance of extra-curricular activities in schools all the education stakeholders with the guidance of the government should employ professional teachers on different extra-curricular activities to help in teaching and training students on different extra-curricular activities. Training improves participants' skills which motivate them to increase efforts in participating in an activity and hence improve students' attendance at school and academic achievement.

Additionally, all the stakeholders in education system in Tanzania being private or public should work together so that they can put more emphasis on the training of teachers on various extra-curricular activities. These once trained and employed, they can provide valuable assistance to schools in their fields for effective provision of those activities to students to facilitate learning process

Further, the various education development stakeholders and partners are advised to help schools in increasing the financial budget for extracurricular activities and establishing places such as venues and playgrounds where extra-curricular activities can be conducted. This includes increasing

infrastructure to those available to enable as many students as possible to participate in extra-curricular activities.

UNDER PEER REVIEW

COMPETING INTERESTS DISCLAIMER:

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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