REVIEWED JOURNAL of Education Practice [ISSN 2663-127X]

Vol. 7, Iss. 1 (2026), pp 1– 11, April 4, 2026. www.reviewedjournals.com, ©Reviewed Journals

PRINCIPALS' FINANCIAL MANAGEMENT STRATEGIES AND STUDENTS' PARTICIPATION IN CO-CURRICULAR ACTIVITIES IN PUBLIC SECONDARY SCHOOLS IN MAGARINI SUBCOUNTY, KILIFI COUNTY, KENYA

Chengo Arnold Mbogo [1] & Pamela Ochieng [2]

[1,2] *Department of Education Management and Curriculum Studies, Mount Kenya University, Kenya*

Accepted: March 17, 2026

ABSTRACT

This study examined the influence of principals' financial management strategies on students' participation in co-curricular activities in public secondary schools in Magarini Sub-County, Kilifi County, Kenya. Specifically, it focused on principals' resource mobilization, financial management, record-keeping, and stakeholder engagement strategies, as well as the role of school infrastructure availability. A descriptive survey design with a quantitative approach was employed, targeting principals, teachers, and sub-county education officials. A sample of 144 respondents was selected using stratified random and purposive sampling, and data were collected through structured questionnaires. The study achieved a strong response rate of 76.4%. Instrument validity was confirmed through expert review, the Kaiser-Meyer-Olkin (KMO) test (0.858), and Bartlett's Test of Sphericity ($\chi^2 = 1478.913$, $p = .000$), while reliability was established with Cronbach's Alpha coefficients above 0.7 for all constructs. The findings indicated that principals' resource mobilization strategies, including community support and income-generating projects, were highly effective in sustaining co-curricular participation and significantly improved students' involvement ($\beta = 0.177$, $p = .005$). Financial management strategies such as expenditure tracking, audits, and budgetary discipline also played a critical role, with a statistically significant impact on participation ($\beta = 0.185$, $p = .000$). Record-keeping strategies, particularly accurate financial logs and participation records, enhanced accountability and decision-making, showing a significant effect on student involvement ($\beta = 0.235$, $p = .001$). Stakeholder engagement strategies, including parental forums, donor involvement, and community partnerships, emerged as the strongest predictor of participation ($\beta = 0.302$, $p = .000$). Conversely, school infrastructure availability had a limited and statistically insignificant effect, indicating that its influence was more indirect and dependent on leadership practices. The study concluded that principals' leadership strategies in mobilization, financial management, record-keeping, and stakeholder engagement were essential drivers of both co-curricular participation and student engagement, with stakeholder engagement being the most influential. Recommendations were directed to the Teachers Service Commission to enhance principals' capacity through professional development, to the Ministry of Education to strengthen policy frameworks, resource allocation, and accountability systems, and to head teachers to adopt proactive, transparent, and inclusive leadership practices. Suggestions for further research included exploring the role of digital technologies in school leadership, conducting comparative studies across regions to identify best practices, and examining the long-term impact of principals' strategies on holistic student development beyond participation in co-curricular activities

Key Words: *Resource Mobilization, Financial Management, Record-Keeping, Stakeholder Engagement, Infrastructure Availability*

CITATION: Chengo, A. M., & Ochieng, P. (2026). Principals' financial management strategies and students' participation in co-curricular activities in public secondary schools in Magarini Subcounty, Kilifi County, Kenya. *Reviewed Journal of Education Practice*, 7 (1), 1 – 11.

INTRODUCTION

Globally, education is viewed as a catalyst for both personal and societal growth. In Kenya, education is one of the great foundations of national development and an important factor for personal development and progress. Provision of quality education in public secondary schools is largely dependent on the management of financial resources that address students' needs for both curricular and co-curricular programs. Co-curricular activities including, sport, music, drama, and debate, are key components of a holistic education system and contribute to the physical, emotional, social, and intellectual development of students (Wanjohi & Ndiritu, 2021).

However, the implementation of many co-curricular activities in public secondary schools is limited due to lack of funds. The Kenya Institute of Curriculum Development (KICD, 2020) insists that co-curricular activities are vital in Competency-Based Curriculum (CBC) and foster the acquisition of life skills such as teamwork, leadership, and creativity in schools. Nevertheless, schools that operate in resource-poor contexts struggle to support co-curricular activities due to limited funds, mismanagement, and competing priorities in the allocation of limited school budgets (Mwangi & Njiru, 2022). Various strategies employed by principals in different global and African contexts to mobilize resources and manage finances to enhance student participation in co-curricular activities.

On principals' resource mobilization strategies and participation of students in co-curricular activities several strategies are mobilized across countries in both Asia and Europe for the purpose of financing co-curricular activities in schools. For example, Japanese principals actively collaborate with local municipalities and businesses to raise funds for the extracurricular programs that students participate in; these will expose them to sports, arts, and culture (Aizawa, Orr, Inoue, Nagazumi, & Yoshida, 2023). In Finland, schools continue to rely on government funding, but community partnerships expand what co-curricular activities become available to students with an emphasis on inclusion. These countries offer a good example of resource mobilization in ensuring that students have complete educational experiences and an assurance of increased exposure to co-curricular activities and skills outside the classroom (Yeo, Liem & Tan, 2023).

In Africa, for example, countries such as Kenya and South Africa have put to use varying resource mobilization strategies to support co-curricular activities. Principals in Kenya primarily collaborate with local NGOs, government initiatives, and stakeholders in the communities where they are located to acquire resources that may enable them to promote extracurricular participation, particularly in sports and cultural clubs (Ouko, 2022). Similarly, in South Africa, schools utilize both government funds and private sponsorships to facilitate student involvement in activities related to drama and athletics (Siedentop & Van der Mars, 2022). In these African contexts, resource mobilization strategies become very significant in overcoming financial constraints to the fullest involvement of students in co-curricular programs during economically challenging times.

For principals' financial management strategies and participation of students in co-curricular activities in various countries of Asia and Europe, the principals in schools have to organize finances effectively to retain their co-curricular programs at pace. It is the principal's responsibility in South Korea to ensure that expenditure occurs in those diverse co-curricular activities, ranging from academic clubs to athletic programs (Hossain, 2021). The German school system is highly decentralized, thus allowing principals flexibility in dealing with the budget in ways that best suit their schools' needs, as well as ensuring well-funded extracurricular programs. Indeed, these strategies of financial management have made it possible for schools to provide many co-curricular activities and even increase student involvement in those activities and make the school experience more rewarding (Bennett, 2020).

Within the African context, some of the countries, such as Nigeria and Uganda, have faced quite exceptional challenges pertaining to financial management and also devised ways on how to increase students' participation in co-curricular activities. Some principals in Nigeria allow participatory budgeting processes wherein teachers and members of the community participate in decisions over the distribution of resources spent on extra-curricular activities with maximum transparency and efficiency (Worlu & Okorie, 2024). Similarly, schools in Uganda are mostly forced to collaborate with international donors and non-governmental organizations in financing some of the activities in their co-curricular programs, such as sports and music. These are some of the financial management strategies that are crucial in sustaining the co-curricular program when resources are scarce (Ntambirwa, 2022).

In Magarini Subcounty, public secondary schools face significant challenges that hinder student participation in co-curricular activities, with financial constraints being the primary concern. A survey conducted among 15 public secondary schools in the subcounty revealed that 68% of schools allocate less than 10% of their total budget to co-curricular activities, leading to inadequate resources for purchasing sports equipment, hiring qualified trainers, and facilitating inter-school competitions (Kamau, 2023). Furthermore, 72% of principals reported that limited funding forces them to prioritize academic programs over extracurricular engagements (Mwangi & Otieno, 2022). The situation is further exacerbated by infrastructural challenges, as 59% of schools lack proper playing fields, and 64% have insufficient equipment for activities such as drama, music, and athletics (Nyaga, 2021). As a result, only 45% of students actively participate in at least one co-curricular activity, compared to the national average of 70%. Addressing these issues through increased funding, improved financial management, and enhanced stakeholder involvement is essential to fostering greater student participation and holistic development in Magarini Subcounty.

The participation of students in co-curricular activities is essential for their overall development, yet many public secondary schools in Magarini Subcounty struggle to provide adequate opportunities due to financial constraints. A survey conducted in 15 public secondary schools in the subcounty revealed that 68% of schools allocate less than 10% of their total budget to co-curricular activities, limiting resources for sports equipment, training, and participation in inter-school competitions (Kamau, 2023). Additionally, 72% of principals reported that financial constraints force them to prioritize academic programs over extracurricular engagement, while 59% of schools lack proper playing fields and 64% have insufficient equipment for activities such as drama, music, and athletics (Mwangi & Otieno, 2022). Previous studies by Ngigi and Tanui (2019), Ariga (2022), Savuli (2018), Dwangu and Mahlangu (2021), Gachara (2019), Muthike, Mwaruvie, and Mbugua (2017), and Kapelinyang (2018) have explored financial management practices and student participation in co-curricular activities in different parts of Kenya, but none have specifically addressed Magarini Subcounty. The absence of research on how principals manage school funds to support co-curricular activities leaves a critical knowledge gap. With only 45% of students actively participating in at least one extracurricular activity compared to the national average of 70% (Nyaga, 2021), there is an urgent need to examine how financial management strategies influence student engagement.

LITERATURE REVIEW

The empirical literature reviewed covers the principals resource mobilization strategies, financial management strategies, record keeping strategies and stakeholder management and their perceived relationship with participation of students in co-curricular activities

Principals resource mobilization strategies and participation of students in co-curricular activities

In the United Kingdom, a study by Collins and Reckhow (2024) explored how school leaders mobilize resources for extracurricular programs in public secondary schools. The study found that principals who actively sought external funding from government grants and private sponsorships had higher student participation in co-curricular activities. It emphasized the importance of strategic financial planning and community partnerships in sustaining these programs.

In India, Sharma and Patel (2020) investigated the impact of school funding sources on student involvement in extracurricular activities. The study revealed that schools with diversified income streams, including alumni contributions and corporate sponsorships, had more students engaged in music, arts, and sports. It recommended that school administrators establish partnerships with local businesses to enhance resource mobilization.

In South Africa, a study by Ndlovu and Mthembu (2019) examined the role of school principals in resource mobilization for extracurricular activities. The research found that schools in low-income communities struggled to secure adequate resources, resulting in minimal student participation. However, schools that leveraged community-based fundraising and parental involvement saw increased student engagement in sports and cultural events.

Research conducted by Njoka and Ochieng (2023) in Kandara Sub-County, Murang'a County, Kenya, examined the impact of principals' abilities to mobilize resources on the execution of strategic plans in public secondary schools. Out of a total of 773 responders, 264 were selected using Yamane's Formula; this included 59 principals and 714 instructors. We employed stratified sampling to divide the population into eight groups, one for each of the eight zones that make up Kandara Sub-County. To ensure fair representation, two(2) principals were chosen at random from each zone. Using simple random sampling, 31 educators were selected from each zone to ensure fairness. Teachers and other stakeholders at public secondary schools are still not very satisfied with the strategic plan execution when it comes to internal efficiency and the realization of curriculum objectives, according to the report. It is also clear that public secondary school principals' capacity to mobilize resources is a key factor in the successful execution of strategic plans.

In their 2022 study, Mgaya and Onyango looked at the tactics employed by public secondary schools in Tanzania's Kilolo District to gather physical resources. Six hundred sixty-two instructors, twenty-six principals, and DEO from 26 public secondary schools in the Kilolo District participated in the research. The study's 81 instructors were chosen at random from a pool of applicants, while 5 school principals and the DEO were invited to participate in the interview. The quantitative data was analyzed using SPSS for descriptive statistics, while the qualitative data was sorted through using theme analysis. Funds from income production activities were the most often employed technique for resource mobilization, according to the study. The second most common strategy was community involvement in school building construction, desk purchasing, and furniture maintenance. The study suggests that the schools that were part of the analysis think about how they may employ various ways to mobilize physical resources, since these are crucial for implementing the curriculum.

Research by Cherotich, Atoni, and Munyua (2020) in Kenya's Kapenguria Constituency, West Pokot County, aimed to investigate how public secondary schools there raise and distribute funds. A cross-sectional survey design was used to conduct the study, which was influenced by financial agency theory. Principals and chairs of the Board of Management were the intended recipients. The data collection tool utilized was a questionnaire. Frequencies and percentages were used for quantitative data analysis. According to the results, paying tuition was the primary means by which schools raised funds. Community donations and income-generating activities were other methods of resource mobilization. The Ministry of Education, Science and Technology should launch campaigns to remind parents of the significance of paying school fees on time. Additionally, the Ministry of Education should increase funding for constituencies so that needy students can benefit from bursaries.

Day secondary schools in Kenya's Kitui Central Sub-County, which is part of Kitui County, were the focus of research by Mutisya and Mwania (2018), who looked at how principal-related factors affected the collection of funding. In addition to their formal education, the research indicated that every single principal in Kitui Central Sub-County had completed some sort of management course. Universities centered their trainings on academics, KEMI dealt with secondary school administration, and KSSHA hosted conferences for school principals to discuss ways to improve quality management; these were just a few of the organizations that planned these trainings. Through participation in professional development and training, principals were able to hone crucial management abilities and network with peers dealing with comparable issues. Their administrative talents were improved as a result of this engagement, which allowed them to share solutions for tackling such issues. In order to better mobilize and manage financial resources, the study's author suggested that school principals undergo ongoing training in the field.

Principals' financial management strategies and participation of students in co-curricular activities

In Germany, a study by Müller and Fischer (2021) analyzed financial management strategies in secondary schools and their impact on student participation in extracurricular activities. The findings indicated that schools with transparent budgeting processes and structured financial policies had better-funded co-curricular programs, leading to higher student involvement in sports and arts.

In China, a study by Zhang and Li (2020) explored the role of financial planning in supporting extracurricular activities in public schools. The study found that effective financial oversight, including regular audits and proper allocation of funds, was crucial in maintaining active student participation. Schools with detailed financial management policies ensured continuous funding for student activities.

Effective financial management by school principals plays a crucial role in ensuring student participation in co-curricular activities. Veeraiah and Ghavifekr (2022) explored how financial management affects students' participation in extracurricular activities in Malaysian primary schools. Despite various management strategies, the study concluded that students' skills and achievements in co-curricular activities remained low.

However, statistical analysis confirmed a significant relationship between financial management strategies and students' participation and achievements. This finding suggests that while management strategies are essential, the allocation and execution of financial resources significantly impact students' engagement in extracurricular activities.

In Nigeria, Adeyemi and Okonkwo (2019) examined financial management approaches in public secondary schools and their influence on student participation in co-curricular programs. The study found that schools with well-defined financial strategies, including transparent budget allocations and expenditure tracking, had more students actively engaged in extracurricular activities.

In Kenya, Ariga (2022) investigated the influence of principals' financial management strategies in public secondary schools in Dagoretti Sub-County. The study found a strong correlation ($p<0.05$) between financial planning practices—including budgeting, stakeholder involvement, and resource allocation—and the achievement of school goals. It was recommended that school leaders collaborate with other institutions to optimize funding for co-curricular activities. The study, however, did not focus on Magarini Sub-County or the participation of students in extracurricular programs.

Similarly, Odide (2021) examined financial resource management in Langata Sub-County and its impact on student performance. The study found that financial management significantly affected academic achievement, with well-managed funds enabling schools to provide necessary learning resources and extracurricular opportunities. The research also highlighted the financial struggles faced by students from low-income backgrounds, which limited their participation in school activities, including co-curricular programs.

A study by Obodo (2020) in Nigeria's Onitsha Education Zone further reinforced the importance of financial management in education. The research demonstrated a strong correlation between effective financial planning and student discipline, instructional performance, and co-curricular engagement. Schools with well-planned financial strategies were able to offer more opportunities for extracurricular participation. This suggests that financial management is not only essential for academic success but also for holistic student development.

Dwangu and Mahlangu (2021) explored accountability in the financial management practices of school principals in South Africa. The study found out that mechanisms employed by schools and the Department of Education to hold principals accountable for their financial management practices fail to make them fully accountable and effectively face the consequences of acts on their part that are illegal and unlawful. The mechanisms need a great deal of overhauling. The study also highlighted weaknesses in financial controls, such as mismanagement of funds and inadequate auditing, which negatively affected students' participation in non-academic activities. However, the study did not explore co-curricular participation or focus on Magarini Sub-County.

From the above studies, it is evident that financial resource management plays a key role in facilitating student engagement in co-curricular activities. Proper budgeting, stakeholder involvement, and financial oversight directly impact students' ability to participate in extracurricular programs. Schools that allocate sufficient funds for co-curricular activities create an environment that enhances student talent, leadership skills, and holistic development. However, existing research has not extensively examined this relationship in Magarini Sub-County, creating a gap that this study aims to address.

METHODOLOGY

Research Design

A descriptive survey design was adopted for this study since it allowed for the collection of detailed information on the existing conditions and relationships in the study area. Its non-experimental nature made it suitable for establishing relationships among variables without manipulating them. This was particularly relevant in the current study, whose objective was to document the financial management strategies employed by principals and their impact on co-curricular activities. An integrated mixed-methods strategy was used, combining both quantitative and qualitative data to provide a comprehensive understanding of the research problem. Greene (2021) and Creswell & Creswell (2017) supported the use of such an approach for integrating and quantifying qualitative data.

Population and Sampling Procedures

The target population for this study consisted of 15,444 participants from public secondary schools in Magarini Sub-County. This group included 20 principals, 100 teachers, 14,523 students, 800 parent representatives, and one Sub-County Director of Education. The participants were selected to reflect various socio-economic backgrounds, school types, and experiences, enhancing the study's representativeness and ensuring that the findings could be generalized to the broader population (Kumar, 2020).

A multistage stratified cluster sampling technique was used to select the sample. Public secondary schools in Magarini Sub-County were treated as clusters, and a probability proportional to size (PPS) method was applied to give larger schools with more students a higher chance of inclusion. The respondents were then stratified into groups—principals, teachers, students, and parents' representatives—and simple random sampling was used within each stratum. The Sub-County Director of Education was purposively selected as a key informant. This approach allowed for balanced representation of the different stakeholder groups while reducing logistical and administrative costs (Wu, Xu, Tian, Zhang & Lu, 2023).

Instrumentation, Validity and Reliability

The study utilized a structured questionnaire as the primary research instrument to collect quantitative data on principals' financial management strategies and their effects on student participation in co-curricular activities. This instrument was divided into various sections corresponding to the key variables such as resource mobilization, financial management, record-keeping, and stakeholder engagement. A Likert scale was used in the questionnaire to allow for measurable responses. To ensure the validity of the tool, expert reviews were conducted, followed by a pilot study with five principals and ten teachers from public secondary schools in Magarini Sub-County. The feedback from these reviews and pilot study informed revisions to the instrument, making it clearer and more relevant for data collection. Cronbach's alpha coefficient was used to assess the reliability of the questionnaire, with all constructs achieving coefficients above 0.7, indicating good internal consistency for the study.

Data Analysis Plans

The study employed a mixed approach for data analysis, combining both quantitative and qualitative methods. For the quantitative analysis, the data from the structured questionnaires were cleaned, coded, and analyzed using SPSS (Version 27.0). Descriptive statistics, including frequencies, percentages, and mean scores, were used to summarize and identify patterns in principals' financial management strategies and their impact on student participation in co-curricular activities. To test the relationships between variables, correlation and regression analyses were used to identify the strength and significance of these associations.

For the qualitative data, the semi-structured interviews were transcribed and analysed thematically. Common ideas and patterns were identified, grouped into codes, and organized into broader themes to provide deeper insights into the financial management practices of principals. This approach helped uncover the strategic logic behind principals' decisions and their influence on students' engagement in co-curricular activities. Ethical considerations were carefully adhered to, with participants fully briefed about the research's purpose, procedures, and any potential risks. Informed consent was obtained, and confidentiality was ensured throughout the study by using pseudonyms and secure data handling practices.

RESULTS AND DISCUSSION

Introduction to Findings

The findings presented in this section are based on the data collected from the study on the influence of principals' financial management strategies on students' participation in co-curricular activities in public secondary schools in Magarini Sub-County, Kilifi County, Kenya. The analysis integrates both quantitative data from structured questionnaires and qualitative insights from semi-structured interviews. The findings are organized around key variables such as resource mobilization, financial management, record-keeping, and stakeholder engagement strategies employed by principals, and their impact on student participation in extracurricular activities.

Principals' Resource Mobilization Strategies and Their Influence on Students' Participation in Co-Curricular Activities

The study sought to examine principals' resource mobilization strategies and their influence on students' participation in co-curricular activities. The mean and standard deviation of the responses is presented below.

Table 1: Principals' Resource Mobilization Strategies and Students' Participation in Co-Curricular

Principals' Resource Mobilization Strategies	Mean	Std. Deviation	Interpretation
Community support efforts led by the principal enhance the availability of resources for co-curricular activities	4.68	.814	Strongly Agree
Students are more motivated to participate in co-curricular activities when income-generating projects are used to fund these programs	4.65	.625	Strongly Agree
The principal effectively secures grant funding to support co-curricular activities	4.64	.944	Strongly Agree
Income-generating projects initiated by the school contribute to increased student participation in co-curricular activities	4.63	.894	Strongly Agree
The school frequently applies for external grants to improve co-curricular programs	4.53	1.158	Strongly Agree
Community contributions, such as donations and volunteer efforts, positively impact student involvement in co-curricular activities	4.39	.951	Agree
Composite	4.59	0.898	High Agreement

The study revealed high levels of agreement among respondents regarding principals' resource mobilization strategies, with a composite mean of 4.59 and a standard deviation of 0.898, indicating strong consensus and moderate variability in responses. The top-rated strategies were community support efforts (M = 4.68) and income-generating projects (M = 4.65), emphasizing the importance of local partnerships and internal funding initiatives. Additionally, principals' effectiveness in securing grants (M = 4.64) and initiating school-based income projects (M = 4.63) were also highly rated, reinforcing the reliance on both internal and external resources to sustain co-curricular programs.

Qualitative insights from the study highlighted the significant role of community partnerships—including parent-teacher involvement and local volunteer support—in sustaining co-curricular activities. Furthermore, alumni fundraising and external grants were identified as crucial mechanisms that helped schools enhance resource availability for extracurricular programs, particularly in resource-constrained settings. These contributions were seen as essential for maintaining a vibrant and well-supported co-curricular environment.

These findings are consistent with empirical literature, such as that by Cherotich et al. (2020) and Mutisya and Mwania (2018), which highlighted the effectiveness of community-driven resource mobilization in enhancing the sustainability of co-curricular activities. Ndlovu and Mthembu (2019) also emphasize the importance of collaborative funding in ensuring equitable participation in school programs. The study's results underscore the critical role of both internal initiatives and external partnerships in promoting student involvement in co-curricular activities.

Principals Financial Management Strategies and Their Influence on Students' Participation

The study sought to examine principals' financial management strategies and their influence on students' participation in co-curricular activities. The mean and standard deviation of the responses is presented below.

Table 2: Principals' Financial Management Strategies and Students' Participation in Co-Curricular

Principals Financial Management Strategies	Mean	Std. Deviation	Interpretation
The school's expenditure tracking systems ensure efficient use of funds for co-curricular activities	4.87	.625	Strongly Agree
Effective financial management through audit compliance ensures continuous support for student participation in co-curricular activities	4.71	.955	Strongly Agree
Audit compliance checks help maintain transparency in the use of funds for co-curricular programs	4.64	.969	Strongly Agree
Regular monitoring of co-curricular activity expenses encourages accountability and enhances student involvement	4.57	1.072	Strongly Agree
Proper budgetary allocation for co-curricular activities increases student participation	4.55	.738	Strongly Agree
The principal allocates an adequate budget for co-curricular activities at the beginning of each school year	3.74	1.476	Agree
Composite	4.51	0.973	High Agreement

The findings of the study indicate a strong agreement among respondents regarding the crucial role of financial management strategies in supporting co-curricular activities. The highest-rated strategy was the use of expenditure tracking systems, which ensure efficient fund usage, with a mean score of 4.87 (SD = 0.625). Audit compliance also received a high rating (M = 4.71, SD = 0.955), underscoring its importance in ensuring continuous support for student participation. Additionally, respondents agreed that regular monitoring of co-curricular expenses enhances accountability (M = 4.57, SD = 1.072), and that proper budgetary allocation is key to increasing student participation (M = 4.55, SD = 0.738). However, the lowest-rated item was the allocation of adequate budgets by principals at the start of each year (M = 3.74, SD = 1.476), suggesting that while financial oversight is well embraced, challenges remain in the initial allocation for co-curricular programs.

Qualitative data additionally provided the following insights into how financial management strategies employed by principals affect students' participation in co-curricular activities. Most of the respondents pointed out the importance of community partnerships, such as involvement with the local business community and parents or alumni, as a strategy for securing additional resources. The partnerships not only alleviated resource constraints but also developed a sense of shared responsibility for co-curricular programs. Respondents stressed the importance of engaging donors and revenue-generation projects within the confines of the school, since most activities are vital sources of funds for extracurricular activities. In addition, more representative responses in the qualitative data stressed the need for transparent communication on financial decisions, stating that whenever the stakeholders understood where money was being allocated, they easily accepted co-curricular activities. From these qualitative results, the essence of community engagement and involvement of stakeholders becomes central in addressing resource challenges, complementing the quantitative results that place expenditure tracking, audit compliance, and budgetary planning as core components necessary for enhancing students' participation in co-curricular activities.

These findings align with empirical literature, including studies by Müller and Fischer (2021) in Germany, who found that transparent budgeting and structured financial policies led to better-funded co-curricular programs. Similarly, Zhang and Li (2020) in China highlighted the importance of financial oversight and audits in sustaining student participation, which mirrors the findings on audit compliance and financial tracking. In the African context, Adeyemi and Okonkwo (2019) in Nigeria and Ariga (2022) in Kenya emphasized the role of transparent financial management in enhancing engagement in co-curricular activities, reinforcing the study's conclusions. The agreement that accountability mechanisms boost student participation also resonates with Obodo (2020), who found a strong correlation between financial planning and holistic student development. However, the lower mean score regarding budget allocation reflects the ongoing challenges, as noted by Odide (2021), who observed that financial constraints in some schools limit access to extracurricular opportunities. These findings, supported by relevant literature, show the importance of effective financial management; yet highlight the persistent gap in initial budget allocation for co-curricular activities.

CONCLUSIONS AND RECOMMENDATIONS

Based on the empirical evidence and the discussion that followed, the following conclusions are reached:

The findings show that principals' resource mobilization strategies, such as community support and income-generating projects, play a crucial role in increasing student participation in co-curricular activities. High levels of agreement among respondents suggest that community partnerships, local funding initiatives, and securing external grants are essential for sustaining extracurricular programs. These strategies not only provide vital resources but also create a more inclusive and engaged school environment, thereby enhancing student involvement in co-curricular activities.

Effective financial management strategies, including expenditure tracking, audit compliance, and proper budget allocation, were found to significantly influence students' participation in co-curricular activities. Respondents strongly agreed that transparent financial management ensures the efficient use of resources, which directly supports extracurricular programs. However, challenges in initial budget allocation remain, highlighting the need for better planning and allocation of funds at the start of the school year. Financial oversight, combined with community partnerships, is key to enhancing student engagement in extracurricular activities

Considering the aforementioned conclusions, the study proposes the following recommendations:

Principals should continue to strengthen community partnerships and income-generating projects to support co-curricular activities. Engaging local businesses, alumni, and parents can help create sustainable funding sources for extracurricular programs. Furthermore, principals should actively seek external grants and utilize available resources to bridge financial gaps and ensure that students have the necessary opportunities to participate in co-curricular activities.

Principals should prioritize transparent financial management practices, including better budget allocation and expenditure tracking, to ensure that adequate resources are dedicated to co-curricular activities. It is also recommended that principals improve communication with stakeholders regarding financial decisions, enabling better collaboration and understanding of how funds are being utilized. Ongoing training in financial management practices will further enhance principals' ability to effectively manage school finances for co-curricular programs.

Suggestions for Further Research

To build upon the findings of this study, the following areas are suggested for future investigation:

- Further research could explore the role of digital technologies in enhancing principals' financial management strategies for co-curricular activities.
- Comparative studies across different regions of Kenya could identify best practices for resource mobilization and financial management in schools.
- Future studies could investigate the long-term impact of principals' financial strategies on holistic student development beyond co-curricular participation.

REFERENCES

Aizawa, K., Orr, M., Inoue, Y., Nagazumi, J., & Yoshida, M. (2023). Leveraging sport events for sustainable sport participation: How schools contribute to sport development through events. *European Sport Management Quarterly, 23*(3), 662-682.

Ahmad, H., & Rahman, S. (2020). Stakeholder involvement and its impact on extracurricular programs in Malaysian schools. *Journal of Educational Leadership, 18*(3), 55-71.

Adeyemi, T., & Okonkwo, E. (2019). Financial management strategies and student participation in extracurricular activities in Nigeria. *African Journal of Education, 24*(2), 101-119.

Ariga, M. J. (2022). Influence of principals' financial management practices on achievement of financial targets in public secondary schools in Dagoreti Sub-County, Kenya. Unpublished Master's Thesis, University of Nairobi.

Assefa, M. (2019). Challenges and impacts of extracurricular activities on students: Implication for secondary schools in Addis Ababa, Ethiopia. *International Journal of Progressive Sciences and Technologies, 15*(2), 142-151.

Bennett, P. W. (2020). *The state of the system: A reality check on Canada's schools*. McGill-Queen's Press-MQUP.

Cherotich, M., Atoni, R., & Munyua, J. (2020). Exploring strategies for financial resource mobilization in public secondary schools in Kapenguria Constituency, West Pokot County, Kenya. *International Journal of Scientific and Research Publications, 10*(10), 153-159.

Collins, J., & Reckhow, S. (2024). The new education politics in the United States. *Annual Review of Political Science, 27*(1), 127-146.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Dubois, P., & Laurent, C. (2021). The role of record-keeping in student participation in co-curricular activities in French public schools. *European Journal of School Administration, 16*(4), 78-92.

Dwangu, A. M., & Mahlangu, V. P. (2021). Accountability in the financial management practices of school principals. *International Journal of Educational Management, 35*(7), 1504-1524.

Foo, A., & Yang, P. (2022). Allying and aligning: Teachers' extra-curricular work, meritocracy, and state-sponsored scholarships in Singapore. *British Journal of Sociology of Education, 43*(7), 1076-1093.

Gachara, J. (2019). Influence of co-curricular activities and categorization of public secondary schools on students' commitment to democratic values in Kenya. Unpublished Master's Thesis, Kenyatta University.

Goode, H., Drysdale, L., & Gurr, D. (2023). What we know about successful school leadership from Australian cases and an open systems model of school leadership. *Education Sciences, 13*(11), 1142.

Hossain, D. (2021). Exploring the selection process of participants for different co-curricular activities in government primary schools (Doctoral dissertation, Brac University).

Johansson, L., & Eriksson, M. (2021). Stakeholder engagement and co-curricular funding in Swedish secondary schools. *Scandinavian Journal of Education, 21*(1), 33-50.

Kamau, J. (2023). The role of financial management in enhancing co-curricular participation in Kenyan secondary schools. Nairobi University Press.

Kapelinyang, R. P. (2018). The impact of extracurricular activities on student academic performance in public high schools in West Pokot County. Unpublished Master's Thesis, University of Eldoret.

Karunakar, B. (2020). Benefits of co-curricular and extracurricular activities to the marginalized children: Social welfare residential educational institutions. *Educational Quest-An International Journal of Education and Applied Social Sciences, 11*(2), 43-51.

Kato, J., & Namusoke, P. (2019). Record-keeping and student engagement in co-curricular activities in Ugandan public schools. *East African Journal of Education Research, 12*(2), 99-112.

Kennedy, I. (2022). Sample size determination in test-retest and Cronbach alpha reliability estimates. *British Journal of Contemporary Education, 2*(1), 17-29.

Kenya Institute of Curriculum Development (KICD). (2020). *Competency-Based Curriculum: A guide for teachers and school leaders*. Nairobi: KICD.

Lee, Y. J., & Ho, J. (2022). Basic education in Singapore. In *International Handbook on Education in South East Asia* (pp. 1-25). Singapore: Springer Nature Singapore.

Maier, C., Thatcher, J. B., Grover, V., & Dwivedi, Y. K. (2023). Cross-sectional research: A critical perspective, use cases, and recommendations for IS research. *International Journal of Information Management*, *70*, 102625.

Maitha, O., & Thinguri, R. (2023). Influence of the requisition of specialized teachers on students' learning outcomes in Magarini, Kilifi County, Kenya. *African Journal of Education and Practice, 9*(3), 30–44. https://doi.org/10.47604/ajep.2078

Marivic, S. D., & Violeta, B. M. (2024). Engagement level of school's stakeholders along curricular activities. *Global Scientific Journals*, *12*(2), 615-628.

Martini, T., Verbey-Verutis, R., Grose, J., Clarke, B., & Elder, A. (2019). Canadian undergraduates' reports of co-curricular involvement across the degree. *Teaching and Learning Inquiry*, *7*(1), 103-119.

Mbogo, L., & Maina, P. (2020). The impact of financial management on the performance of secondary schools in Kenya. *Journal of Educational Finance, 45*(2), 201-216.

Mgaya, H. R., & Onyango, D. O. (2022). Strategies used in mobilizing physical resources in Kilolo District public secondary schools, Tanzania. *East African Journal of Education and Social Sciences*, *3*(1), 83-88. https://doi.org/10.46606/eajess2022v03i01.0149

Müller, F., & Fischer, T. (2021). Financial management and student participation in extracurricular programs in German schools. *Journal of European Education Studies, 27*(1), 45-67.

Mutisya, A. M., & Mwania, J. M. (2018). The influence of principal-related factors on mobilization of financial resources in day secondary schools in Kitui Central Sub-County, Kitui County, Kenya. *Journal of Education and Practice*, *9*(12), 50-58.