



**HONING THE UNIVERSITY OF RWANDA STUDENTS' PUBLIC
SPEAKING SKILLS THROUGH CO-CURRICULAR ACTIVITIES:
PRACTICES AND CHALLENGES AT NYAGATARE CAMPUS**

By

Justin Karengera

Registration number: 219016044

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Supervisor: Associate Professor Epimaque Niyibizi

Co-supervisor: Associate Professor Anne Marie Kagwesage

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DECLARATION OF ACADEMIC HONESTY

I hereby declare that this dissertation is entirely my own work and that it has never been submitted as an exercise for a degree or any other academic award in any university or institution of higher learning.

Name and Signature of the Candidate

Justin Karengera

Date: October 04, 2023

SUPERVISORS' APPROVAL

This is to acknowledge that this dissertation has been submitted with our approval.

Supervisors:

Associate Professor Epimaque Niyibizi

Signature:

Associate Professor Anne Marie Kagwesage

Signature:

DEDICATION

This dissertation is dedicated to:

The Almighty God who has protected and guided me prior and during my studies

My wife Pascasie Mukaneza and our sons Kendrick Karengera Neza and Kenzo Karengera Gasani

My friends and family for their constant moral support and encouragement

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ABSTRACT

When Rwanda adopted English as the sole language of instruction in 2008, many Rwandans including the university community lacked an English background, and this calls for supplementary opportunities where students use English in real-life activities. Although the Rwandan government has made attempts to train teachers and increase their English language ability, it is nevertheless evident that many teachers and students rarely use the language in activities outside of the classroom. The purpose of this study is to investigate how Co-Curricular Activities at the University of Rwanda's Nyagatare Campus are used to improve students' Public Speaking Skills, with an emphasis on Practices and Challenges. The researcher focussed on debating, discussion and oral presentations as part of public speaking activities. He gathered and analysed numerical data, narrative data, and visual data in this study using a mixed research methodology. The study's participants included students and staff of the University of Rwanda, Nyagatare Campus. Questionnaire, interviews and observation were used to collect data from the respondents. Quantitative data were analysed and presented by using simple descriptive statistics in tables and charts, while in order to capture aspects of the study that could not be analysed through the quantitative method and to triangulate research findings derived from the literature review and primary data sources, qualitative data were analysed by transcribing respondents' ideas and views through narrations, descriptions, and discussions. Findings revealed that co-curricular activities promote students English public speaking skills such as debates and speech delivery. They also proved to be effective in the development of public speaking skills components that are abilities to interact with an audience, abilities to plan speeches, boosting their confidence, improved speech delivery, ability to use body language to enhance their verbal delivery and learn how to manage their nerves. Findings also demonstrated that there are university policy, staff and students related challenges that affect the use of English in co-curricular activities to promote public speaking skills. As a result, recommendations were addressed to the Ministry of Education, the University of Rwanda community members and its leaders.

Keywords: co-curricular activities; public speaking skills; honing

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LIST OF ABBREVIATIONS AND ACRONYMS

CAVM: College of Sciences, Animal Sciences and Veterinary Medicine

CBC: Competence-Based Curriculum

CBE: College of Business and Economics

CCA: Co-curricular activities

CE: College of Education

CLE: Centre for Language Enhancement

COMESA: The Common Market for Eastern and Southern Africa

ECA: extracurricular activities

MIA: Mirror of Inclusive education Association

MIA: Mirror of Inclusive Education Association

MINEDUC: Ministry of Education

RVSA: Rwanda Veterinary Student Association

RVSA: Rwanda Veterinary Student Association

STA: Student Teachers Association

STA: Student Teachers Association

UR: The University of Rwanda

UR-CE: The University of Rwanda-College of Education

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CHAPTER ONE: GENERAL INTRODUCTION

1.1 Introduction

English has become a dominant global language with a number of advantages such as influence, society's esteem, good careers, to name a few (Crystal, 2003; Niyomugabo, Sibomana, & Niyibizi, 2018). It dominates in all life sectors that include but not limited to business, international relations and education (Bashejja, 2014; Sibomana, 2016; Warnanda, 2017). Rwandans, as global citizens, could not be left out by the development of the English language. It is in this regard that English has been made an official language after the 1994 Genocide against Tutsis and the sole language of instruction in Rwandan public and private schools from 2009 (Bashejja, 2014; Habyarimana, 2015; Kagwesage, 2013).

Academic growth requires students to develop different qualities that cannot only be acquired in the classroom. These qualities include, but are not limited to, Basic Interpersonal Communication Skills, leadership qualities, participation in healthy activities, self-control, public speaking and self-assurance (Hsu, 2013). According to Warnanda (2017), students are challenged to grow their skills and confidence while being steered toward suitable behaviours and activities during co-curricular activities. Co-curricular activities supplement and expand the standard curriculum during regular school hours or in students' free time. This greatly shows how important these activities contribute to students' personal development.

The fact of having English as a medium of instruction in Rwandan education is not enough to develop students' proficiency in the language especially in a country, like Rwanda, where everybody share the same language –Kinyarwanda (Hakorimana, Oyebimpe & Andala, 2020; Kagwesage, 2013). The language of instruction differs from the language used in everyday life and this may negatively affect the acquisition of other languages. This is why students also need to use English in real-life situations to develop their proficiency. One of

situations where students can use English in everyday life is co-curricular activities; they play a tremendously important part in creating real-life opportunities for language use as they give students the chance to practice and develop language skills learned in classroom settings and develop their proficiency as well as sharpening students' public speaking skills (Leung, Ng, & Chan, 2011); Warnanda, 2017).

Research has demonstrated that co-curricular clubs give a platform to students to put in practice what they acquire in a foreign language most especially in developing their spoken language (Niyomugabo, et al., 2018; Warnanda, 2017) and contribute to their "academic success" (Leung, et al., 2011). It is in this context that this dissertation investigated how University of Rwanda's students' Public Speaking Skills are honed through Co-Curricular Activities with the focus on Practices and Challenges at Nyagatare Campus. The researcher visited the campus debate club and other curriculum-related associations as they are believed to have a "positive impact for students to improve their English" (Warnanda, 2017; Yildiz, 2015) to observe, interview and ask written questions to students on how these activities help them improve their English language proficiency.

1.2 Background to the Study

Many researchers state that language proficiency has always been highly valued (Khejari, 2014; Wen, 1997). Nobody can deny that English language is very important because of its place in global education, business and diplomacy, to name a few (Nunan, 2003; Sekhar, 2012). Its global role has pushed countries to adopt it as an official language and/or language of instruction (Kirkpatrick, 2014; Mgqwashu, 2006; Plonski, Teferra, & Brady, 2013). This goes hand in hand with policies and programs that promote its acquisition and use. The government of Rwanda has done a lot to improve teachers' and students' English proficiency, but the speaking skills level in general and public speaking in particular is not yet sufficient due to different factors.

Countries all over the world offer education in different languages. The choice of the language of instruction is the result of different factors. Rwanda has had different languages of instruction in its education. During colonialism, the major language of instruction was Kinyarwanda, and secondary and tertiary levels used French (Basheija, 2014). This situation continued after decolonization until 1994. Basheija (2014) adds that after the 1994 Genocide against the Tutsis and the return of Rwandans who had been living in exile in English speaking countries, English was introduced as another language of instruction in some schools. In 2008, the Government of Rwanda decided to start using English as the sole language of instruction in all Rwandan schools from primary four (Kagwesage, 2012; Kagwesage, 2013). This policy has been extended to pre-primary and lower primary from 2019 (Sibomana, 2022).

All these efforts were meant to help Rwandans join the international arena where the English language dominates in business, technology, education, to name a few (Sibomana, 2016). This justifies the need to develop proficiency in the English language to benefit from various English-speaking organizations that Rwanda has joined. However, research has demonstrated that the level of proficiency is still low for both teachers and students because Rwanda is mainly a “monolingual-based country” as people use their mother tongue, Kinyarwanda, in their everyday communication (Kagwesage, 2012). From this, one can deduct that English should be used both inside and outside classrooms as it contributes to the students’ development and pleasure (Zehner, 2011).

Out-of-classroom activities greatly improve students’ language performance as they help students learn what they cannot learn in the classroom (Daniyal, Nawaz, Hassan, & Mubeen, 2012); Warnanda, 2017). In addition to that, Klesse & D’Onofrio (2000) and Storey (2010) state that these activities are students’ source of character growth, advanced thinking as well as life skills and talent exposure. This is also supported by Zehner (2011) and Daniyal, et al. (2012) who put that students that engage in co-curricular activities excel academically.

Those activities also help students to create networks with their peers as well as experienced people in their areas of interests as they are given the opportunity to showcase their ability and learn “real-life lessons” from them (Klesse & D’Onofrio, 2000).

Using the English language in real-life activities is paramount in the journey to improving English proficiency and can simultaneously benefit students in having a strong grasp of the English language (Warnanda, 2017; Yildiz, 2015). Co-curricular activities such as “English language debate clubs, journalism club or drama club activities” give an important platform to students to use the English language skills outside classrooms as they enjoy working with classmates (Uwababyeyi, Tabaro, & Ngoboka, 2021); Yildiz, 2015).

Language practices and various interactions between students and between students and other members of the society contribute to their performance in the target language. This also improves their performance in other subjects’ assessments (Kagwesage, 2013). Many researchers have stated that having effective communication skills is considered to be a crucial advantage (Evans & Green, 2001). Speaking skill in general has a significant role in both interpersonal and societal interactions, which is why it is associated with success in life (Ulas, 2008).

Speaking skills in general and public speaking particularly has a significant role in both interpersonal and societal interactions, which is why it is associated with success in life (Ulas, 2008). Co-curricular activities greatly contribute to students’ public speaking skills and improve the level of students' language of instruction competency due to the conducive environment that is free of pressure to deliver and full of “entertainment, social and enjoyment” to students (Warnanda, 2017).

Public speaking is particularly paramount in demonstrating that a person is highly skilled in communication. According to Leopold (2016), for their

academic and professional success, learners must be prepared to develop the academic sociolinguistic competence and public speaking abilities necessary to excel at presentations. This is important during their academic life as well in their lives after studies. Excelling at presentations is very important for university students and their everyday academic activities involve presenting to their lecturers and their fellow learners. In addition to oral presentations, small and/or big group discussions and debates also help clubs members to apply public speaking aspects outside classrooms. These activities are very important as they greatly contribute to helping students meet their learning objectives and to achieve institutional learning outcomes (Storey, K. L. 2010).

Co-curricular activities are of the utmost importance in education as they benefit all stakeholders –students, schools, parents and communities at large. Yildiz (2015) states that they offer students chances to succeed in their English proficiency goals. This is the result of the fact that instead of emphasizing the acquisition of a rigid set of English language abilities, they place more of a focus on exposure to the language. They get together at the co-curricular club to work on their English, which is their common objective (Warnanda, 2017).

1.3 Statement of the Problem

When English was adopted as the sole language of instruction in 2008, many teachers had a francophone background (Kagwesage, 2012). It is for this reason that the government of Rwanda organized different training courses to increase the level of teachers in the English language. Though efforts were made, different studies have demonstrated that there are still many hindrances to the effective use of English in classrooms (Basheija, 2014; Kagwesage, 2012; Sibomana, 2016; Tabaro, 2013). This calls for supplementary opportunities where students use English in real-life activities. And these opportunities lie in co-curricular activities as they benefit students and “enhance” learning as well as giving students the chance to apply what they learn in the classroom to a real-world setting (Klesse & D’Onofrio, 2000; Leung, et al., 2011).

Co-curricular activities give students other opportunities to practice and improve in the language of instruction and enjoy the university life's "moments to remember" (Zehner, A. 2011). These activities are vital in building students' English proficiency as they feel safe to express themselves in the presence of their fellow students (Uwababyeyi, et al., 2021). These researchers add that students have an advantage of meeting with other students from different areas of specialization as they can acquire new terms and hence increase their vocabulary as well as functional and situational language.

One of the components that is developed in co-curricular activities is public speaking skills. This is achieved as students get opportunities to build self-confidence to overcome their fear of public speaking (Leopold, 2016) by observing what other speakers do. It doesn't randomly happen, but it is the results of continual and interrelated activities like watching native speakers' videos and discussing their content in their clubs.

Considering the utmost importance of co-curricular activities in improving students' proficiency generally and particularly contributing the students' public speaking skills, it is clear that everybody should benefit from every opportunity they have. However, it is evident that many students and/or staff at the University of Rwanda in general and Nyagatare Campus in particular rarely use English outside classrooms. This harms those students who strive to improve English as they are denied an opportunity to use the target language in a natural setting and enhance their academic performance (Daniyal, et al., 2012).

In order to help its students and staff improve their knowledge and practice of the English language, the University of Rwanda senate of June 26, 2018 established a language management scheme to implement the language policy that clearly determines the role of the four official languages that are used in the country (University of Rwanda, 2018). This policy was divided in phased twelve outputs that ranged from short term to long term targets that clearly

established when each language should be used and emphasized how it should be empowered.

Previous research underlined that graduates' greatest weakness is a lack of soft skills (Iradukunda, 2022). Iradukunda (2022) added that public speaking is among the soft skills that employers seek in graduates. Some universities, like Kepler, educate students in soft skills such as management, teamwork, communication, public speaking, and critical thinking while also attempting to instil in its graduates the appropriate mind-sets needed to handle the demands of a knowledge-based, global economy (Iradukunda, 2022).

There is a gap in research about public speaking skills at the University of Rwanda and the contribution of co-curricular activities has not been explored yet.

1.4 Purpose of the Study

Having a solid command of the language of instruction is of the utmost importance in understanding what you study as it helps students to clearly receive and produce target knowledge with real-life experience (Kagwesage, 2012; Leung et al., 2011). Students need to improve their English language proficiency so that they understand and benefit from what they study (Tan & Pope, 2007). This is achieved when they collaborate with teachers and peers both inside and outside classrooms.

As students spend more time out of classrooms than in classrooms, co-curricular activities should be greatly emphasised. This helps students learn more when they participate in co-curricular activities, which they should do not just for fun and enjoyment but also to develop and enhance their English-language abilities (Warnanda, 2017). These co-curricular activities will benefit students' public speaking in English language at the University of Rwanda in general and Nyagatare Campus particularly and contribute to effective communication and beneficial interactions.

For a foreign language to be beneficial, students should be able to utilize it freely in activities that are related to their studies (Storey, 2010). This is not only acquired in classrooms, but also in activities that students engage in outside classrooms. The activities include various co-curricular and extra-curricular activities organized by the university and/or students and they help students excel in their curricular and later in their professional lives (Klesse & D’Onofrio, 2000).

The purpose of this study was to investigate how Co-Curricular Activities at the University of Rwanda's Nyagatare Campus are used to improve students' Public Speaking Skills, with an emphasis on Practices and Challenges.

1.5 Research Objectives

This research was conducted with the goal of achieving one general objective and four specific objectives.

1.5.1 General objective

The main objective of this research was to demonstrate how University of Rwanda students' public speaking skills in general and Nyagatare campus in particular benefit from the use of the English language outside classroom activities that complement the curriculum.

1.5.2 Specific objectives

This research had the following specific research objectives:

1. To examine if co-curricular activities help students improve their public speaking skills.
2. To investigate different public speaking skills qualities students develop in using English in co-curricular activities.
3. To identify the challenges that students and/or staff face in using English in co-curricular activities to improve public speaking skills.

1.6 Research Questions

This research employed a mixed methodology in which quantitative data were collected and presented within a primarily qualitative framework. Quantitative (a questionnaire) and qualitative (semi-structured interviews) data were, on the other hand, collected and analysed to address the following research questions:

1. To what extent do co-curricular activities promote students' public speaking skills?
2. What are the public speaking skills qualities developed by students who use English in co-curricular activities?
3. Which challenges do students and/or staff face in using English in co-curricular activities to improve public speaking skills?

1.7 Limitations and Delimitations

This research had time and money constraints. It was impossible to study all past research on the subject, administer research instruments to all interested parties, and gather data across all University of Rwanda colleges and campuses. This is why, in order to limit internal validity concerns, the researcher decided to sample the study's population and use a margin error of zero point three (0.3).

The researcher analysed recent literature that is relevant to the topic as a delimitation. He also took a sample of the population under research and extrapolate the results to the entire group. He, in addition, chose a study strategy that assisted him in obtaining credible results.

1.8 Significance of the Study

In a nation like Rwanda, where communication is not primarily conducted in English, it is critical to emphasize the value of co-curricular activities in improving language skills. This is especially important because the country has already joined a number of international organizations, like the Common Wealth and COMESA, where English is the primary language. It is also crucial in the context of the country's sole language of instruction being English.

This research is vital not just in Rwanda, but also at the University of Rwanda's Nyagatare Campus, which serves as a training ground for thousands of future Rwandan educators, economists, and agriculture professionals. These three industries constitute the backbone of the country's economy, and they require skilled workers who can help the country and its many foreign partners grow. Teachers who are well-trained and skilled are going to continue to be the driving force behind Rwanda's fast-growing economy and are going to assist the country's education sector attract foreign students. Agriculture and economy professionals, on the other hand, have to sharpen their English language skills in order to communicate with diverse players involved in the modernisation of the country's agricultural and economic sectors.

1.9 Organisation of the Study

This research is divided into five chapters:

The first chapter consists of the background of the study, the problem statement, research objectives, research questions, limitations and delimitations, its significance as well as its organization.

The second chapter presents the theoretical framework, understanding the concept of co-curricular activities, objectives of co-curricular activities, management of co-curricular activities, benefits of co-curricular activities, principles of co-curricular activities across the world, implementation of co-curricular activities in different part of the world, challenges of implementing co-curricular activities, the relationship between co-curricular activities and public speaking skills development, public speaking components promoted in co-curricular activities and the review of related literature.

The third chapter is about the Methodology. Starting from the research design, it goes on outlining the methods and techniques of data collection, explaining the entire journey towards the results, the selection of sample and respondents, data collection, and data analysis techniques as well as ethical considerations.

The fourth chapter presents and discusses the findings of this study. In this chapter the researcher presents and interprets the findings that were gathered about the study.

The fifth chapter and the last one gives the general conclusions and suggests some recommendations which may help as a baseline for both further academic studies as well as steppingstones for governmental and administrative institutions.

CHAPTER TWO: REVIEW OF THE LITERATURE

This review of the literature chapter deals with theoretical framework and reviews the related literature about the understanding of co-curricular activities, their objectives, their benefits, and principles of Co-curricular activities across the world, management of co-curricular activities, and implementation of co-curricular in Africa and the great lakes region, challenges of co-curricular activities, the connection between co-curricular activities and the improvement of public speaking abilities, as well as the promotion of public speaking components in co-curricular activities.

2.1 Theoretical Framework

This research was constructed on the Astin's Student Involvement Theory and Chickering's Psychosocial Development Theory.

2.1.1 Astin's Student Involvement Theory

This theory recognizes the value of a comprehensive education, where "involvement" also includes relationships with the institution and participation in co-curricular activities in addition to academic work (Elias & Drea, 2013). It has been discovered that students feel at odds with the institution and alone without this integration. These ideas are based on the idea that "success" is the culmination of an experience, which may include both inside and outside of the classroom learning and development. Students risk alienating these other crucial and complementing experiences by focusing solely on academic performance.

It also relates to the quantity and kind of learners' energy expenditure on a physical and psychological level during their university years. Examples of this involvement include becoming completely immersed in academic work, participating in co-curricular activities, and interacting with teachers and other institution authorities (Elias & Drea, 2013). Importantly, the more a student participates in university events, the better his or her academic and personal growth will be (Astin, 1999).

On one hand, academic curriculum emphasizes knowledge in certain disciplines and gives students the chance to acquire a variety of talents. There are certain skills that are desirable in the labour market and may be promoted by participation in both inside and outside the classroom activities. On the other hand, co-curricular activities participants develop social networks and social capital that support discipline and adherence to institutional expectations (Buckley & Lee, 2021).

Researchers have shown links between participation in co-curricular activities, student happiness, and retention (Elias & Drea, 2013). In Astin's work on student engagement in higher education, he used the term "academic experience" to refer to both classroom learning and out-of-class events. His theory is based on five fundamental assumptions about the investment of physical and psychic energy in distinct objects, which occurs along a continuum with quantitative and qualitative characteristics. According to Astin (1984), any educational program's effectiveness and volume of student participation are closely correlated to the amount of learning and personal growth that students experience. The potential of every educational strategy or practice to encourage student engagement is directly proportional to its efficacy. Astin's idea provided a framework for thinking about student involvement in co-curricular activities, emphasizing the themes of commitment and time. Involvement was a notion that required the student to put in effort and time. The most successful programs were those that encouraged students to make such a commitment.

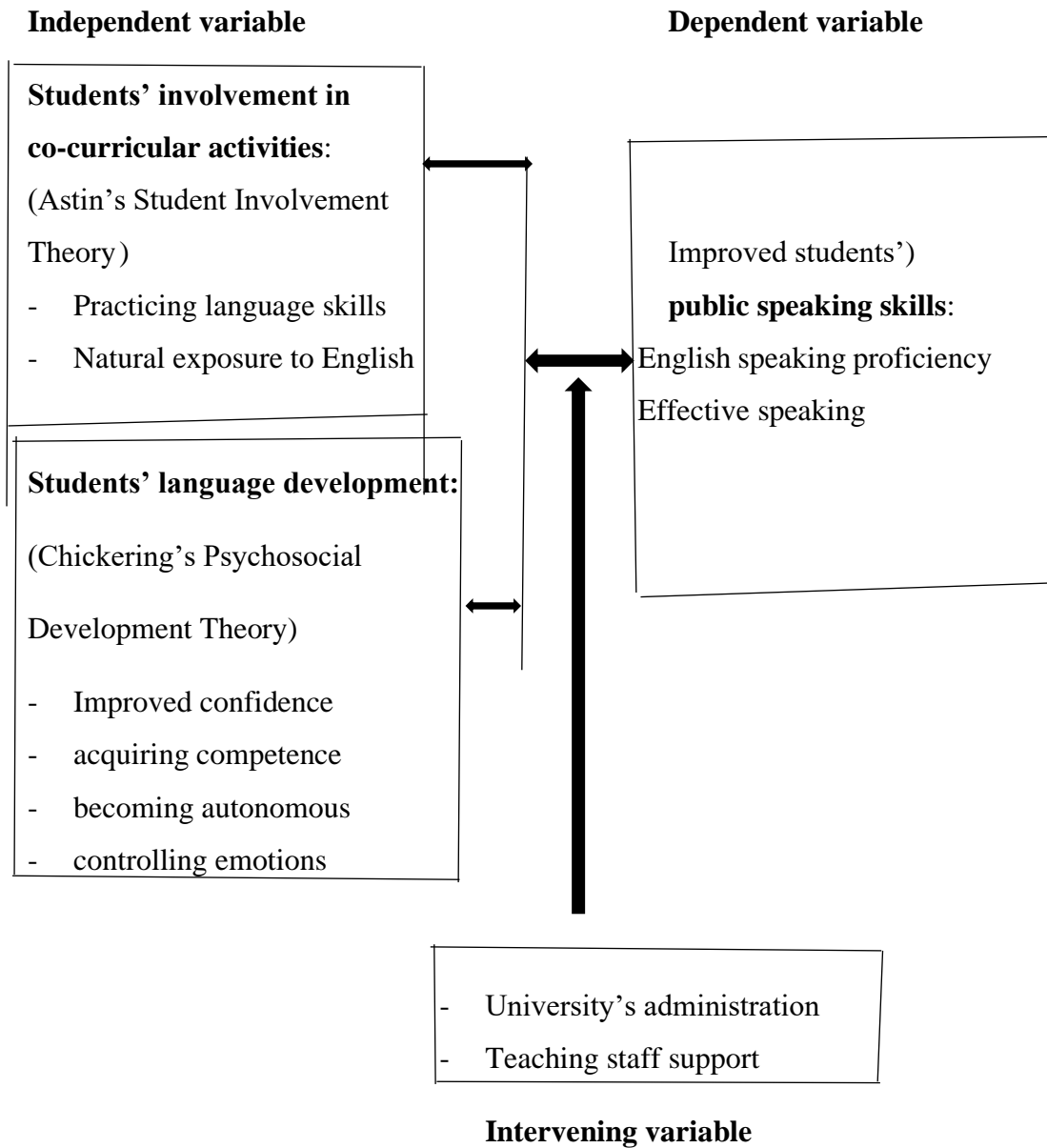
2.1.2 Chickering's Psychosocial Development Theory

This is a well-known student personal development applied theory. Chickering et al. (1969) proposed seven developmental vectors for students in traditional college age groups: obtaining competence (academically and physically), managing emotions, becoming autonomous, forming identity, releasing interpersonal connections, identifying goals, and establishing integrity.

According to Chickering et al. (1969), the first three vectors—acquiring competence, managing emotions, and developing autonomy—reflect significant and vital developmental tasks that students must handle during these years and are intimately linked to the idea of student success in college. Chickering et al. (1969) also emphasized how confident college students are and how they have "greater faith in their talents," and he underlined how satisfaction has a positive impact on competence development. "A sense of competence originated from the belief that one can deal with anything life throws at them and achieve their objectives" (Chickering & Reisser, 1993). The number of individuals a student encounters throughout his or her university career, whether in class or outside of class, has a role in developing interpersonal skills (De Larrosa & Butner, 2000).

The Psycho-social Development Theory proposed five primary ways for supporting developmental progress (Chickering, et al., 1969). They include integrating students in decision-making, engagement with various personalities and ideas, direct and varied experiences, addressing complicated intellectual and social challenges, and getting feedback and developing objective self-assumptions.

Figure 1 Visual representation of the theoretical framework



2.2 Understanding the Concept of Co-Curricular Activities

According to Mishra & Kotecha (2015), a co-curricular activity is described as an extracurricular activity that is overseen and/or funded by the school and offers learning opportunities relevant to the curriculum as well as opportunities for character development. They are optional, are not covered by the usual curriculum, neither receive grades nor credit. In addition to that, Hsu (2013) describes co-curricular activities as extracurricular pursuits that often

complement formal education. This clearly shows how important co-curricular activities are for students' future as it is thought that possessing strong English communication abilities like public speaking and leadership potential will be essential for their future professions.

In the past, it was easy to define co-curricular as they were totally outside the curriculum. Nowadays, all out of the classroom activities that students participate in contribute to their school performance. This is relevant especially in language learning as joining an English club as a co-curricular activity gives students a strong chance to succeed in their English-language learning objectives (Yildiz, 2015). This success is reached because members will have plenty of chances of self-discovery, self-growth, and self-awareness in utilizing the target language in ongoing, authentic contact (Elias & Drea, 2013). They are also encouraged to put what they have learned about English into practice in the linguistic environment they have constructed. This is also achieved due to the support they receive from teaching staff members who contribute to their coaching despite the fact that the activities are not credited; they are led or overseen by instructional personnel in a setting that is comparable to that of courses that are credited as their role in improving students' public speaking skills is unequivocal.

2.3 Principles of Co-Curricular Activities across the World

The principle of co-curricular activities is to promote activities that are relevant to the curriculum and education. According to Chakraborty & Roy (2021) students should democratically carry out activities and have the chance to lead their fellows. Co-curricular activities are structured activities carried out under the steadfast guidance of the teachers, improving learners' academic strength by reducing shyness (Chakraborty & Roy, 2021). This makes it clear that co-curricular are beneficial especially in language learning and contribute to one's academic career in ways that go beyond what can be learned just in language

classes (Mitchell, 2015). This is achieved when students start with lesser versions of the activities and work up to the bigger ones.

2.4 Implementation of Co-Curricular Activities

Co-curricular activities are beneficial to students and learning institutions everywhere in the world. They are managed under the umbrella of students' clubs. According to Klesse & D'Onofrio (2000), these exercises give students the opportunity to apply what they are learning in the classroom in a practical setting.

2.4.1 Implementation of Co-Curricular Activities around the world

Co-curricular activities have proved to be beneficial to students all over the world. In the United States of America, for example, schools are supposed to provide a variety of co-curricular activities as part of the curriculum to attract students (Yirgalem, 2019). All students, regardless of race, ethnicity, gender, or disability, are guaranteed equal access to co-curricular activities, and school administrations provide whatever resources they have to support this goal, according to school officials. For instance, the variety of activities offers excellent possibilities for students from various racial and socioeconomic backgrounds to take part in programs that are integrated.

This also happens in Canada where with the goal of promoting participation in activities outside of the classroom, many institutions and colleges have developed a scheme called the "Co-Curricular Record" (Elias & Drea, 2013). This scheme is based on the idea that participation results in a richer, more comprehensive academic experience, which improves student satisfaction, retention, perseverance, and experience.

In Singapore co-curricular activities are no longer considered extracurricular (Yirgalem, 2019). They are crucial component of the curriculum and not regarded as extracurricular; they are formal aspect of education with scheduled and required sessions for all students. There, each student may choose one co-curricular activity to participate in, but they must participate in at least one.

As for England, every learner is unique, and they should all be given the chance to grow as much as they can (Yirgalem, 2019). Schools accomplish this by providing a variety of co-curricular activities to students. Along with the standard academic curriculum, students have the option of participating in cultural activities like debating, music, and drama as well as sports like rugby, football, and swimming.

Co-curricular activities are practiced in many countries across the globe, and they are greatly valued. This clearly shows the importance of co-curricular activities and the way they are likely to contribute to students' growth and further development. African countries, like everywhere on this earth, also have various policies to implement co-curricular activities.

2.4.2 Implementation of Co-Curricular Activities across Africa

Co-curricular activities have demonstrated their effectiveness in improving students' language proficiency across the world. In African countries, co-curricular activities were incorporated into the core curriculum to serve multiple purposes, including boosting academic achievement and influencing students' behaviour in an environment where most African governments focused more on maintaining order to develop the educational system (Bonaventure & Claire, 2020). These researchers add that when students are actively involved in a variety of extracurricular activities, such as the arts, music, drama, debate club, sports and games, dance, and religious activities, their social values grow and they behave well, achieve better, have a positive attitude, and increase the percentage of students who finish school.

Various studies have proved that activities that are tightly linked to the curriculum offer valuable opportunities to ensure academic performance in English, and they encourage students to pursue their education. For example, in Kenya, the government is in charge of allocating money for resources linked to co-curricular activities (Kisango, 2016; Yirgalem, 2019). Kisango (2016) added that in co-curricular activities, students perform better and reach their full

potential when the support and guidance of their parents. Co-curricular activities were incorporated into the normal school curriculum in Kenya, according to research, to support academic objectives. Additionally, they aid in students' social growth by helping them to acquire moral principles, increase tolerance, and practice discipline.

In South Africa, high school students automatically have the opportunity to participate in school-based co-curricular activities because these activities primarily help students develop their discipline and give them the freedom to choose any co-curricular activity they like. Historically, primary school was taught in the mother tongue during the apartheid era, but high school and post-secondary education were only offered in Afrikaans and English, effectively and consciously excluding the majority of native African language speakers. Despite there being less English speakers in the country than Afrikaans speakers, English is the language of higher education and has displaced Afrikaans as the language of power. For a sizable percentage of the black population, English continues to be the language of aspiration (Hunt, G., 2007). This calls for the proficiency in English, and the reliable way of developing it is the participation in co-curricular activities.

Elsewhere in Africa, in order to reflect its significance and entwined relationship with the curriculum, the term co-curricular program is more acceptable and preferred than extracurricular program in Ethiopia. According to Yirgalem (2019), finding co-curricular programs that meet the standards needed to complement and augment formal education is required by their education and training policy.

2.4.3 Implementation of Co-Curricular Activities in the Great Lakes Region

Co-curricular activities have also contributed to the improvement of English proficiency in the region. In Uganda, students have always actively participated in drama, music, sports, and other activities during breaks or other scheduled times during the day, week, or term; and this has always improved students'

proficiency Yirgalem (2019). He, however, raised the concern on the decline of co-curricular activities in Ugandan schools.

As for Tanzania, Lazaro & Anney (2016) found that there was a favourable attitude toward the practice of co-curricular activities in secondary schools, with good perceptions held by students, teachers, and school administrators, as well as by school board chairs, school inspectors, and parents. Students acknowledged that CCAs played a significant role in helping them to develop their talents. Additionally, instructors believed that administrators supported CCAs in schools and provided them the proper attention. They advised the government to train more co-curricular teachers straight from colleges and universities based on the findings of their study in order to guarantee that students receive the greatest training and may pursue careers in these endeavours. They proposed the establishment of various initiatives at the school level that should be done in addition to receiving government help to make up for the lack of funding for co-curricular activities and lessen the load on the government, parents, or donors.

2.4.4 Implementation of Co-Curricular Activities in Rwanda

In Rwanda, extracurricular activities (ECA) were first incorporated in the knowledge-based curriculum, which was later replaced by the competency-based curriculum (CBC) in 2015. The children got the chance to partake in games, athletics, debates, and religious activities as part of this new curriculum. This curriculum introduced Rwandan tradition and culture, and subject syllabi for the arts, music, drama, clubs and debates, sports and games, dance, and religious pursuits were produced. However, because teachers are more stressed about academic results, the implementation of these programs was subpar. (Bonaventure & Claire, 2020)

It is clear that there is a gap in research on the contribution of co-curricular activities in Rwandan schools at all levels of education. According to Uwimana & Andala (2020), the aim of the government of Rwanda is to guarantee that all

residents receive high-quality education. It is in this regard that the laws and regulations governing the educational system of the country emphasize the development of physical and material resources. The presence of facilities such as school libraries and laboratories contributes to the improvement of the students' academic performance. These infrastructures also contribute to the implementation of co-curricular activities as they serve as venues for events prepared by students' clubs.

Since English is the language of instruction in Rwanda's education, proficiency in it has a major effect on students' academic performance (Hakorimana et al., 2020). Their study came to the conclusion that English language proficiency needs to be raised in order to raise students' academic achievement. According to their research, even if there exist English textbooks and other resources for students to increase their language skills, they are not properly used by students, so other methods of enhancing English, such as debate and discussion, should be employed.

Despite the fact that there is still more to be done to inspire students co-curricular activities, research has shown that they help students improve their listening and speaking abilities, especially for those who are dedicated to attending English clubs (Uwababyeyi, et al., 2021). These researchers add that English club program helps students develop their language skills to address the issue of not having enough time to do so in normal class hours.

2.4.5 Co-Curricular Activities at the University of Rwanda, Nyagatare Campus

In 2004, Umutara Polytechnic (UP), now known as Nyagatare Campus, opened its doors in Nyagatare, the district's capital in Rwanda's Eastern Province (Tshabangu, 2022). On May 2, 2006, it began its inaugural academic year with 265 students and 16 employees. According to Tshabangu (2022), it was divided into the faculties of Veterinary Science, Agriculture, Business and Applied Economics, and Information and Communication Technology (ICT). On

August 28, 2008, a cabinet meeting presided over by the President of the Republic of Rwanda declared Umutara Polytechnic a public institution of higher learning. It was, later on, merged with other public universities to form one public and powerful university –the University of Rwanda. Ever since it started, its community has always been active in out of classroom activities whose role was to expose students to real life experiences that are beneficial for after university life.

University of Rwanda, like other higher learning institutions worldwide, encourages its students to participate in co-curricular activities as they have demonstrated to be effective in improving students’ “desired skills” like group collaboration, problem-solving, and self-motivation (Buckley & Lee, 2021). This was also emphasised by the language management scheme that was developed to clarify the place of all four official of Rwanda (Niyomugabo, et al., 2018).

2.4.5.1 Debate club at Nyagatare Campus

The debate club has grown together with Nyagatare Campus despite the instability in its operation and constant relocations of staff and students. The club officially started in 2013 as a debate club, but later on, joined hands with the campus toastmasters club under the guidance of the campus students union (Rukundo, 2022; Rusaro, 2018). The merged club was known as Isaro Gavel Club which was affiliated to the national toastmasters' club. From the merger, Isaro Gavel Club and the campus debate club became the same club, which means that they were 2 different clubs but working in a similar way and at the same time, since there was even a relationship between the clubs' activities. According to Rukundo (2022), the two clubs kept on working together until the outbreak of COVID-19. During the pandemic, the club managed to conduct some public speaking activities locally including debates, presentations, speeches delivery and other dialogues and members could rarely go out of the campus.

After the COVID-19 closure, the toastmasters international stopped operating at Nyagatare Campus. Unfortunately, Isaro Gavel Club could not move on as an independent club. This affected the debate club as members struggled to reactivate it and resume debate activities. In the middle of the 2021, Aspire Debate Rwanda partnered with Nyagatare Campus and started offering training sessions to members of the club. From there, the debate club resumed activities because felt support from the campus. Rukundo (2022) puts that the club has managed to attend and perform well with little or no support from the Campus administration. The club is active, but faces a lot of challenges.

2.4.5.2 Student Teachers Association (STA) in Nyagatare Campus

People always need to associate together towards their goals. At Nyagatare Campus, student teachers have also associated together in view of achieving academic success (Nsengimana, 2022). The main objective of the club is to share and widen members' knowledge. Members of the student teachers association come from different locations, combinations, departments and schools of the College of Education. Members bring and share knowledge in various school subjects. For instance, student teachers who attended Teacher Training Colleges have more knowledge of teaching methodology, pedagogy and psychology to share those who attended general education schools. Nsengimana (2022) puts that members share knowledge through WhatsApp groups and different gatherings that they convene on regular basis. Apart from education related knowledge, they meet to learn home some common interests and hobbies like sports, music, beliefs, social wellbeing can contribute to their academic growth. Briefly, student teachers Association aims to associate members towards their common success and help to one another. The association has helped Nyagatare Campus community of practice to achieve common goals towards education excellence.

2.4.5.3 Mirror of Inclusive Education Association (MIA)

Mirror of Inclusive Education Association was created in 2021 by students who were studying in the option of Special Needs with English Education (Imaniraguha, 2022). The association's founders main objective was creating a platform in which they could apply the knowledge received in the area of Special Needs by helping children and other people with different kinds of disabilities. This application helps members improve and enjoy their learning experiences.

With the University of Rwanda-Nyagatare campus support, the Mirror of Inclusive Education Association (MIA) has organized different activities since its creation. The activities included field trips to the Rwanda National Union of Blind (RNUB) and HVP Gatagara/Gikondo. Imaniraguha (2022) state that the association has also prepared public talks to raise the awareness and positive attitudes towards the people with disabilities among the University of Rwanda, Nyagatare campus. In partnership with Tubakunde Association, Mirror of Inclusive Education Association (MIA) members were trained on the effective use wheelchair.

2.4.5.4 Rwanda Veterinary Student Association (RVSA)

According to Manishimwe (2021), Rwanda Veterinary Student Association (RVSA) was established in 2013 as a students' association at the University of Rwanda, Nyagatare Campus. RVSA mission is to promote Animal welfare in Rwanda and help veterinary medicine students from University of Rwanda gain practical skills from the University of Rwanda, Nyagatare Campus, and school of Veterinary Medicine farm. The alumni of the Rwanda veterinary Students Association is made of 400 veterinary Doctors.

The Rwanda Veterinary Student Association (RVSA) has many achievements that include community outreach in Nyagatare district for training livestock farmers about five freedoms of Animals more than 50 farmers were trained, participation in different activities such as cattle vaccination and the

organization of an annually general assembly per year (Manishimwe, 2021). The association has also organized workshops to share information and discuss any case regarding veterinary practice.

2.5 Contribution of Co-Curricular Activities in education in higher learning institutions

Co-curricular activities help at different levels; they serve academic institutions and individual students to fulfil their learning objectives. It is accomplished because of the exposure they provide and the experience that comes from participating in them. According to Warnanda (2017), different levels of activity involvement and participation may have a favourable influence on participants' future achievement. Hsu (2013) adds that co-curricular activities such as Campus Toastmasters clubs serve to assist their student participants in developing personally. Continuous training in leadership and communication abilities of co-curricular activities student participants experience in a supportive setting promotes such personal growth.

Institutions also achieve their objectives of producing high quality graduates due to their support of co-curricular activities. Universities and colleges in Canada, for example, are making it plain and vocally apparent that the student experience should extend beyond the classroom and that co-curricular activities are significant in order to pique students' interest in self-exploration and self-awareness (Elias & Drea, 2013). This is beneficial to learning institutions as academic performance and co-curricular activities are closely connected and the way teachers handle these activities can increase students' chances of achieving excellent academic results and good language skills (Chakraborty & Roy, 2021).

2.6 Management of Co-Curricular Activities at university level

Co-curricular activities are managed by students themselves under the guidance of teaching personnel and financial or logistical support from university leadership. This support is provided because everybody is convinced that these

activities complement what students are taught in classrooms (Hsu, 2013); their results are advantageous to both themselves and other community members.

As co-curricular activities are provided by academic institutions but not included in the curriculum (Mitchell, 2015), information concerning activities and programs should be regularly shared with the university community and management. These are supported because all involved parties are aware that active engagement is the key to improved learning (Warnanda, 2017).

2.7 Benefits of Co-Curricular Activities among university students

Co-curricular activities benefit individuals, institutions and communities at large. Individual students greatly profit from their participation in various activities as they find platforms where they practice what they study in real-life situations. They also develop effective communication which is regarded as one of the most crucial abilities that people should possess (Ulas, 2008).

2.7.1 Co-Curricular Activities vis a vis Students' Performance

Many authors state that co-curricular activities highly contribute to the improvement of students' performance (Othman, Sahamid, Zulkefli, Hashim, & Mohamad, 2015; Yildiz, 2015). They described co-curricular activities as school-based endeavours that enhance students' academic performance both inside and outside of the classroom and foster their personal growth. The advantages of debates at the tertiary level include acquiring the research culture of evaluating, clarifying ideas, and presenting arguments, knowing better subject matter, strengthening personal skills and critical comprehension, and enhancing teamwork. In addition to argument in the classroom, teams of two or three people compete in debate tournaments at the high school or collegiate level. Participants in debate classes claim that debate enhances their critical thinking, communication, and speaking abilities as well as their confidence. Berger & Wild, 2016) put up that genuine evaluations should be used to raise student performance in accredited and university-run extracurricular and co-curricular activities

2.7.2 Co-Curricular Activities vis a vis Students' personality growth

Co-curricular activities strengthen the students' overall personalities so they can firmly confront the uncertain future. Klesse and D'Onofrio (2000) support this by stating that co-curricular activities are used by academic institutions but are not part of the curriculum to increase every opportunity to broaden learning and knowledge based on real-world experience. This is also emphasised by Hsu (2013) who state that students must take an active interest in their surroundings for growth to occur. Hence, participation in out-of-class activities has a tremendous impact in forging students' future.

2.7.3 Co-Curricular Activities vis a vis students' linguistic skills

Co-curricular activities greatly contribute to the exhibition of students' linguistic talents in nurturing their abilities and giving them the chance to develop their particular skills. Mitchell (2015) puts that the enhancement of English language students' academic progress and linguistic ability is impacted by student engagement. Chakraborty & Roy (2021) add that co-curricular activities such as debate, speech, quiz, recitation, role play, writing in magazine assist students in developing their English proficiency and so help them overcome their anxiety of utilizing a foreign language like English.

Students must have oral communication skills in order to succeed not only in school and at work but also in life. A student is more likely to succeed in the public speaking course if they have previous public speaking experience or have participated in speech and debate organizations. With instruction and practice, students seem to develop more effective communication skills (Al-Tamimi, 2014). Co-curricular activities, hence, give students the platform to work on their language skills including public speaking.

2.7.4 Co-Curricular Activities vis a vis students' sense of responsibility and ownership

Students who participate in co-curricular activities gain knowledge and experience in initiating and responding quickly to various life situations. Yildiz

(2016) puts that the social development of students is significantly influenced by co-curricular activities by instilling a sense of responsibility, involvement, and society. He emphasises that language-oriented co-curricular activities are viewed as more of a preparation for life beyond school than actual classwork. Moreover, students learn some abilities that the teacher was attempting to help them develop in the classroom and begin taking part in class activities more. As for Chakraborty & Roy (2021), language-oriented co-curricular activities create an environment where learners feel framed by the language and are hence motivated to study. This is demonstrated by the fact that students organise and coordinate their activities without regular supervision of the teaching staff.

2.8 Challenges of Implementing Co-Curricular Activities at University

The main challenges that negatively affect the implementation of co-curricular activities in schools can be grouped into policy-related challenges, university-related challenges, students-related challenges, teaching staff-related challenges and context-related challenges (Yirgalem, 2019). They include, but are not limited to low awareness of the university's language management scheme, lack of commitment from higher bodies to stick to the use of English in out-of-class activities, low awareness of students about the necessity of using English in co-curricular activities, a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities and lack of clubs own guiding manuals with regard to the use of English in co-curricular activities. The lack of funding for materials and software that can help members use English in their daily activities, the lack of rewards for clubs' activities that promote the use of English in co-curricular programs, the lack of facilities on campus for participating in co-curricular activities that improve students' speaking abilities, the lack of monitoring and supervision on CCAs, and the lack of cooperation among co-curricular club members are other significant challenges.

2.8.1 Co-Curricular Activities Policy-related Challenges

According to Davis, Ntow, & Beccles (2022), each nation's capacity for development is influenced by its educational system. Individuals in a country are given the knowledge, attitudes, values, experiences, customs, and skills necessary to further the socioeconomic development of that nation through quality and appropriate education. This is also championed by Rwanda in its Competence-Based Curriculum (CBC). In a competency-based approach, learning and teaching are focused on specific skills rather than just knowledge or the cognitive domain of learning (MINEDUC, 2015).

The policy focuses more on English literature as a way of improving the English language proficiency, but doesn't emphasize the deserved role of co-curricular activities in improving language fluency and public speaking particularly. It states that in a culture where English is a vital language of learning and communication, studying English literature is crucial. It is a crucial tool for understanding various cultures. When reading both fiction and nonfiction, literature serves as a source of entertainment and education. Reading literature helps to extend and hone the intellect and is crucial for the development of skills like creativity, analysis, and critical thinking (MINEDUC, 2015).

2.8.2 Co-Curricular Activities University-related Challenges

Universities have unique cultures that they have developed via a unique blending of values, convictions, and craving (Sami & Irfan, 2020). In order to develop their skill set in a particular area, such as producing excellent sports teams, high scores, structured courses, and certified technicians, these college environments stress what is significant.

There is a thought that co-curricular activities may negatively have impact on academics; students in universities are believed to face more difficult obstacles (Garcia, 2010). Some academics worry that if students spend too much time participating in co-curricular activities, it may affect their performance in other subjects. They think that students participate for personal fulfillment, travel,

incentives, and networking opportunities (Reaves, Hinson, & Marchant, 2010). However, Acquah & Partey (2014) state that co-curricular activities have been linked to students' intellectual, emotional, social, and moral development, and there is a connection between co-curricular activity involvement and academic success among students. Additionally, they came to the conclusion that co-curricular activities benefit students' performance.

2.8.3 Co-Curricular Activities Students-related Challenges

Universities are social institutions where the administration, teaching staff members and students all participate in co-curricular activities for the benefit of the students (Sami & Irfan, 2020). Co-curricular activities promote zeal, fortitude, self-improvement, and teamwork, all of which contribute to character development. Co-curricular activities, therefore, foster development in a variety of areas of the mind and character, including moral, social, and aesthetic growth.

However, some students fail to participate in co-curricular activities due to various personal challenges. The lack of knowledge and narrow-mindedness of students, among others prevent co-curricular activities from being beneficial to some students because they believe they are a waste of time (Sami & Irfan, 2020).

Lack of time, money, and resources is another serious issue. Due to their restricted course completion time and lack of enthusiasm, the majority of students never fulfil that role.

2.8.4 Co-Curricular Activities Teaching Staff-related Challenges

The university curriculum alone is insufficient to grow a learner. In his research, Yildiz (2015) state that language-focused activities have numerous advantages for students learning English. In this regard, educators have recognized the value of co-curricular activities and recommended employing them as supplemental measures to be used in or outside of the classroom for the benefit of students. However, with the heavy workloads at the university, some

lecturers don't find enough time to support students especially in out-of-classroom activities, and this affects the effectiveness of co-curricular activities.

2.8.5 Co-Curricular Activities Context-related Challenges

The context in which students learn and practice a language helps them in developing their proficiency. For students learning a second or/and a foreign language, co-curricular activities establish a learning environment. Student participation in meetings, interviews, presentations, and the creation of school newspapers are all beneficial activities. Students can improve their communication abilities by being involved in co-curricular activities as they help to improve students' communication skills. Students can enhance their English skills by participating in activities like writing letters to classmates abroad and participating in English-language debates and discussions where all language use must be in English. Students will be exposed to the target language through co-curricular English-language activities, which will help them succeed in language acquisition (Yildiz, 2015).

This is why students need a learning environment that facilitates them to improve. The context of Rwanda where there have been many shifts in the language of instruction (Niyibizi, 2014) and the fact that almost every Rwandan uses Kinyarwanda in their everyday activities (Kagwesage, 2012) makes the context challenging for the proficiency in the target language.

2.9 The Relationship between Co-Curricular Activities and Public Speaking Skills Development

Co-curricular activities give students the opportunity to develop their proficiency without the external pressure. They collaborate and help one another to achieve as the activities they engage in are not credited in the curriculum. Some students who are not very academically brilliant learn more and more effectively in co-curricular activities because they feel more free to follow their interests, as they are not overruled by teachers, and they are not formally evaluated (Yildiz, 2016).

This helps a lot in developing skills like public speaking which normally give people “a fear more prevalent than the fear of death itself” (Leopold, 2016). In co-curricular activities students feel safe as they are free to brainstorm and propose activities to work on. It is not the same as in classroom activities where there are intended learning outcomes that have to be achieved on daily, weekly, monthly and/or annually basis. Co-curricular activities can help students prepare for real-world circumstances in areas like time management and behavioural problems and possess a strong grasp of English, as the target language is used both formally and informally to complete activities (Yildiz, 2016). In co-curricular activities, students improve their communication and interpersonal skills, which ultimately aids in their success in acquiring natural language and using it in real-world situations.

2.10 Public Speaking Components Promoted in Co-Curricular Activities

Public speaking is seen as being of the utmost significance. People who have honed effective speaking skills are brilliant at handling interpersonal communication challenges at work (Al-Tamimi, 2014). This makes public speaking skills an important asset that students should develop to be prepared for future success. Students need to develop qualities like speech delivery, speech planning skills, speaking confidence, use of body language, engaging with the audience, and cope with nervousness.

According to Mitchell (2015), co-curricular activities advance a student's academic career in ways that cannot be fully realized in a language classroom alone. Public speaking qualities cannot only be developed by classroom activities; students need to practice to develop them. Co-curricular activities are tested and trusted settings that help learners have enough practice and consequently improve their capacity of delivering prepared and impromptu speeches, plan for successful oral presentations, increase public speaking confidence effectively use body language, engage with the audience and fight nervous tensions.

2.11 Conclusion

This chapter of the review of literature examined the theoretical framework and the relevant literature regarding co-curricular activities' understanding, goals, advantages, and guiding principles globally, as well as their management and implementation in Africa and the Great Lakes region, challenges they present, and the relationship between co-curricular activities and improvement.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter outlines and defends the approach that was employed to accomplish the study's goals. It also demonstrates how information was gathered and processed. It covers the research design, the population under investigation, and the sample size, as well as the scientific methodologies that were employed during the study. It, then, goes on to describe data analysis, which is made up of qualitative and quantitative data analysis methodologies.

3.1 Research Design

This research investigated the Honing of University of Rwanda's Public Speaking Skills through Co-Curricular Activities with an emphasis on Practices and Challenges at Nyagatare Campus. The study's participants included students and personnel from the College of Education, College of Agriculture, Animal Sciences and Veterinary Medicine, and College of Business and Economics, all of which operate at the campus. Robinson (1990) claims that research can take numerous forms and include a variety of instruments, methodologies, and approaches. The researcher gathered and analysed numerical data, narrative data, and visual data in this study using a mixed research methodology. As it is impossible to interview every member of the campus community, the researcher utilized acceptable approaches to sample the population, choose research instruments for data collection, and analyse the data using proper methodologies.

3.2 Study Population, Sample Size and Sampling Technique

3.2.1 Study Population

The target population of this study was 1,954 members of the co-curricular clubs at the University of Rwanda, Nyagatare Campus. These members actively participate in 17 associations and/or clubs that are involved in various co-curricular and extracurricular activities at the campus. Some associations and/or clubs are religious-based while others emphasize on activities that are not aligned with the curriculum. For the sake of validity and reliability, the

researcher focused on the associations and/or clubs that used the English language in their everyday activities. As a result, the accessible population of this study was made of 56 members of the Debate club, 309 members of the Rwanda Veterinary Student Association (RVSA), 50 members of Mirror of Inclusive education Association (MIA), and 83 members of Student Teachers Association (STA) that totalled 498 student members. In addition to these students, the researcher also worked closely with the 9 teaching staff members of the Centre for Language Enhancement (CLE) and 3 administrative staff of the Students' Welfare Unit at Nyagatare Campus.

3.2.2 Sample size and sample selection

A sample is any group of measurements picked from a population for investigation (Matuszak & Matuszak, 2011). According to these researchers, we must first determine how many people are required to participate in our investigation before selecting a sample size. A sample size is also determined by how homogenous our population is in terms of the variable we're examining. The study's objectives and the characteristics of the population being studied will determine the appropriate sample size (Cohen et al., 2002).

The research population was sampled using both simple random sampling in which all members who were willing to participate received the questionnaire and purposive sampling to discover the information needed in the study for the sake of validity. The sample of this study was selected using $n = \frac{N}{1 + N(e)^2}$ formula. This means that the sample was calculated from 498 students that made the accessible population divided 1 plus 498 times 0.3 which was taken as the margin error. This makes the 44 sampled members of the clubs randomly selected.

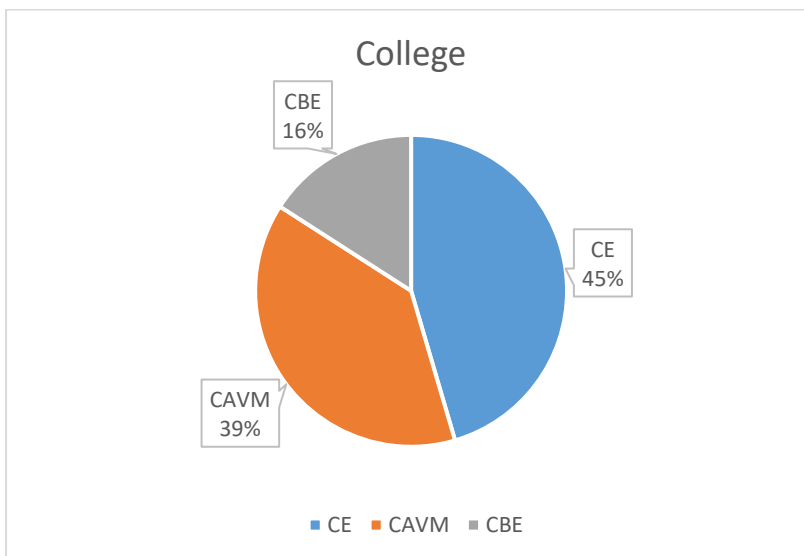
According to Tongco (2007), purposive sampling, often referred to as judgement sampling, the purposeful choosing of an informant based on the traits they possess. It's not random approach that doesn't call for any underlying assumptions or a specific number of informants. This suggests that the

researcher decides what knowledge is required, looks for people who can, will provide it based on their knowledge or experience. The purposive sampling was used for the selected CLE teaching and non-teaching staff of the Students Welfare Unit as they are the ones that closely work with the student members of clubs and associations.

3.2.3 The participants to the study

This section provides details of UR colleges and departments where the respondents belonged, their sex, year of study and their age range.

Figure 2: The number of the respondents per UR College



Source: Primary data 2023

This chart shows that 20 respondents (45%) were students of the College of Education (CE), 17 respondents (39%) were students of the College of Sciences, Animal Sciences and Veterinary Medicine (CAVM) and 7 respondents (16%) were students of the College of Business (CBE). This reveals that co-curricular activities host students from all UR colleges that are based at Nyagatare Campus. It was also clear that the proportion of respondents vis-à-vis their colleges is representative of the study population as the college with the biggest number of students has the biggest number of respondents and the college with the lowest number of students has the lowest number of respondents.

Table 1 Departments of the respondents

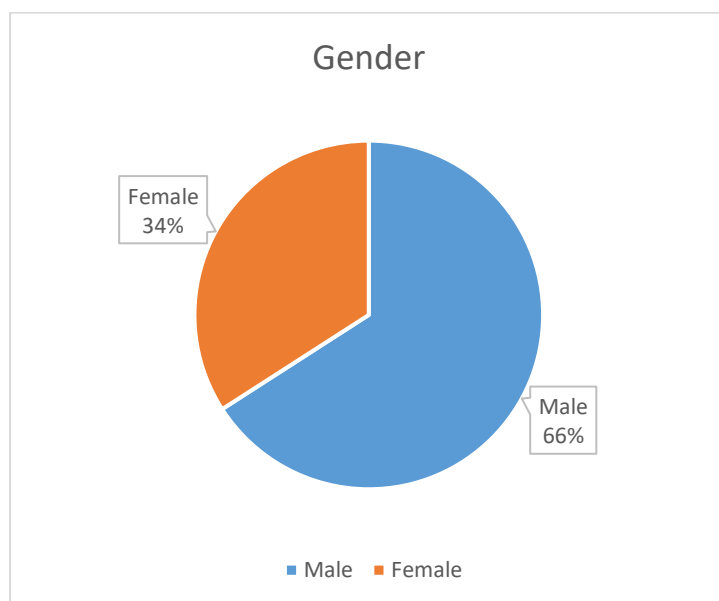
Variable	Description	Respondents	
		Number	%
Department	Accounting	5	11.4%
	Finance	2	4.5%
	Agricultural Mechanization	7	15.9%
	Animal Production	6	13.6%
	Irrigation And Drainage	3	6.8%
	Veterinary Medicine	1	2.3%
	Early Childhood And Primary Education	4	9.1%
	Humanities And Language Education	15	34.1%
	Special Needs Education	1	2.3%
	Total	44	100.0%

Source: Primary data 2023

The above table reveals that students who join co-curricular clubs and associations come from all departments. This is supported by the respondents who were randomly given questionnaires and the department of Humanities and Language Education which hosts the biggest number of students had 15 respondents (34.1%), followed by the department of Agricultural Mechanization with 7 respondents (15.9%), the department of Animal Production with 6 respondents (13.6%) and the department of Accounting with 5 respondents (11.4%). Other respondents were from the department of Early Childhood and Primary Education with 4 respondents (9.1%), Irrigation and Drainage with 3 respondents (6.8%), Finance with 2 respondents (4.5%),

Veterinary Medicine with 1 respondent (2.3%) and Special Needs Education with 1 respondent (2.3%) respectively.

Figure 3 Gender of the respondents



Source: Primary data 2023

The above chart shows that both genders participated to the research with 29 male respondents (65.9%) and 15 female respondents (34.1%). This reveals that male and female students actively participate to co-curricular activities that are organized by different clubs and associations at Nyagatare Campus.

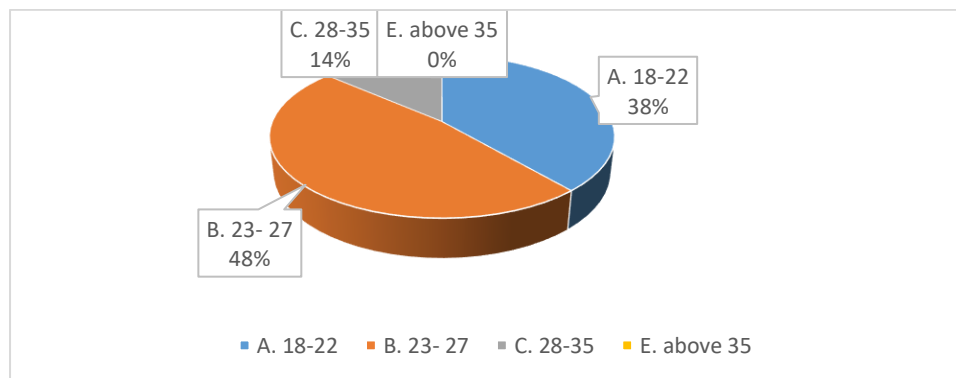
Table 2: Year of study of the respondents

Variable	Description	Respondents	
		Number	%
Year of study	1	8	18.2%
	2	10	22.7%
	3	22	50.0%
	4	3	6.8%
	5	1	2.3%
	Total	44	100.0%

Source: Primary data 2023

The above table demonstrates that students of all levels participate to co-curricular activities. As it is shown by the sampled respondents, 22 of them (50%) were studying in year 3 which was the level with the highest number of students, while 10 respondents (22.7%) were in the second year, 8 respondents (18.2%) in the first year, 3 respondents (6.8%) in the fourth year and 1 respondent (2.3%) in the fifth year of studies. The biggest number of club members and respondents as well belonged to the first three years of study as the many programs at the campus only lasted 3 years.

Figure 4: Age range of the respondents



Source: Primary data 2023

This chart exhibits that 21 respondents (48%) were aged between 23 and 27 years, 17 respondents (38%) ranged between 18 and 22 years of age while 6 respondents (14%) were aged between 28 and 35 years. No respondent was aged above 35 years. This discloses that aged students don't attend clubs and associations' co-curricular activities as they have other family life responsibilities to attend to. This forbids them to benefit from the experience others gain from co-curricular activities.

1.3 Instruments of Data Collection

Questionnaires, interviews and observation were employed as primary data collection instruments in this study, while document analysis was used as a secondary data source.

3.3.1 Questionnaires

The researcher utilized a questionnaire to ask the sampled population certain questions about the Practices of Honing the University of Rwanda's Public Speaking Skills through Co-Curricular Activities at Nyagatare Campus and the challenges they face in implementing them. There was a mix of closed-ended and open-ended questions on the questionnaire.

3.3.2 Interview

The researcher conducted structured interviews with a few chosen respondents in order to collect data through direct verbal engagement. The interview covered topics that were covered on the questionnaire.

3.3.3 Observation

The researcher monitored certain members of the population to see if these activities contribute to enhancing public speaking skills and English language proficiency, since the research addresses the contribution of out-of-classroom activities.

3.3.4 Document analysis

The co-curricular program of students' clubs activities were examined in documents in relation to their value to the students and strategies for overcoming challenges. Additionally, the agendas for meetings, reports, files, and activities for both clubs and non-club activities at the campus were reviewed.

3.4 Data Collection

According to Mukama (2009), the techniques of data collection to be employed are dependent on the methodology used and the study issue under inquiry. During this research, data was collected directly from the target population by giving questionnaires to them, which they completed and returned on their own. Respondents who were concerned by the interview were contacted and interviewed at a time that was convenient for them. The target group was also monitored in natural settings in language clubs and other co-curricular activities to examine how they interact using the English language especially in public speaking tasks.

3.5 Tools of Data Analysis

According to Cohen et al., (2002), it is important for the prepared researcher to think about how the data will be analysed. This is crucial since it directly affects how the instrumentation will look. Fit for purpose and legitimacy criteria are used to determine which kind of data analysis to conduct.

Both quantitative and qualitative data analysis techniques were employed to answer the primary research questions and achieve the objectives of the study. While quantitative data were analysed and presented using simple descriptive statistics in tables and charts, in order to fully capture all parts of the study, qualitative data were analysed via transcription of respondents' ideas and viewpoints in themes through narrations, descriptions, and conversations the quantitative method was unable to address as well as to triangulate study results acquired from the literature review and primary data sources. The primary findings were then used to draw conclusions, and potential recommendations were suggested.

3.6 Validity and Reliability of the Instruments

According to Grinnel (1993), reliability assesses how accurate an instrument measures what the researcher intends to measurement. It helps the researcher make sure that when utilized by different researchers, they produce comparable data. Grinnel (1993) adds that before using an instrument for official administration, it should be examined in order to eliminate any potential inaccuracies. For this research, the questionnaire and interview guide were provided to the supervisors for comments, corrections, and recommendations in order to determine their face validity. Therefore, based on the suggestions and criticism of the supervisors, the contents and impressions of the instruments were enhanced. After enhancing the instruments, and the researcher conducted a pilot study with 10 students to test the validity of the instruments before the main investigation. The students that took part in the pilot study were excluded from the main investigation. The primary goal of the pilot study was to evaluate whether the questions on the instruments were appropriate and clear, whether the information sought was relevant, whether the language used was appropriate, and whether the instruments' content validity could be inferred from the replies.

3.7 Ethical Considerations

The University of Rwanda-College of Education (UR-CE) ethical clearance was requested, and the Directorate of Research and Innovation provided letters of approval and recommendation. Data collection started once the approval was received. Prior to completing out the questionnaire, participants in the study were asked for their consent. The study's purpose was also described to them on the provided questionnaire. No one was forced to take part in the study without their consent, and their names didn't need to be mentioned or recorded. Information on the respondents as a whole was kept completely private.

3.8 Conclusion

This chapter described the strategy used to carry out the objectives of the study and argued in favour of it. Additionally, it showed how data was acquired and organized. It covered the study's research design, the population being studied, the size of the sample, and the scientific methods that were used. It also introduced data analysis to be used. They include both qualitative and quantitative data analysis approaches.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

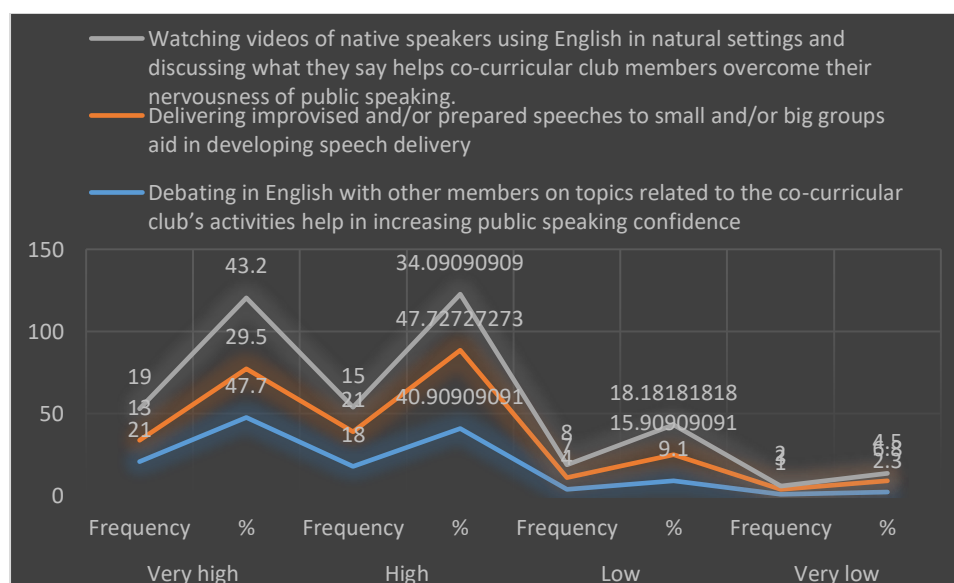
This chapter consists of the analysis and interpretation of data gathered through questionnaires administered to members of co-curricular clubs, interview data collected from selected teaching and administrative staff, and document analysis.

4.1 The level at which co-curricular activities promote students’

English public speaking skills

This section presents the findings on the extent to which co-curricular activities help students improve English public speaking skills. Respondents ranked how different activities helped them in practicing and improving their speaking skills levels. The activities included debating in English with other members on topics related to the co-curricular club’s activities, delivering prepared and/or unprepared speeches to small and/or big groups and watching various videos of native speakers using the English language in natural settings and discussing what speakers say.

Figure 5: The level at which co-curricular activities promote students’ English public speaking skills



Source: Primary data 2023

The above chart presents combined data on different co-curricular activities promote students' English public speaking skills. They include debating in English, delivering improvised and/or prepared speeches and watching videos of native speakers using English in natural settings and discussing about what they say.

Concerning the activity of debating in English with other members on topics related to the co-curricular club's activities help in increasing public speaking confidence, 21 respondents (47.7%) confirmed that the activity improves their speaking at a very high level. 18 (41%) of the respondents said that the activity highly improves public speaking confidence while 4 respondents (9.1%) and 1 respondent (2.2%) respectively said that the activity of debating in English with other members on topics related to the co-curricular club's activities promote the increasing in public speaking confidence. This implies that co-curricular club members highly consider debating in English as an activity that helps improve their public speaking skills with 88.7% of the total respondents.

About the option of the level at which delivering improvised and/or prepared speeches to small and/or big groups aid in developing speech delivery, 13 respondents (29.5%) confirmed that the activity very highly aid them in developing speech delivery and 21 respondents (48%) said that it highly aids in developing speech delivery. On the other hand, 7 respondents (15.9%) and 3 respondents (6.9%) respectively stated that the level at which delivering improvised and/or prepared speeches to small and/or big groups aid in developing speech delivery is low and very low. These data confirm that co-curricular club members highly confirmed delivering improvised and/or prepared speeches helps improve their public speaking skills with 77.5 % of the total respondents. This view was supported by the response of one interviewee.

She said, "Students who join clubs demonstrate ease in public speaking. They show that there is a capacity gap compared to those who don't attend club activities. This difference can be verified when we have

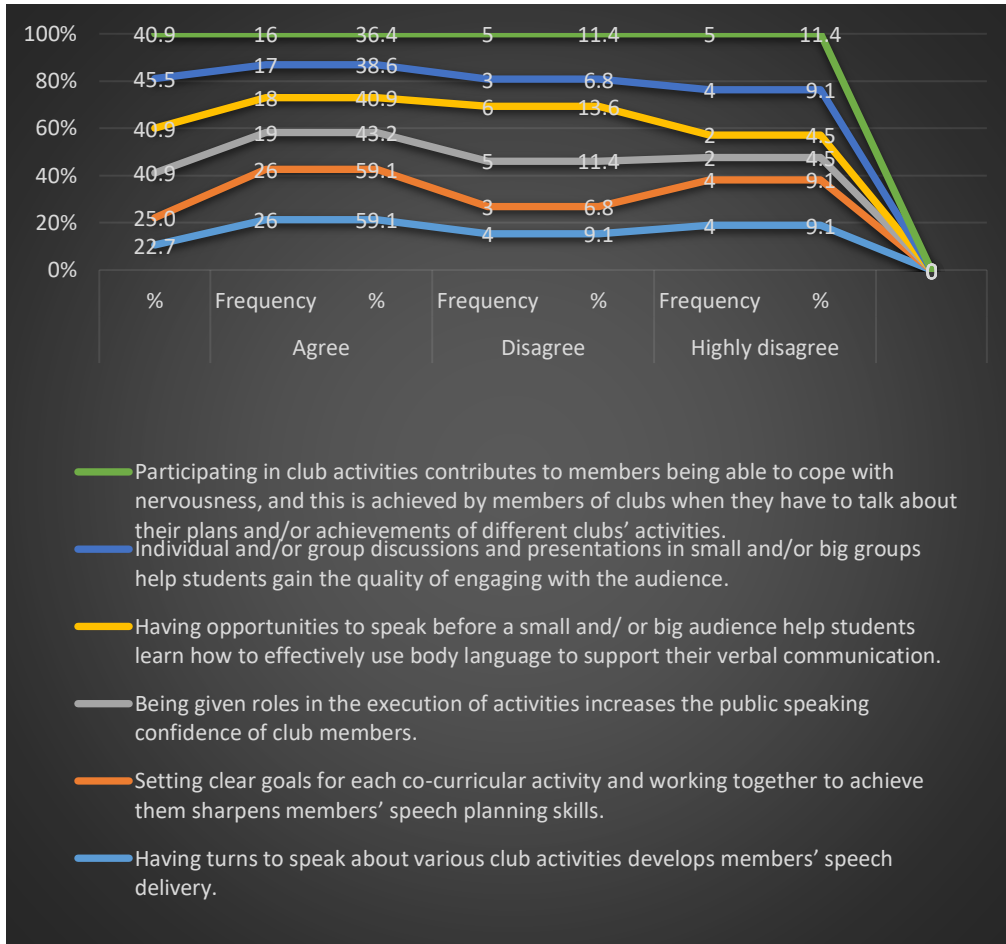
public lectures; members of co-curricular show willingness to react than those who don't participate in clubs.”

As for the option of the level at which watching videos of native speakers using English in natural settings and discussing what they say helps co-curricular club members to overcome their nervousness of public speaking, 19 respondents (43.2%) believed that the activity helps them to very highly overcome their nervousness in public speaking and 15 respondents (34%) stated that it highly helps them overcome their nervousness of public speaking. Contrary, 8 respondents (18.2%) and 2 respondents (4.6%) said that the level at which watching videos of native speakers using English in natural settings and discussing what speakers say is helpful in obviating the problem of nervousness in public speaking is respectively low and very low. This infers that co-curricular club members highly agree that watching videos of native speakers using English in natural settings and discussing what they say is very helpful with 77.2 % of the total respondents highly favouring it.

4.2 Public speaking skills components developed in co-curricular activities

This section presents data on the respondents' agreement on public skills components that they develop in co-curricular activities. These components were speech delivery, speech planning skills, speaking confidence, use body language, engaging with the audience and coping with nervousness.

Figure 6: Public speaking skills components developed in co-curricular activities



Source: Primary data 2023

The above chart shows public speaking skills components that are developed in co-curricular activities. They consists of speech delivery, setting clear goals, public speaking confidence, use body language to enhance their verbal communication, engaging with the audience and cope with nervousness.

The first item required respondents to state their agreement on whether having turns to speak about various club activities develops members' speech delivery. Ten (22.7%) and twenty-six (59.1%) respondents respectively highly agreed and agreed that having turns to speak about various club activities develops members' speech delivery. On the other hand, 4 (9.1%) and 4 (9.1%)

respondents disagreed and highly disagreed that having turns to speak about various club activities develops members' speech delivery. The presented data demonstrate that respondents' agreement on having turns speaking about different club activities helps members develop improved speech delivery with 81.8% of the total respondents.

The second item necessitated respondents to decide whether they agreed or not if setting clear goals for each co-curricular activity and working together to achieve them sharpens members' speech planning skills. 11 (25%) and 26 (59.1%) respondents respectively highly agreed and agreed setting clear goals for each co-curricular activity and working together to achieve them sharpens members' speech planning skills. Conversely, 3 (6.8%) and 4 (9.1%) respondents disagreed and highly disagreed that setting clear goals for each co-curricular activity and working together to achieve them sharpens members' speech planning skills. These data implies that 84.1% of the total respondents exhibited their agreement that members' abilities to plan speeches are improved by setting clear goals for each co-curricular activity and cooperating to attain them.

The third item required respondents to state their agreement on whether being given roles in the execution of activities increases the public speaking confidence of club members. 18 (40.9%) and 19 (43.2%) respondents respectively highly agreed and agreed that being given roles in the execution of activities increases the public speaking confidence of club members. Contrariwise, 5 (11.4%) and 2 (4.5%) respondents disagreed and highly disagreed that being given roles in the execution of activities increases the public speaking confidence of club members. Data on the presented item show the agreement of 84.1% of the total respondents that giving club members roles in carrying out events boosts their confidence in public speaking. This was supported by interviewed respondents.

A respondent said, *“Students who practice public speaking in co-curricular clubs are confident when it comes to speaking. A big number of them actually excel when they have to speak. You can, really, see that they easily overcome the speaking stress.”*

The fourth item demanded respondents to choose whether they agreed or disagreed if having opportunities to speak before a small and/ or big audience help students learn how to effectively use body language to support their verbal communication. 18 (40.9%) and 18 (40.9%) respondents respectively highly agreed and agreed that having opportunities to speak before a small and/ or big audience help students learn how to effectively use body language to support their verbal communication. Conversely, 6 (13.7%) and 2 (4.5%) respondents disagreed and highly disagreed that having opportunities to speak before a small and/ or big audience help students learn how to effectively use body language to support their verbal communication. These data demonstrate the agreement of respondents at 81.8% that opportunities to speak in front of both small and/or large audiences helps students develop their ability to use body language to enhance their verbal delivery.

The fifth item wanted respondents to indicate whether they agreed or disagreed that individual and/or group discussions and presentations in small and/or big groups help students gain the quality of engaging with the audience. 20 (45.5%) and 17 (38.6%) respondents respectively highly agreed and agreed that individual and/or group discussions and presentations in small and/or big groups help students gain the quality of engaging with the audience. On the contrary, 3 (6.8%) and 4 (9.1%) respondents disagreed and highly disagreed that individual and/or group discussions and presentations in small and/or big groups help students gain the quality of engaging with the audience. The presented data made it evident that students members of co-curricular clubs enhance their abilities to interact with an audience through presentations and individual or

group conversations in small or large groups as it was confirmed by 84.1% of the total respondents.

The sixth item required respondents to show whether they agreed or disagreed that participating in club activities contributes to members being able to cope with nervousness which is achieved by members of clubs when they have to talk about their plans and/or achievements of different clubs' activities. 18 (40.9%) and 16 (36.3%) respondents respectively highly agreed and agreed that participating in club activities contributes to members being able to cope with nervousness which is achieved by members of clubs when they have to talk about their plans and/or achievements of different clubs' activities. In contrast, 5 (11.4%) and 5 (11.4%) respondents respectively disagreed and highly disagreed that participating in club activities contributes to members being able to cope with nervousness which is achieved by members of clubs when they have to talk about their plans and/or achievements of different clubs' activities. These data established at 77.2% that participating in club events helps members learn how to manage their nerves, which they do when they have to discuss their ideas and/or successes for various clubs' activities. A number of interviewed respondents supported that activities outside of the classroom aid students to develop the capacity to handle speaking anxiety.

One said, "When you see an active member of any co-curricular club – especially those of the debate club- talking, you realise how important clubs are. They are to the point, and they frightened to talk before the audience."

4.3 Challenges affecting the use of English in co-curricular activities

There are many challenges that affect the use of English in Rwandan context. Sibomana (2014) state that many educated Rwandans have been found to lack English language skills, and English is infrequently used in regular conversation among Rwandans. This has a big impact especially at University and most particularly the use of the English language in co-curricular activities. Due to the extremely restricted use of this language in daily life among Rwandans,

learning English and developing it is still difficult (Sibomana, 2014). These challenges were grouped into categories that are university policy related challenges, staff-related challenges and students-related challenges.

4.3.1 University Policy related challenges affecting the use of English in co-curricular activities

This section is about University Policy related challenges that affect the use of English language in co-curricular activities. Respondents were required to indicate how they agreed with the following challenges: students' awareness of the university's language management scheme; higher bodies' commitment to upholding the use of English in co-curricular activities; co-curricular program management approach at the campus; clubs' guiding manuals on the use of English in co-curricular activities; budget for materials and software that can be used in co-curricular activities.

Table 3: University Policy related challenges affecting the use of English in co-curricular activities

Challenge	Highly agree		Agree		Disagree		Highly disagree	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Low awareness of the University's language management scheme	10	22.7%	16	36.4%	11	25.0%	7	15.9%
Lack of commitment from higher bodies to stick to the use of English in out-of-class activities	12	27.3%	18	40.9%	6	13.6%	8	18.2%
There is low awareness of students about the necessity of using English in co-	8	18.2%	20	45.5%	7	15.9%	9	20.4%

curricular activities.								
There is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities	10	22.7%	18	40.9%	6	13.7%	10	22.7%
Lack of clubs own guiding manuals on the use of English in co-curricular activities	11	25.0%	13	29.5%	9	20.5%	11	25.0%
Lack of budget to purchase materials and software that can help members use English in their everyday activities	11	25.0%	16	36.4%	7	15.9%	10	22.7%
The University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs.	11	25.0%	15	34.1%	11	25.0%	7	15.9%
There is a lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills.	10	22.7%	14	31.8%	12	27.3%	8	18.2%
Lack of monitoring and supervision on co-curricular activities	10	22.7%	21	47.7%	5	11.4%	8	18.2%

Source: Primary data 2023

This table presents university policy related challenges that affect the use of English in co-curricular activities. First, the researcher required respondents to state their agreement on whether there is low awareness of the University of Rwanda's language management scheme. 10 (22.7%) and 16 (36.4%) respondents respectively highly agreed and agreed that there is low awareness of the University of Rwanda's language management scheme. On the other hand, 11 (25.0%) and 7 (15.9%) respondents respectively disagreed and highly disagreed that there is low awareness of the University of Rwanda's language management scheme. These data imply that co-curricular club members agreed that there is a challenge of low awareness of the University of Rwanda's language management scheme as it was responded by 59.1% of the total respondents.

Second, the researcher requested respondents to state their agreement on whether there is lack of commitment from higher bodies to stick to the use of English in out-of-class activities. 12 (27.3%) and 18 (40.9%) respondents respectively highly agreed and agreed that there is lack of commitment from higher bodies to stick to the use of English in out-of-class activities. In contrary, 6 (13.6%) and 8 (18.2%) respondents respectively disagreed and highly disagreed that there is lack of commitment from higher bodies to stick to the use of English in out-of-class activities. The data collected on this item infer that there is lack of commitment from higher bodies to stick to the use of English in out-of-class activities as it was confirmed by 68.2% of the total respondents.

Third, the researcher demanded respondents to choose whether they agreed or disagreed on the fact that there is low awareness of students about the necessity of using English in co-curricular activities. 8 respondents (18.2%) and 20 (45.5%) respondents respectively highly agreed and agreed that there is low awareness of students about the necessity of using English in co-curricular activities. 7 (15.9%) and 9 (20.4%) respondents, conversely, respectively disagreed and highly disagreed that there is low awareness of students about the necessity of using English in co-curricular activities. The data on this point

confirmed at 63.7% that there is low awareness of students about the necessity of using English in co-curricular activities.

Fourth, the researcher requested respondents to state their agreement on whether there is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities. 10 (22.7%) and 18 (40.9%) respondents respectively highly agreed and agreed that there is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities. Contrary, 6 (13.7%) and 10 (22.7%) respondents respectively disagreed and highly disagreed that there is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities. The collected data denote that there is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities as this was confirmed by 63.6% of the total respondents.

Fifth, the researcher wanted respondents to choose whether they agreed or disagreed that there is lack of co-curricular clubs own guiding manuals on the use of English in co-curricular activities. 11 (25.0%) and 13 (29.5%) respondents respectively highly agreed and agreed that there is lack of co-curricular clubs own guiding manuals on the use of English in co-curricular activities. On the other hand, 9 (20.5%) and 11 (25.0%) respondents respectively disagreed and highly disagreed that there is lack of co-curricular clubs own guiding manuals on the use of English in co-curricular activities. The collected data indicated that there is lack of co-curricular clubs own guiding manuals on the use of English in co-curricular activities as it was confirmed by 54.5% of the total respondents.

Sixth, the researcher requested respondents to state their agreement on whether there is lack of budget to purchase materials and software that can help members

use English in their everyday activities. 11 (25.0%) and 16 (36.4%) respondents respectively highly agreed and agreed that there is lack of budget to purchase materials and software that can help members use English in their everyday activities. Conversely, 7 (15.9%) and 10 (22.7%) respondents respectively disagreed and highly disagreed that there is lack of budget to purchase materials and software that can help members use English in their everyday activities. 61.4% of the total respondents agreed that there is lack of budget to purchase materials and software that can help members use English in their everyday activities which is a challenge to the development of public speaking skills among members.

Seventh, the researcher wanted respondents to choose whether they agreed or disagreed that the University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs. 11 (25.0%) and 15 (34.1%) respondents respectively highly agreed and agreed that the University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs. Contrariwise, 11 (25.0%) and 7 (15.9%) respondents respectively disagreed and highly disagreed that the University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs. The collected data confirm that the University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs as it was stated by 59.1% of the total respondents. This was also raised by some interviewed respondents.

He said, "When it comes to offering incentives to students, the process is very difficult and almost impossible. It requires to inquire if the activity was budgeted for, prepare detailed concept notes and wait patiently after submitting the documents. Sometimes after the whole process, you are told that there is no money for the activity. It is really difficult."

Eighth, the researcher requested respondents to state their agreement on whether there is lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills. 10 (22.7%) and 14 (31.8%) respondents

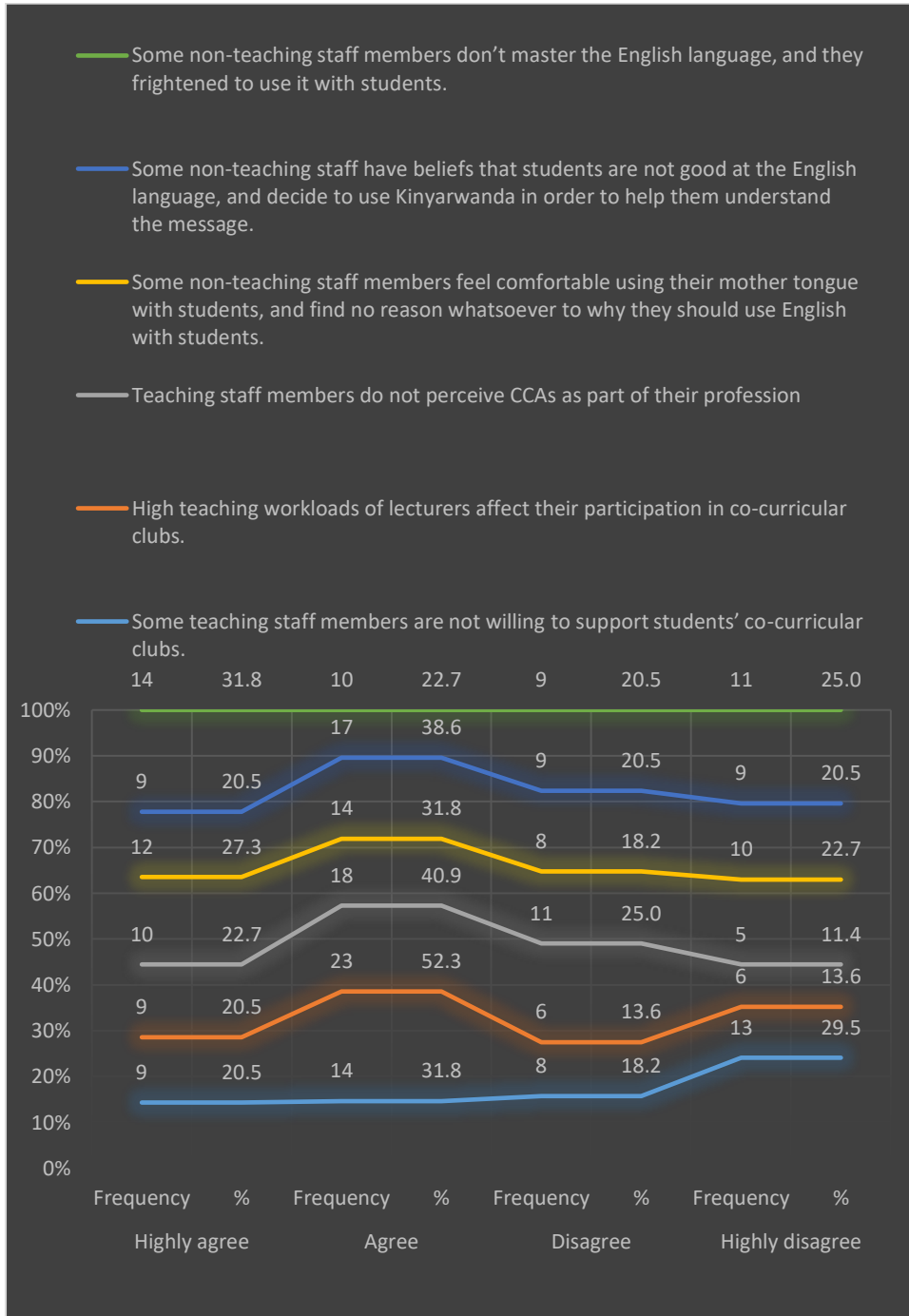
respectively highly agreed and agreed that there is lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills. On the other hand, 12 (27.3%) and 8 (18.2%) respondents respectively disagreed and highly disagreed that there is lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills. 54.5% of the total respondents responded that there is a lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills and this act as a major hindrance to the development of members' public speaking abilities.

Lastly, the researcher wanted respondents to choose whether they agreed or disagreed that there is lack of monitoring and supervision on co-curricular activities. 10 (22.7%) and 21 (47.7%) respondents respectively highly agreed and agreed that there is lack of monitoring and supervision on co-curricular activities. In contrast, 5 (11.4%) and 8 (18.2%) respondents respectively disagreed and highly disagreed that there is lack of monitoring and supervision on co-curricular activities. The data collected on this item confirmed there is lack of monitoring and supervision on co-curricular activities as it was responded by 70.4% of the total respondents.

4.3.2 Staff-related challenges affecting the use of English in co-curricular activities

This section presents staff-related challenges that affect the use of English in co-curricular activities. Respondents were asked whether they concurred with the following statements or not: staff members' willingness to support students' co-curricular clubs; heavy workloads of lecturers that limit their participation in co-curricular clubs; staff members' perceptions of CCAs as not being part of their profession; staff members' comfort with speaking in their native tongue with students and their lack of belief that students are capable of understanding English; as well as Staff members who are afraid to communicate with students in English since they are not fluent in it.

Figure 7: Staff-related challenges affecting the use of English in co-curricular activities



Source: Primary data 2023

The above chart presents staff-related challenges that affect the use of English in co-curricular activities. They include some teaching staff members who are not willing to support students' co-curricular clubs, high teaching workloads of lecturers that affect their participation in co-curricular clubs and teaching staff members who do not consider CCAs to be a part of their line of work.. Other challenges are that some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students, some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message, and Some non-teaching staff members don't master the English language, and they frightened to use it with students.

The first item requested respondents to state their agreement on whether some teaching staff members are not willing to support students' co-curricular clubs. 9 (20.5%) and 14 (31.8) respondents respectively highly agreed and agreed that some teaching staff members are not willing to support students' co-curricular clubs. On the other hand, 8 (18.2%) and 13 (29.5%) respondents respectively disagreed and highly disagreed that some teaching staff members are not willing to support students' co-curricular clubs. The collected data confirmed that some teaching staff members are not willing to support students' co-curricular clubs as was responded by 52.3% of the total respondents.

The second item invited respondents to state their agreement on whether high teaching workloads of lecturers affect their participation in co-curricular clubs. 9 (20.5%) and 23 (52.3%) respondents respectively highly agreed and agreed that high teaching workloads of lecturers affect their participation in co-curricular clubs. In contrast, 6 (13.6%) and 6 (13.6%) respondents respectively disagreed and highly disagreed that high teaching workloads of lecturers affect their participation in co-curricular clubs. 72.3% of the total respondents agreed that high teaching workloads of lecturers affect their participation in co-

curricular clubs. All the teaching staff members that were interviewed indicated that their participation in co-curricular clubs is impacted by their heavy teaching loads.

One said, "I really like students' out of class activities. I participated in different debate and drama competitions when I was studying. I am even willing to support the campus clubs. However, teaching many modules, marking piles of booklets and other activities that I have to accomplish on weekly and trimester basis can't allow me to support clubs and mentor them as would have liked to."

The third item asked respondents to state their agreement on whether teaching staff members do not perceive CCAs as part of their profession. 10 (22.7%) and 18 (40.9%) respondents respectively highly agreed and agreed that teaching staff members do not perceive CCAs as part of their profession. In contrary, 11 (25.0%) and 5 (11.4%) respondents respectively disagreed and highly disagreed that teaching staff members do not view CCAs as a component of their line of work. 63.6% of the total respondents agreed that teaching staff members believe that CCAs are not part of their line of work..

The fourth item requested respondents to state their agreement on whether some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students. 12 (27.3%) and 14 (31.8%) respondents respectively highly agreed and agreed that some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students. On the other hand, 8 (18.2%) and 10 (22.7%) respondents respectively disagreed and highly disagreed that some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students. Some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students as it was confirmed by 59.1% of the total respondents.

The fifth item invited respondents to state their agreement on whether some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message. 9 (20.5%) and 17 (38.5%) respondents respectively highly agreed and agreed that some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message. In contrast, 9 (20.5%) and 9 (20.5%) respondents respectively disagreed and highly disagreed that some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message. Some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message as it was established by 59% of the total respondents.

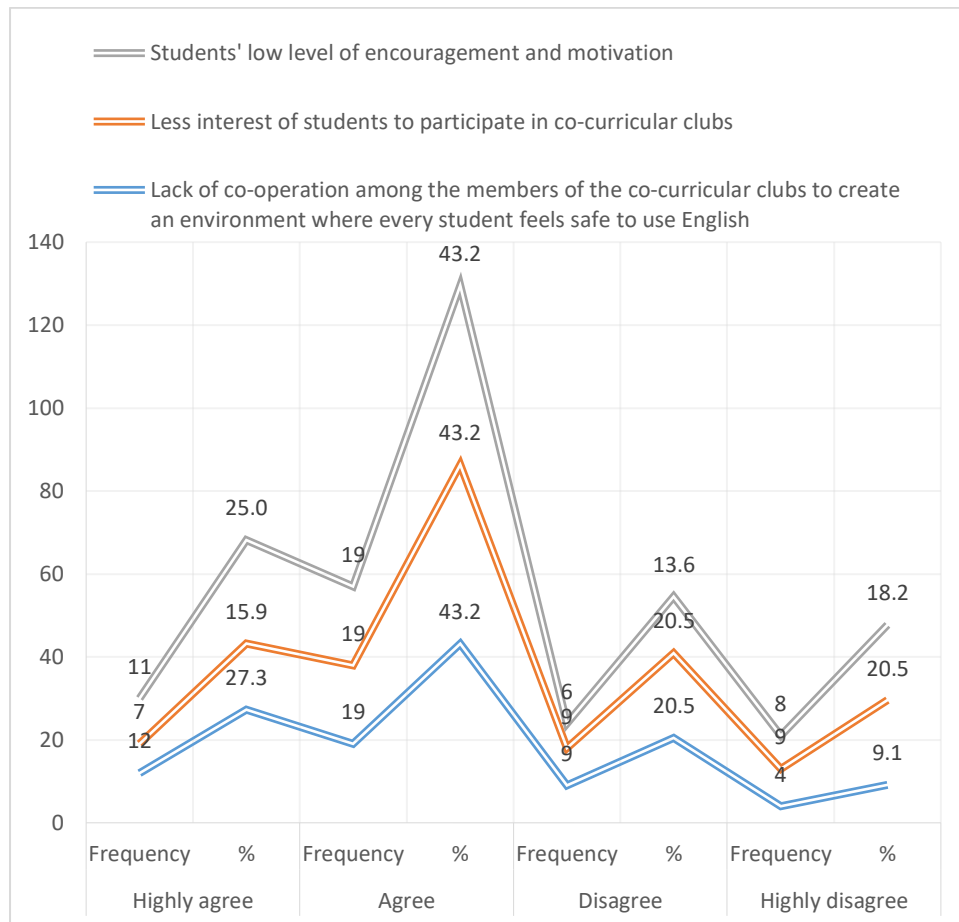
The sixth item asked respondents to state their agreement on whether some non-teaching staff members don't master the English language, and they are frightened to use it with students. 14 (31.8%) and 10 (22.7%) respondents respectively highly agreed and agreed that some non-teaching staff members don't master the English language, and they are frightened to use it with students. On the other hand, 9 (20.5%) and 11 (25.0%) respondents respectively disagreed and highly disagreed that some non-teaching staff members don't master the English language, and they are frightened to use it with students. 54.5% of the total respondents agreed that some non-teaching staff members don't master the English language, and they are frightened to use it with students. One respondent supported that this is challenge to him too.

He said, "Frankly speaking, I don't think using English at the campus is possible. All my studies were in French, and I studied English as a subject for some hours. I really don't master it, and almost all students are Kinyarwanda speakers; why using English?"

4.3.3 Students-related challenges affecting the use of English in co-curricular activities

This section provides information on the challenges faced by students that limit their ability to utilize English in co-curricular activities. Respondents were asked to identify whether or not they agreed with certain issues, including the need for co-curricular club members to work together to foster an atmosphere in which every student feels comfortable using English, the interest of students in joining clubs, and the degree of motivation and encouragement among students.

Figure 8: Students-related challenges affecting the use of English in co-curricular activities



Source: Primary data 2023

This chart illustrates students-related challenges that affect the use of English in co-curricular activities. First, the researcher asked respondents to state their agreement on whether lack of co-operation among the members of the co-curricular clubs to create an environment where every student feels safe to use English. 12 (27.3%) and 19 (43.2%) respondents respectively highly agreed and agreed that inability of co-curricular club members to work together to foster a climate where every student feels comfortable using English. On the other hand, 9 (20.4%) and 4 (9.1%) respondents respectively disagreed and highly disagreed that there is lack of co-operation among the members of the co-curricular clubs to create an environment where every student feels safe to use English. 70.5% of the total respondents agreed that there is lack of cooperation among co-curricular club members to foster a climate where each student feels comfortable using English.

Second, the researcher requested respondents to state their agreement on whether there is less interest of students to participate in co-curricular clubs. 7 (15.8%) and 19 (43.2%) respondents respectively highly agreed and agreed that less students are interested in joining co-curricular clubs. In contrast, 9 (20.5%) and 9 (20.5%) respondents respectively disagreed and highly disagreed that there is less interest of students to participate in co-curricular clubs. Students are less motivated to join co-curricular clubs as it was agreed by 59% of the total respondents. Interviewed respondents showed that a big number of students are not interested in club activities.

One said, "With the new technologies, many students are always busy on WhatsApp, Instagram, LinkedIn and other social media platforms. They really don't have time for clubs and associations. It is easy to find them at campus using wireless internet than finding them debating with their classmates."

Third, the researcher invited respondents to state their agreement on whether there is students' low level of encouragement and motivation. 11 (25.0%) and

19 (43.2%) respondents respectively highly agreed and agreed that there is students' low level of encouragement and motivation. Contrariwise, 6 (13.6%) and 8 (18.2%) respondents respectively disagreed and highly disagreed that there is students' low level of encouragement and motivation. 68.2% of the total respondents agreed that there is students' low level of encouragement and motivation vis a vis co-curricular clubs.

4.4 Findings from document analysis and observation

Co-curricular clubs that were sampled during this study were visited on various occasions for observation and document analysis. The researcher used the non-participant and direct approach to observe the clubs and associations under the study. The activities that were observed included discussions, oral presentations, speech delivery and debates of clubs and associations' members. The researcher found that the clubs lack necessary materials that they need to carry out their daily activities. The attendance and participation of members varies depending on members' availability. This has an impact on the clubs expected results in relation to the improvement of public speaking skills as they are sometimes obliged to postpone or redo the same activity.

The findings of the observation were confirmed by the analysis of documents. Monthly, termly and annual reports demonstrated that inconsistent participation of members, lack of commitment from some members and time constraints hinder clubs and associations' achievements and completion of set activities.

4.5 Discussion and Interpretation of findings

This section consists of responses from different respondents compared with opinions of authors from the review of literature in this dissertation. The discussion is based upon the research objectives and research questions that guided the present study.

Results from questionnaires demonstrated that members of clubs are aware that activities like debates and speech delivery promote public speaking skills with 88.7% and 77.5 % of the respondents respectively confirming it. This is in

congruence with what Uwababyeyi et al. (2021) stated that the ability to speak or express ideas gives the speaker the opportunity to speak fluently and effectively in most formal and casual conversations about practical, social, and professional themes. They also support the ideas of Chakraborty & Roy (2021), Hsu (2013), Al-Tamimi (2014) who emphasised the importance of debates and other public in the development of public speaking skills.

Results also demonstrated that co-curricular activities help students improve public speaking components like their abilities to interact with an audience with 84.1%, boosting their confidence in public speaking with 84.1%, developing their ability to use body language to enhance their verbal delivery with 81.8% and learning how to manage their nerves with 77.2%. This is beneficial to co-curricular clubs members as the effective use of public speaking will bring great benefits to them as students or in their future careers both in terms of informing people correctly and guiding them (Bilgin, 2022). This is in congruence with Al-Tamimi's thoughts (2014) who puts that out-of-class activities enhance public speaking skills that are important for their future careers.

Though co-curricular activities are of the utmost importance to members of the clubs, they are aware that there are challenges that hinder their implementation and negatively affect the use of English to promote public speaking skills. These challenges include high teaching workloads of lecturers that affect their participation in co-curricular clubs with 72.3%, co-curricular club members' failure to work together to foster an atmosphere where every student feels comfortable using English with 70.5%, lack of monitoring and supervision on co-curricular activities with 70.4% and lack of commitment from higher bodies to stick to the use of English in out-of-class activities with 68.2%. This is in line with Yirgalem (2019), Sami & Irfan (2020), Uwababyeyi, et al., (2021) who put that various challenges limit opportunities to practice public speaking skills in English outside the classroom. This is mainly caused by a non-conductive

environment in the context where Kinyarwanda, the mother tongue, takes the lead in many activities. These challenges limit students to benefit from co-curricular activities and develop as Storey (2010) indicated that participation in co-curricular activities is seen as one of many techniques to assist students in achieving their academic goals and institutional learning outcomes.

4.6 Conclusion

This chapter included the analysis and interpretation of information received from the survey given to co-curricular club members, data from interviews with chosen members of the teaching and administrative staff, and document analysis. It also presented findings from document analysis and observation as well as the discussion and interpretation of findings.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a concise summary of the study's findings on Honing of University of Rwanda's Public Speaking Skills through Co-Curricular Activities with an emphasis on Practices and Challenges at Nyagatare Campus. The major findings from chapter four are clarified by respondents' responses, which also verify whether or not the results of the questionnaire and semi-structured interview address the research's objectives and questions provided in chapter one. The summary is followed by conclusions and recommendations to the population of this study and other important stakeholders.

5.1 Summary of findings

This study's primary goal was to look into how using English outside of the classroom for curriculum-related activities enhances public speaking abilities among University of Rwanda students in general and Nyagatare campus in particular. The researcher tried to respond to the following major research questions in order to achieve this objective.

1. To what extent do co-curricular activities promote students' public speaking skills?
2. What are the public speaking skills qualities developed by students who use English in co-curricular activities?
3. Which challenges do students and/or staff face in using English in co-curricular activities to improve public speaking skills?

This research used a mixed method. Students members of co-curricular activities were chosen as the study's subjects through simple random sampling, whereas CLE staff and Student Welfare Unit staff were chosen through purposive sampling due to their roles in supporting clubs and the researcher's expectation that they could contribute more data to the study. Via means of a questionnaire, semi-structured interviews, and document analysis, data both

quantitative and qualitative were collected. Results obtained indicate the following:

The level at which co-curricular activities help students improve English public speaking skills

Co-curricular club members highly consider debating in English as an activity that helps improve their public speaking skills with 88.7% of the total respondents.

Numbers confirm that co-curricular club members highly confirmed delivering improvised and/or prepared speeches promote their public speaking skills with 77.5 % of the total respondents approving it.

Watching videos of native speakers using English in natural settings and discussing about what they say is very helpful with 77.2 % of the total respondents highly favouring it.

Public speaking skills components developed in co-curricular activities

Co-curricular clubs enhance their abilities to interact with an audience through presentations and individual or group conversations in small or large groups as it was confirmed by 84.1% of the total respondents.

As shown by 84.1% of the total respondents, members' abilities to plan speeches are improved by setting clear goals for each co-curricular activity and cooperating to attain them.

As indicated by 84.1% of the total respondents, giving club members roles in carrying out events boosts their confidence in public speaking.

Having turns speaking about different club activities helps members develop improved speech delivery with 81.8% of the total respondents.

As shown by 81.8%, opportunities to speak in front of both small and/or large audiences helps students develop their ability to use body language to enhance their verbal delivery.

77.2% of the total respondents agreed that participating in club events helps members learn how to manage their nerves, which they do when they have to discuss their ideas and/or successes for various clubs' activities.

Challenges that affect the use of English in co-curricular activities

a. University Policy related challenges that affect the use of English in co-curricular activities

There is lack of monitoring and supervision on co-curricular activities as it was responded by 70.4% of the total respondents.

There is lack of commitment from higher bodies to stick to the use of English in out-of-class activities as it was confirmed by 68.2% of the total respondents.

As shown by 63.7% that there is low awareness of students about the necessity of using English in co-curricular activities.

There is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities as this was confirmed by 63.6% of the total respondents.

As indicated by 61.4% of the total respondents, there is lack of budget to purchase materials and software that can help members use English in their everyday activities which is a challenge to the development of public speaking skills among members.

There is a challenge of low awareness of the University of Rwanda's language management scheme as it was responded by 59.1% of the total respondents.

The University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs as it was stated by 59.1% of the total respondents.

There is lack of co-curricular clubs own guiding manuals on the use of English in co-curricular activities as it was confirmed by 54.5% of the total respondents.

As indicated by 54.5% of the total respondents, there is a lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills and this act as a major hindrance to the development of members' public speaking abilities.

b. Staff-related challenges that affect the use of English in co-curricular activities

As indicated by 72.3% of the total respondents, high teaching workloads of lecturers affect their participation in co-curricular clubs.

As shown by 63.6% of the total respondents, teaching staff members do not perceive CCAs as part of their profession.

Some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students as it was confirmed by 59.1% the total respondents.

Some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message as it was established by 59% of the total respondents.

As indicated by 54.5% of the total respondents, some non-teaching staff members don't master the English language, and they frightened to use it with students.

Some teaching staff members are not willing to support students' co-curricular clubs as was responded by 52.3% of the total respondents.

c. Students-related challenges that affect the use of English in co-curricular activities

As shown by 70.5% of the total respondents, there is lack of co-operation among the members of the co-curricular clubs to create an environment where every student feels safe to use English.

As indicated by 68.2% of the total respondents, there is students' low level of encouragement and motivation vis a vis co-curricular clubs.

There is less interest of students to participate in co-curricular clubs as it was agreed by 59% of the total respondents.

5.2 Conclusions

This study's major goal was to find out how University of Rwanda students in general, and those at the Nyagatare campus in particular, might improve their public speaking skills by utilizing English in curriculum-related activities outside of the classroom. The researcher's findings led to the following conclusions:

Taking part in co-curricular activities like English debates, giving planned or impromptu speeches, and other similar activities can boost students' public speaking abilities. Students' public speaking abilities can also be greatly boosted by watching recordings of native English speakers speaking in context and then debating what they say.

By setting clear goals for each co-curricular activity and working together to achieve them, students who use English in co-curricular activities improve their ability to interact with an audience through presentations and individual or group conversations in small or large groups, their ability to plan speeches, and their confidence in public speaking.

Students who use English in co-curricular activities, such as taking turns talking about different club activities or speaking in front of both small and/or large audiences, improve their speech delivery, their ability to use body language to enhance their verbal communication, and their ability to control their nerves.

Lack of monitoring and guidance of co-curricular activities, a lack of commitment from higher bodies to uphold the use of English in co-curricular activities, a lack of student awareness of the importance of using English in co-curricular activities, and a weak co-curricular program management approach

at the campus make it difficult to monitor and guide the use of English in co-curricular activities, all of which are issues related to university policy.

The University of Rwanda's language management scheme is not well known, there are no incentives for clubs to participate in activities that promote the use of English in co-curricular programs, and co-curricular clubs lack their own guiding manuals on how to use English in co-curricular activities, among other challenges related to University Policy that affect the use of English in co-curricular activities.

The high teaching workloads of lecturers, the perception of some teaching staff members that co-curricular activities are not part of their profession, the comfort of speaking Kinyarwanda—their mother tongue—with students and finding no reason at all to use English, the belief that students are not proficient enough in the English language, and choosing to speak Kinyarwanda in order to help them under these circumstances are staff-related challenges that affect the use of English in co-curricular activities.

The use of English in co-curricular activities is impacted by student-related issues like the lack of cooperation among co-curricular club members to create an environment where every student feels safe using English, the lack of support and motivation for co-curricular clubs, and the lack of student interest in joining clubs.

5.3 Recommendations

From the research findings and the conclusions derived, the researcher would recommend the following:

- The Ministry of Education should provide policies that support co-curricular activities to promote public speaking skills.
- The University of Rwanda should support co-curricular clubs as they have proved to be of the utmost importance to the development of students in filling the gap in the use of the English language.

- The University of Rwanda should empower the Language Management Scheme so that it monitors the effective use of languages at the campuses.
- The University of Rwanda staff should help create an environment where students who strive to improve their English proficiency and public speaking skills particularly have opportunities to apply what they study in curricular subjects.
- Students' leaders should facilitate the creation and sustainability of co-curricular clubs as they have demonstrated to be effective in promoting students public speaking skills.
- Students should be active in clubs to improve their public speaking skills.

5.4 Suggested areas for Further Research

The goal of the study was to determine whether using English in curriculum-related activities outside of class promote University of Rwanda students' and those at the Nyagatare campus in particular's public speaking abilities and the challenges they face. The researcher suggested additional study in the following areas:

- i. Practices and challenges of co-curricular activities in promoting primary and secondary school students' public speaking skills
- ii. The contribution of curriculum-related activities to the application of speaking skills in schools
- iii. The role of co-curricular activities in students' success in curricular subjects

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APPENDICES

Appendix 1: Subject information sheet (for students)

UNIVERSITY OF RWANDA

Dear respondent,

This questionnaire was designed by a post graduate student to conduct a research on “ **Honing the University of Rwanda Students’ Public Speaking Skills through Co-Curricular Activities: Practices and Challenges at Nyagatare Campus** ”.

The purpose of this questionnaire is to collect data from your experience in co-curricular activities that you participate in at the University of Rwanda, Nyagatare Campus.

The quality of the research output will depend on the information you give. Therefore, the researcher politely requests you to give genuine information on the matter that you are requested. Hence, you are kindly requested to provide your response for all questions. Your responses will be kept confidential and used only for academic purpose.

KARENTERA Justin

A student in English with Education

APPENDIX II: QUESTIONNAIRE FILLED BY CO-CURRICULAR CLUB MEMBERS

General direction

- i. Don't write your name.
- ii. Please follow the instruction when filling the questionnaire.
- iii. Put a tick mark (√) corresponding to your selected responses.

Part I: Personal information

- 1. College of
- 2. Department of
- 3. Level: A. One B. Two C. Three D. Four E. Five
- 4. Sex A. male B. female
- 5. Age range you belong? A. 18-22 B. 23- 27 C. 28-35
D. 36-45 E. above 45

Part II. The level at which co-curricular activities help students improve English public speaking skills

You are kindly requested to show how these activities improve your public speaking by ticking any of ranges; 1 to 4. As you participate in co-curricular activities, to what extent do these activities help you improve your public speaking skills?

1: **Very high**, 2: **High**, 3: **Low**, 4: **Very low**

S/N	Items	1	2	3	4
1	Debating in English with other members on topics related to the co-curricular club's activities help in increasing public speaking confidence				
2	Delivering impromptu and/or prepared speeches to small and/or big groups aid in developing speech delivery				

3	Watching videos of native speakers using English in natural settings and discussing about what they say helps co-curricular club members overcome their nervousness of public speaking.				
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Part III. Public speaking components developed in co-curricular activities

4. You are kindly requested to show your level of feelings by ticking any of ranges; 1 to 4. What are the language skills that you improve when you use English in co-curricular activities?

1: **Highly disagree**, 2: **Disagree**, 3: **Agree**, 4: **Highly agree**

S/N	Items	1	2	3	4
1	Having turns to speak about various club activities develops members' speech delivery.				
2	Setting clear goals for each co-curricular activity and working together to achieve them sharpens members' speech planning skills.				
3	Being given roles in the execution of activities increases the public speaking confidence of club members.				
4	Having opportunities to speak before a small and/ or big audience help students learn how to effectively use body language to support their verbal communication.				
5	Individual and/or group discussions and presentations in small and/or big groups help students gain the quality of engaging with the audience.				
6	Participating in club activities contributes to members being able to cope with nervousness, and this is achieved by members of clubs when they have to talk about their plans and/or achievements of different clubs' activities.				

Part IV. Challenges that affect the use of English in co-curricular activities

The following are the major challenges that affect the use of English in co-curricular activities. Please rate them in order of their level by putting "√" according to your feelings about each challenge.

Strongly Agree = 4, Agree = 3, Disagree = 2, strongly disagree = 1

S/N	Items	4	3	2	1
I	University Policy related factors				
1	Low awareness of the University's language management scheme				
2	Lack of commitment from higher bodies to stick to the use of English in out-of-class activities.				
3	There is low awareness of students about the necessity of using English in co-curricular activities.				
4	There is a weak co-curricular program management approach at the campus which makes it difficult to monitor and guide them on the use of English in their everyday activities				
5	Lack of clubs own guiding manuals on the use of English in co-curricular activities.				
6	Lack of budget to purchase materials and software that can help members use English in their everyday activities.				
7	The University doesn't incentivize clubs' activities that promote the use of English in co-curricular programs.				
8	There is lack of facilities at the campus for exercising co-curricular activities that sharpen students' speaking skills.				
9	Lack of monitoring and supervision on CCAs				
II	Academic Staff Related Factors				

1	Some teaching staff members are not willing to support students' co-curricular clubs				
2	High teaching workloads of lecturers affect their participation in co-curricular clubs				
3	Teaching staff members do not perceive CCAs as part of their profession				
III	Non-Academic Staff Related Factors				
1	Some non-teaching staff members feel comfortable using their mother tongue with students, and find no reason whatsoever to why they should use English with students.				
2	Some non-teaching staff have beliefs that students are not good at the English language, and decide to use Kinyarwanda in order to help them understand the message.				
3	Some non-teaching staff members don't master the English language, and they frightened to use it with students.				
IV	Students Related Factors				
1	Lack of co-operation among the members of the co-curricular clubs to create an environment where every student feels safe to use English.				
2	Less interest of students to participate in co-curricular clubs				
3	Low level of encouragement and motivation				

APPENDIX III. Interview Guide for selected teaching and administrative staff members

UNIVERSITY OF RWANDA

COLLEGE OF _____

SCHOOL OF _____

DEPARTMENT OF _____

Date _____

Name of interviewer _____

Name of interviewee _____

Starting time _____

Time of the end of the interview _____

Introduction: Greeting!!! My name is KARENGERA Justin. I am doing a research on **“Honing the University of Rwanda Students’ Public Speaking Skills through Co-Curricular Activities: Practices and Challenges at Nyagatare Campus”**. Therefore, your honest and genuine participation by responding to the questions prepared is highly appreciated and credited.

Q 1 Tick (√) your corresponding age range.

- a. 25– 30 years ()
- b. 31 - 40 years ()
- c. 41 - 50 years ()
- d. 51- 60 years ()
- e. 61 and more years ()

Q 2 Tick (√) your gender.

a. Male ()

b. Female ()

Q 3 Tick (√) nationality

Rwanda ()

Another country ()

Q 4 Tick (√) your highest qualifications?

a) Bachelor's degree ()

b) Master's Degree ()

c) PhD ()

Q 5 Tick (√) your experience of working in Higher learning Institutions

a) Less than 1 year ()

b) Between 1-5 years ()

c) Between 6- 10 years ()

d. More than 10 years ()

1. How do activities done by students in co-curricular activities improve their public speaking skills levels?
2. In what way do different activities performed in co-curricular clubs enhance students' speaking skills?
3. To what extent do co-curricular activities increase students' public speaking confidence?
4. How do various activities that students participate in co-curricular clubs upsurge their speech delivery capacity?

5. How do activities done by students in co-curricular activities help them cope with nervousness?
6. What are the overall benefits/advantages/opportunities students who participate in co-curricular activities have compared to those who don't participate?
7. Based on your view, what are the prominent challenges, hindering the use of English in co-curricular activities at the campus?

APPENDIX IV: ETHICAL CLEARANCE AUTHORISATION



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION OFFICE

Rukara, 20th December 2022
Ref: 03/DRI-CE/153/ EN/gi/2022



Mr Justin KARENTERA
Reg. Num: 219016044
Student at Masters of Education – English Education
UR- College of Education

ETHICAL CLEARANCE FOR YOUR RESEARCH

Following your application for research clearance for your research entitled: “**The role of co-curricular activities in honing the University of Rwanda’s Nyagatare campus students’ public speaking skills: practices and challenges,**”

Having reviewed your application and being satisfied with your protocol (research topic, data collection schedule, and informed consent), your study is ethically acceptable. This ethical clearance shall last for six months (6 months); and is renewable upon request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Kindly note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your research report.

We wish you success in your study.



Assoc. Prof. Eugene NDABAGA
Chairperson, UR-CE RSEC-C
Director of Research and Innovation Unit
Tel.: 250788308862
Email: ndabagav@yahoo.ic
UR-College of Education

Cc:

- The Principal,
- Assoc. Prof. Epimaque Niyibizi, Supervisor

APPENDIX V: RESEARCH RECOMMENDATION LETTER



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION OFFICE

Rukara, 20th December 2022
Ref: 03/DRI-CE/154/ EN/gi/2022

Re: Research recommendation for Mr Justin KARENTERA

To whom it may concern,

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce **Mr Justin Karengera**, a post-graduate student at the School of Education, UR-CE. **Mr Karengera** is writing his thesis entitled: **“The role of co-curricular activities in honing the University of Rwanda’s Nyagatare campus students’ public speaking skills: practices and challenges;”** to complete his Master of Education in English Education. This research will involve the student-members of Co-Curricular Clubs at Nyagatare Campus. Therefore, we kindly request you facilitate him to collect data for his study.

We thank you in advance for the support & Cooperation you will accord him in this research.

Yours sincerely,



Assoc. Prof. Eugene NDABAGAV
Director of Research and Innovation Unit
Tel.: 250788308862
Email: ndabagav@yahoo.ie
UR-College of Education

Cc:

- The Principal,
- Dr Philothere Ntawiha, Supervisor