Practices and Challenges of Extra or Co-Curricular Activities in Government Primary Schools of Sheno and Hamus-Gebeya Towns of North Shewa Zone Oromia Region.

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June, 2018
Addis Ababa
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A THESIS SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN CURRICULUM DEVELOPMENT AND INSTRUCTION

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June, 2018
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ACKNOWLEDGEMENTS

First and for most I would like to extend my genuine gratitude to my advisor, Dr. Meseret Assefa for his brotherly and professional orientation and subsequent advice and suggestion that benefited me a lot in the course of the study.

I am also grateful to the heads and all the teaching staff of Sheno No.1 and No.2 Primary Schools, Karl Primary School, and Zengo Primary School who helped me hugely in arranging things I needed while I was gathering the research data. I also need my heartily respect to reach to all students of the above mentioned schools who without any hesitation sacrificed their precious time in filling questionnaires and in actively involving in FGD.

At last I would like to express my indebtedness to Dugasa, Buzayehu, and Abera Abdisa for their relentless support in translating the students’ questionnaire into ‘Afan’ Oromo and giving me useful suggestions in refining the items of the pilot tested questionnaire. Their support in facilitating FGD with ‘Afan’ Oromo speaking students and avoiding communication barrier that was to occur otherwise in other moments too was worth mentioning.
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ACRONYMS

CCAs: Co-Curricular Activities.
CFS: Child Friendly Schools.
ECAs: Extracurricular Activities.
ESDP: Education Sector Development Plan.
ERI-Net: Educational Research Institute Network
GEQIP: General Education Quality Improvement Package.
MDG: Millennium Development Goals.
MOE: Ministry of Education
NCCA: National Council for Curriculum and Assessment
PTA: Parent Teacher Association
PE: Physical Education
Q & A: Question and Answer
REB: Regional Education Bureau
SIP: School Improvement Program
ABSTRACT

This study was carried out in the intention of assessment of the current practices, problems and challenges of extra or co-curricular activities in the second cycle of government primary schools located in Sheno and Hamus-Gebeya towns in North Shewa, Oromia Region where varied kinds of communities both in them and neighboring rural ‘kebeles’ are being served. The research design that was actually applied is one of a descriptive kind and in the study were employed basic mechanisms and principles of mixed research. To this effect a range of data were secured by administration of questionnaires to students and teachers, conducting interviews and FGD and holding physical school observation in which also was included review and investigation of documents and related material resources. The students’ samples were selected randomly using a lottery method and a total of 134 individuals some of them are teachers and school principals were directly involved as data providers. The research findings pointed out that most of the problems and challenges of ECAs or CCAs in the schools targeted are strongly linked to weak school administration which is manifested in the form of school principals’ incompetence to manage activities based on a comprehensive plan that looks into each and every activity in perspective. Teachers also shared the deficiency exhibited on the side of the school principals which displays itself by lack of motivation and especial interest to participate and effectively lead ECAs or CCAs by taking them as essential part of the teaching learning process. It was also evident that most of the schools were poorly organized by the necessary facilities, equipment, and some basic materials which foster the operation of extra or co-curricular club activities. The students in their part have had problems of significant lack of awareness of the essence and significance of ECAs or CCAs to their learning and development. Generally the condition of ECAs or CCAs in the schools was not pleasurable to anybody including students in particular and the schools’ community in general. As recommendation the government in general and schools in particular should make revision of their positions actually reflected in the running of school extra or co-curricular programs. Schools’ administrative structure is better if revised in such a way that due emphasis can be given to the management and running of ECAs or CCAs. Schools should be made to at least fulfil the minimum requirement that will enable them to run as many ECAs or CCAs as effectively and smoothly as possible. The measures should also include allocation of government finances which are clearly earmarked to the running of ECAs or CCAs among others.
CHAPTER ONE

INTRODUCTION

In this section background of the study, statement of the problem, objectives of the study, research questions, delimitation of the study, limitation of the study, significance of the study, and operational definition of related terms are presented.

1.1. Background of the Study

A discussion about learning and developmental experiences of students in formal institutions will be meaningful if treated under the platform of a concept known as curriculum. Educationalists and education philosophers define the term curriculum in their own perspectives. The Netherlands institution for curriculum development (2009) citing Hilda Taba in a document entitled “Curriculum in Development” is found having used the definition “curriculum is a plan for learning”. The meaning may refer to some kind of document used as a blue print to guide the learning of students. On the other hand UNICEF (2000, p.10) in a manual entitled “Curriculum Report Card” used the definition “what happens to students (because of direct and indirect actions of schools) within the context of schooling and for which schools can be held accountable” to describe curriculum. Therefore curriculum can be viewed as planned composite effort by schools to help and foster the learning and development of students. On the other hand it is clear that educational aims and goals cannot succeed in full unless other experiences and activities which cannot be addressed well with the more predominant program known as the formal curriculum or the curriculum as in the way usually indicated are accommodated properly in the education provision of schools. The idea brings a discussion about another much related issue on the table, i.e., the concept of co-curricular or extracurricular activities.

In a textual discussion in www.gyanunlimited, it is shown that “co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school-i.e, experiences that are connected to or mirror the academic curriculum.” Mostly co-curricular activities differ typically from curricular or
academic programs in that, for example, they are ungraded, are not accompanied by academic credit, may take place outside of school or after regular school hours, and they may be operated by outside organizations.

Traditionally extracurricular activities are conceived as those activities which usually do not extend from academic curriculum but are an integral part of the educational environment. Now a days, the distinction between co-curricular and extracurricular activities is becoming so vague; what is taken as co-curricular in one area might be seen as extracurricular in other area or school.

It is also very common to observe these two seemingly different names being used interchangeably in many documents.

Even though extracurricular activities, ECAs or co-curricular activities, CCAs are viewed as extensions of the formal curriculum that schools deal with, their significance in enriching and supplementing it is not questioned. That is why educational institutions have increasingly become more and more interested in organizing and running a range of these activities. They are observed promoting and empowering their students to be active participants and owners of these extra or co-curricular arrangements.

Since education is about changing the behavior patterns of people, schools need to assess every opportunity which helps foster their duty of actualizing positive and long lasting changes in the behavior of their students. The press, the travels, the club, the nature, both formally and informally may serve as media for educating the child. The issue is a matter of holistic development of children in schools. A holistic development is long-term personal changes that have multiple sources and multiple effects. The education and training policy of FDRE (1994) in its part underlines the role of education in enabling pupils to an all-round participation in development process. A holistic education is that which capacitates and prepares students for lifelong learning as shown in the preface of a document by the Ministry of Education of Singapore (2011). When education becomes holistic, children would be able to discover their strengths, especial interests, and talents. Not all learning takes place in the class room as much of it occurs at home, on sports field, museums, and so forth/non-formal learning/, and sometimes implicitly and effortlessly/informal learning/. Schools need to have a system for the provision of varied opportunities with which children can acquire educative experiences in all the informal
ways which come into being by their own efforts or by use of that which is arranged by the teachers, parents and the schools’ management in addition to what is officially undertaken to deliver the formal curricular programs. Curriculum needs to be extended beyond an emphasis on acquiring fact-based knowledge to include skills, attitudes, and values.

MOE of the FDRE,(2009, pp.1-2) in a Curriculum Frame Work for General Education, places a set of elements of vision for general education which is an aspiration to see the young people having become: “informed decision makers, democratic and tolerant, capable of adapting to a changing world” among many others. These developmental changes cannot be true only through the usual formal process of teaching and learning unless supportive programs which ensure maximum involvement of the students in a real life-like environment are in place. It seems based on this not on that the Ministry of Education of Singapore by the title “Primary School Education: preparing your child for tomorrow”, stipulates that CCAs are an integral part of students’ holistic education. The position held is that curriculum goes beyond “official statements of intention” (Shulruf, 2011, p.21). It is what is presented to the students in the form of concrete experience with regard to the situation of the school that matters, be it directly or indirectly.

According to a document released on: www.gyanunlimited.com, co-curricular programmes were common in various ancient civilizations and it was mentioned that “wrestling, cooking, singing, playing, and magic, etc.,” had been prominent activities during this period. Since these days a wide range of extra or co-curricular activities have proliferated in almost all schools of countries of the world.

One of the attributes of good school, Tooley and Howes (1999) cited in Khan and Iqbal (2014) is its commitment and performance in substantiating extra or co-curricular activities like sports, the arts, voluntary activities and after-school activities. The Education and Training Policy of Ethiopia, ETP (1994) also coined that education must equip pupils with the knowledge, skills and values essential in raising their practical concern in protecting and conserving the environment by “diffusing science and technology” into the society. Thus if educational provision is not capable of preparing continually developing successive generation who is able enough to solve personal and societal problems, it is a wastage.
Many global issues requiring actions to urgently transform the attitude of the school age population have to make use of suitable school-based formal, informal and non-formal courses of actions harmoniously. Similarly ESDP IV of MOE of the FDRE (2010) suggests the use of clubs in the fight against HIV/AIDS and to protect environmental degradation which are two distinct problems of priority as cross-cutting programs. In most documents by the ministry of education of Ethiopia, there is a tendency to connect the function of extra or co-curricular activities only with cross-cutting issues, like gender, civic and ethical education, HIV/AIDS and drugs and substances abuse.

They do not highlight the crucial role of ECAs or CCAs for an all-round educational and personality development of students.

Co- or extracurricular programs can be run as effectively in primary schools as in secondary schools or higher institutions; what is important is to take the actual context of the schools into account. Each school is a unique organization with a distinctive character, tradition and culture, and a particular set of values and priorities.

Report of a case study conducted in selected primary schools of Ethiopia by UNICEF (2010) revealed that generally students had not been satisfied with the type and practice of extra or co-curricular activities in their respective schools. Although it has become very long since this report was released, studies done following UNICEF’s report as well do not show any improvement in the state of extra or co-curricular activities in schools.

Though is true that a number of research studies were done with respect to the nature, functioning and effect of extra or co-curricular activities on the academic achievements of students, most of them focused on the case of secondary and preparatory schools.

The researches by Rahel in 2012, Demes in 2014, Mekonnen in 2015, and Kenenisa in 2016 are among the works which focused on the practices of ECAs or CCAs in secondary and preparatory schools. All made it clear that our schools have quite a lot of problems and limitations in their capacity and readiness to implement co-curricular or extracurricular activities to an extent that maximizes the satisfaction of students.

The need to have up to date knowledge of the state of extra or co-curricular activities, particularly in primary schools necessitates the current study. Besides, primary education is where most of the character, values, and interests of children start to get shape.
Hence the purpose of this study is determining and vividly showing currently existing practices and challenges of extra or co-curricular activities in second cycle government primary schools.

1.2. Statement of the Problem

As outlined in documents published by UNESCO-IBE (2006/07) and MOE (2009, p.13), the goal of primary education in Ethiopia is to offer basic and general education to pupils in order to prepare them for further general education and training. The ESDP-IV (2010, p.8) document also coined in black and white that “students’ at all levels are expected to acquire the competencies, skills, values and attitudes enabling them to participate fully in the social, economic, and political development of Ethiopia.” The primary curriculum has special interest in making pupils problem solvers and more productive members of the community respecting human rights and democratic values. The publication by UNESCO-IBE further disclosed that curriculum in the upper primary cycle of Ethiopia’s education system emphasizes the contents: awareness of cultural heritages, development of sense of equality, cooperation and tolerance, fostering love of one’s people and patriotism, familiarizing students with the values, culture and mechanisms of democratic governance and forming basic moral and ethical uprightness. These contents are very much about character building and inculcation of values and cultural assets that in general, the country kept them for thousands of years. Obviously, such contents and learning experiences cannot be dealt with successfully unless informal or non-formal programs are integrated with that of the officially prescribed ones.

Ensuring quality education will remain to be simple rhetoric without acting properly in the imparting of non-academic skills to students which mainly requires a focus on non-curricular programs that are well suited to the particular context of the schools and the core curriculum. It is important to note that the goal of educating the child is by far wider than his or her cognitive development.

That is why the Global Monitoring Report on quality of education (UNESCO, 2005, p.28) used “creative, emotional and social development” as indicators of quality learning. Informal and non-academic programs of education normally show off themselves in the form and formats of extra or co-curricular activities. Thus they need particular attention
and should be treated as key tools for imparting life skills and in unleashing learners’ deep rooted potential. It is also good to note that one of the key competencies in the curriculum framework for general education of Ethiopia is ‘participation and contribution.’ Extra or co-curricular clubs provide the forum where children, youth, teachers and other members of the community discuss important development issues, share experiences, find solutions, promote child rights and encourage stakeholders to effectively discharge their responsibilities towards the best communal interest. Extra or co-curricular activities are one of the attributes of child friendly schools. The establishment of CFS is a practice to make schools safe, secure, and comfortable for learning and all round development so that children would feel free to express their views and to act and involve in a range of school matters. The contribution of realizing child friendly schools so as to foster the learning and developmental achievements of school children is also emphasized in ESDP-IV and ESDP-V policy documents of the ministry of education of Ethiopia. The whole notion in the discussion made here above is about the crucial need of duly promoting extra or co-curricular activities. One feature of child friendly schools is that they work hard to ensure access to quality education to all children regardless of their difference. Promoting and helping students’ associations and co-curricular clubs are among current interventions to support the equitable and inclusive development of schools, (UNGEI, 2010).

It is clearly stipulated in Ethiopia’s ESDP documents that the right to demand and get quality education encompasses the right to meaningfully be involved in extra or co-curricular programs and interventions without any discrimination whatsoever. Every child should have access to extra or co-curricular activities. Neither disability nor any other especial educational need can distance away children from proper involvement in school programs as discussed beautifully by Winter and Raw (2010) in their literature review that is related to inclusive education for children with special educational needs. Siraj Abdulkadir (2011), and Manas and Yadesa Berbada (2012) observed that most schools had not been properly supporting and promoting co-curricular activities and their contribution to the all-round development of students.

All the discussions so far made based on reviews of available literatures and governmental documents reveal how crucial the issue of the management and
Implementation of extra or co-curricular activities is as one of the key components of schools’ educational endeavor.

When one looks into research studies conducted by domestic researchers and graduates of master’s program, it happens that they are not as such interested in the study of the status of ECAs or CCAs in primary schools. Most of the studies were done based on the conditions existing in secondary schools including the preparatory level. Yet the findings and conclusions of these latter studies can actually be used to imagine the state of the practices of CCAs in primary schools. Therefore one does not dare to expect better performance in primary schools as compared to secondary schools.

There is also a general understanding that the state of ECAs or CCAs becomes worse as one goes farther from cities and bigger towns like those representing zonal administrations.

The researcher was also well aware of the fact that most government primary schools of the country are known to be struggling with problems of shortage of quality academic and non-academic personnel, finance and facility, poor school-community partnership and many others according to the few researches so far conducted in the area and actual personal experiences. In addition to this Demes (2014) and Kenenisa (2016) both reported that teachers’ work load and students’ being busy in works at home are among the many problems schools are confronted with to run CCAs properly and effectively.

The researcher has doubt in these two problems’ being reality on the ground and their being powerful enough to significantly affect the operation of CCAs. Besides, whether or not parents have been influencing the implementation of ECAs or CCAs had not been properly observed in most local studies.

Recently it happened that school age children had been engaging in mass violence and community unrests which hurt both them and the school facilities besides damaging the teaching-learning process. Primary school children too were prone to the effect of such problems.

Such incidences call for proper attention to ECAs or CCAs as they are capable of building and improving rationality and decision making thus by keeping teenagers and adolescents from doing harm both upon themselves and others.
The researcher as a member of the community has serious concern on the adequacy of our schools’ performances and stance in helping create a kind of young generation having an all-round personality by exhaustively manipulating every opportunity, the formal and the non-formal. I especially feel that the role of extra or co-curricular club activities and related arrangements in shaping the behavior of children has been highly underestimated, particularly at primary levels.

In line with this the researcher strongly believes that it is high time to go through what has been currently going on regarding ECAs or CCAs and at least have some kind of big but general picture of the practices and challenges of their management and implementation.

It is only if the state of currently existing ECAs or CCAs is sufficiently determined that policy and program intervention recommendations can be forwarded.

The researcher thus made use of descriptive research strategy which aimed at determining the existing situation with respect to the practices and challenges of ECAs or CCAs based on data obtained from all government primary schools existing in “Sheno” and “Hamus Gebeya” towns of North Shewa, Oromia Regional State.

Before the study was turned into action the following basic questions had been formulated based on the knowledge acquired from literature reviews and the research title:-

1. What is the current organizational and administrative status of ECAs and CCAs?
2. How effectively do school principals, teachers, and parents support and monitor ECAs or CCAs?
3. To what extent do schools work to involve students at maximum in extra or co-curricular activities management and coordination?
4. What are the major problems and challenges in the practices of management and running of ECAs or CCAs?
1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to assess the current practices and challenges of extra or co-curricular activities in upper primary government schools existing in “Sheno” and “Hamus Gebeya” towns of North Shewa, Oromia Regional State.

1.3.2. Specific Objectives

The study has the following specific objectives:

1. To check out and highlight the nature and practices of the management and organization of extra and co-curricular activities
2. To clearly show how school principals, teachers, and parents support and closely follow extra and co-curricular activities
3. To discover the degree of actual engagement of students in the managerial duties of extra and co-curricular activities
4. To identify the major problems and challenges schools are confronted with in the effort to manage and run extra or co-curricular programs/activities.

1.4. Delimitation of the Study

The study confined itself in identifying the state of the practices of the management and implementation of co-curricular activities in second cycle government primary schools of “Sheno and Hamus-Gebeya” towns of North Shewa, Oromia Regional State. The condition of extra or co-curricular activities in neighboring out of town schools were not considered since it was thought that as sufficient data as required for the research purpose might not be available there in addition to the extra administrative cost and inconvenience it surely entails. The researcher also believes that the study of the practices and challenges of extra or co-curricular activities in the neighboring out of town schools is better conducted in its own. Although some descriptive statistical measures like percentage, mean and standard deviation have been used to analyze the data, the overall analyses have not involved rigorous statistical methods.
1.5. Limitation of the Study

The fact that the research had to be conducted in government primary schools of Oromia region and that the researcher is unable to communicate with ‘Afan’ Oromo compelled the researcher to limit the research area in towns where there are schools in which teaching-learning is held both in Amharic and ‘Afan’ Oromo. Actually co-workers communicating in ‘Afan’ Oromo were used. Consequently the situation led to use of non-probability sampling techniques to decide the schools and the target area for the research which as a result made the researcher employ availability sampling approach while deciding the schools at which the study was held. Shortage of time was also a serious problem. There was also scarcity of domestic literature on ECAs or CCAs which focused on primary schools; as a result most of the literatures reviewed were those done depending on the case of secondary and preparatory schools. Finding local journals of articles and books, which generally and sufficiently are focusing on ECAs or CCAs, was also another problem. Despite these problems, the researcher was working so diligently to significantly lower their effects on the research.

1.6. Significance of the Study

As explained in the review of related literature extra or co-curricular activities are essential not only for the holistic development of the child but also for an enhanced fulfilment of curricular objectives. Thus, undertaking a research study concerning the practices and challenges of extra or co-curricular activities is essential if genuine improvement in the quality of teaching and learning is to be realized. Therefore the study has the following major significances:

- It provides useful feedback to teachers, school principals and cluster supervisors, parents, governmental and non-governmental bodies and organizations regarding the state and status of extra or co-curricular activities in government primary schools found particularly in small towns farther from cities;
- The results of the study will serve as important input of data for related studies which may in the future be conducted by other researchers;
- The findings and recommendations compiled will attract the governments’ and any other concerned groups’ and bodies’ attention to act urgently so as to promote the efficiency and effectiveness of extra or co-curricular activities.

1.7. Operational Definitions

The following are operational descriptions of certain terms or phrases that are encountered while going through the research report which are somehow likely to be misinterpreted.

Child friendly schools: are schools with suitable physical, psychological, human, and material environment necessary for the child to enjoy safe and effective learning.

Co-curricular activities: activities which are extensions of classroom academic programs that schools officially recognize and support and in which the students are the prime actors. They are club and non-club activities.

Cross-cutting issues: serious social, cultural, development, etc., issues that are the concerns and responsibility of more than one organization, group or program.

Holistic development: behavior or personality development of a child in its entirety: skill, physical, mental, and emotional.

Inclusion: a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, by ensuring that conditions and provisions are not discriminatory.

Kebele: community based administration just below district/woreda/ level governmental administration.

Off-club students: students having no official membership or participation in school clubs

Woreda: a district level governmental administration just below zonal administration.
CHAPTER TWO

REVIEW of RELATED LITERATURE

2.1. Co-curricular Activities: A Theoretical Perspective

Education is a means for balanced all-round harmonious development of personality i.e. the body, the mind, and the spirit. Educating children of any age level is not an easy task; they are not only taught literacy and numeracy or the basics of academic subjects. Personality and basic skills development occupy the top position in the task. When viewed this way the child is in need of provision of varied school experiences other than the ordinary classroom undertakings which can be experimented and applied in the real environment. The non-prescribed curriculum is almost as equally important as the prescribed one when weighed in its contribution to the personality and skills development of the children. One of the manifestations of these non-prescribed curriculums is the extra or co-curriculum.

The general guide line of CCAs by MoE (2005) shows that, based on their organizational nature CCAs can be categorized into clubs and non-clubs. Clubs are activities organized in the form of association, usually have a leader, executive committee, members, rule and regulation and entrance fee. Clubs also have different varieties such as clubs related to classroom subject (chemistry, biology and so on), service clubs (library, postal service, red-cross, and mini-media), clubs related to self-governance (boy-scout, girls guide movement) and career and talent related clubs (future teacher, journalist, and nurse). Non-club activities are activities organized permanently or temporarily and have no similarity in organization with clubs, such activities are publication, social activities, flag ceremony, social service, holidays, uniform speech and forum.

A guide line of extracurricular activities issued by Hong Kong’s Education Bureau (1992), classifies extra-curricular clubs as academic, sports, art, interest and social services.

Mekonnen (2015), in his literature review provided us with the following list of club and non-club co-curricular activities which are common in most government secondary schools of Ethiopia: science & technology, language, environmental protection, mini-
media, sport, anti HIV/AIDS, girls club, students’ parliament, library, question and answer, charity, civic and ethical education, red cross, etc., have been categorized as club CCAs whereas 1 to 5 group net working, school sanitation, peer tutorial programs, wearing uniform, flag / line-up / ceremony, etc., have been identified as non-club CCAs. Both groupings are mutually supportive and are logically sound. The nature and types of the extra or co-curricular activities are determined by the school’s ethos, social, cultural, economic, and political motives and priorities of the government or the public among many others. The Ministry of Education of Nepal (1997, p 35) as cited by Demes (2014) divides co-curricular activities, CCAs, as “club and non-club activities”. It is obvious that there is more or less a common understanding on the concept of and organization of co- or extracurricular activities by different groups and countries.

A UNICEF (2000) document released on issue of quality of education at its preface described education as “a complex system embedded in a political, cultural and economic context.” Stretching the idea further, the document indicated the vital place the provision of ‘extracurricular activities’ in schools have in promoting quality school environment. Education’s personal and communal gains are enormous and are achieved in every walks of life; with in schools or outside as well as formal or informal. UNESCO (2006) citing the Beijing Declaration and Platform elucidates that culturally and linguistically appropriate education for particularly groups who are socially marginalized is better addressed by the help of traditional media which make use of story-telling, drama, poetry and songs. The document also emphasizes the use of study trips and visits to sites and monuments and productive activities that are linked to the community’s social, cultural and economic needs. Consequently the curriculum for educating the child should be sufficiently comprehensive and schools are centers for social and cultural activities besides those that facilitate cognitive and skill development.

Schools therefore shoulder the complex task of carrying out implementation of the official curriculum and the running of extra or co-curricular and other concurrent activities. The schools do have good cause in doing so. They had become well aware of the fact that the development of balanced and all-round personality upon the pupils cannot be true with the exclusion of the classroom academic activities from non-academic practical tasks and relevant experiences.
A co-curricular activity as Paul and Baskey (2012, p.2) is “a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum related learning and character building experiences.” Paul and Baskey further pointed that the activities usually take place “on or off school premises.” The descriptions given by the two men imply that they are activities outside of the core curriculum but are or can be related with them in different degrees and forms. The entire discussions about the necessity of comprehensive school curriculum that embraces conscious utilization of co- and extracurricular activities have underscored that they should not be performed in disguise. The schools must have good knowledge of every learning experience and opportunity presented to the child, whether formal, non-formal or informal since they are liable to public accountability. The activities must not be viewed as appendage to the official curriculum; rather as its crucial component.

It is generally agreed that curricular and non-curricular experiences and activities take the larger share of the students’ opportunity to learn and develop in an all-round ways. Learning as described by Bragg and Manchester (2011, p.9) citing Jeffery and Woods is “a social activity rather than an individual enterprise”. The social nature of learning is immensely more important and it outshines when the learning endeavor involves informal or non-formal platforms such as the use of extra or co-curricular programs or similar interventions.

The management and implementation of ECAs or CCAs are dependent on factors which reside both within the schools and outside. The following pictorially represented theoretical frame work displays within school and out of school factors and conditions that determine how effectively ECAs or CCAs function. In the frame work, it is good to note that except issues related to parental and community involvement, the rest are better conceived as out of school factors affecting ECAs or CCAs. The frame work comprises elements which have been treated separately and together with especial emphasis while data were gathered and analyzed and findings were discussed.
2.2. Functions of Co-curricular or Extracurricular Activities

Countries adopt their own guidelines with the intention of showing how extra or co-curricular activities should be established and managed. The guidelines are also seen discussing the reason why such programs should be part and parcel of the core activities of their schools and why students are made the main actors. A framework of school improvement program by MOE, Ethiopia (2012, p.11) placed a statement of a standard which is read as “because of teachers actions to actually involve students in out of class-room learning and development enquiries and [interactive] environment the teaching-learning process became objective.” In the performance indicator part, the document clearly pointed out that one of these out of class-room activities into which the students should have huge stake is extra or co-curricular clubs. Accordingly, the same document on (p.38) shows that schools should empower students by allowing them to experiment leadership in school based clubs.
In almost all such governmental documents similar points have been mentioned as the function of establishing extra or co-curricular programs. School (MOE, Trinidad and Tobago, 2009) is an appropriate setting for all children and youth to learn and develop holistically. The idea is that schools are places for class-room academic learning, democratic participation in school affairs that require their voice, and meaningful involvement in extra or co-curricular programs. It creates clarity in that curriculum should better be treated in its generality rather than attributing it to individual disciplines and academic programs.

Education Bureau of Hong Kong (1992, p.2), on its co-curricular guide line mentions the following points as the prominent use of co-curricular activities:-

- Reinforcing classroom learning and allowing students to put their knowledge and skills in to practice
- Facilitating the teaching of certain skills and the inculcation of certain values which may present difficulties in formal setting
- Promoting students’ personal development by broadening their interests, developing their potential and providing opportunities for character formation and leadership training.
- Promoting students’ social development by offering opportunities for the broadening of their social experiences, the practice of social skills and the internationalization of moral and social values. Such socially unacceptable incidences like bullying, violence and dropping out can be decreased when students are offered the opportunity for meaningful participation in CCAs (Nikki, 2009; UNICEF 2010).
- Making school life more challenging and interesting

The above points are all in good harmony. However, literatures stress the need of adults’ supervision when children are involved in varied ECAs or CCAs both as performing participants or leaders.

Deribsa (2006) in his part underlined the role of group work, research based projects, case studies, discussions, role play, field trips, and so on in promoting active learning. These activities make up either some kind of extra or co-curricular activities or can be
well addressed in them. Deribsa’s discussion also implies that extra or co-curricular activities can promote active learning. As repeatedly shown in ESDP documents and general education curriculum frameworks ECAs’ or CCAs’ contribution to promote and deal with cross-cutting issues cannot be underestimated. This particular function is also found in the extracurricular activities, ECAs, guide line of Hong Kong’s Education Bureau. Having been cognizant of the indispensable part co-curricular activities play in fostering the learning and development of students, in different periods the Ministry of Education of Ethiopia had been adopting a series of co-curricular activities’ management and implementation issues in its school administration guidelines. Demes (2014) citing Sitotaw (1998, p.34) mentioned the issuance of the following guide lines containing basic statements about the management and running of CCAs:

- Guide line for internal school administration by the Ministry of Education (1981/1982)
- MOE’s updated guide line of internal school administration (1988)

The afore mentioned guidelines by MOE, Ethiopia have contained issues of how extra or co-curricular activities should be organized, managed and run along with list of activities and clubs which schools should establish.

On the other hand despite these efforts by the government, the condition of the performance of extra or co-curricular activities in most government schools has not been as such meaningful. Adoption of guidelines from above, though is good does not guarantee the effective implementations of programs in schools. This is what research literatures show besides who ever close to the functioning of schools actually knows. One can imagine that ECAs or CCAs are appropriate venues to give meaning to active learning; yet major education strategies and policy documents in Ethiopia like the ESDPs and the education and training policy are not seen going through the programs seriously. There is also a tendency to attach the meaning of extra or co-curriculum programs only with clubs; and as instruments of addressing cross-cutting issues. A good illustration is the revised School Improvement Program, SIP, frame-work prepared by the Ministry of Education of Ethiopia, MoE (2012). The same limitation was observed by Kenenisa (2016), with which he identified teachers’ and principals’ tendency to forget the presence of many non-club activities which comprise extra or co-curricular activities.
2.3. ECAs or CCAs in the Light of Relevant Theories of Education and Psychology of Learning

In today’s world of rapidly increasing complexity in the personal, social and economic lives of a human being, curriculum’s contents and learning experiences should have proper place for the theory of child centeredness. It is not doubted that one way to realize child centered teaching and learning is to properly use extra and co-curricular activities both within and outside school premises.

The National Council for Curriculum and Assessment of Ireland (NCCA, 2010, p.34) citing O’Connor (2010, p.51) indicates that primary education programs are becoming more and more conscious of a child’s being complex in nature as any other human being at any age with different sets of physical, intellectual, emotional and spiritual needs. During the upper primary stage most children enter the age of adolescence at which stage are likely to experiment with certain harmful practices like smoking, drugs and sex. The place of ECAs and CCAs to address such risky and harmful practices is vital. That is why for example, India’s National Council of Educational Research and Training (2006) has a document clarifying the fact that class-room experiences cannot provide enough scope for effective and participatory environment to discuss sufficiently about such crucial issues having devastatingly harmful social significance.

The other point that is linked with the schooling activities undertaken for children’s development is play. MDG Summit High Level Round Table (2010, p.22) referring to the United Nations Convention on the Rights of the Child (1989) highlighted “children’s right to rest and leisure, to engage in play and recreational activities”. Play allows children to experiment the role of adults in a structure that is imaginative, flexible and safe. Hence school environment at any level must be suitable for students’ play activities. The idea is comparable with the assertion of Byrne and Hills (2007) cited in Efrem (2013, pp.73-74) that the foundation for motor learning in children and the subsequent development of progressively more complex skills occur during the “early years of life.” The message conveyed is that helping students learn and develop holistically should not be as such rigid and monotonous. A learning endeavor has to be engaging, active and entertaining. Such a situation can be created when schooling is sufficiently flexible and
offers the room for both teachers and students to perform in an informal but educative and pleasing platform as well.

When balanced with academic learning, extra or co-curricular activities will surely help students raise self-esteem, develop school spirit and connect with the adults in the community in a positive manner creating productive and healthy social relations.

The contribution of participation in extra or co-curricular activities for students’ holistic personality development is well aligned with the theory of constructivists’ learning. Social constructivists expound that learning occurs during social interactions. In learning through social constructivism, meaningful interaction among peers fosters the meaning making process thus by enhancing the development of self-esteem and one’s intellect.

One of the principles of constructive learning is that tasks should be authentic and relevant to learner’s lives in which students facilitate each other’s learning. Vygotsky (1978) suggested that the main functions in a child’s cognitive development, appears first on the social and then on the individual level as cited in (Zhou and Brown, 2014/15).

The same literature citing Vygotsky (1986) narrates that human beings personality and behavioral development is always under the influence of cultural and biological factors and Erikson (n.d) again cited adds “'social interaction'”. These two men’s views about the influence of culture and social interaction in behavior modification and personality development go hand in hand. Erikson’s theory of socio-emotional development proposes that the middle childhood / the age of elementary schooling / is the stage at which the ‘’child learns to do things well or correctly in comparison to a standard or to others.’’ Therefore children should be given varied opportunities beginning from their early years of schooling which make use of non-formal and informal channels apart from the formal one, so that they can effectively learn and develop comprehensively. Chin (2011) in his part proposes that teachers should show care for both the learning and safety of students. Chin argues that one way to do this is by being available physically and emotionally in occasions of students’ performances and club activities. Accordingly it is suggested that soccer games, swim meets, debates, concerts, club fund raising activities are some of the special occasions students are in favor of being involved. Thus, most contemporary theories of learning can be better implemented via intensive utilization of the learning opportunities which are offered by extra or co-curricular activities and similar initiatives.
2.4. Schools’ Functioning in Relation to the Practices of Extra or Co-curricular Activities

School is a learning organization involved in a continuing process of reflection, development and improvement. The school is meant to provide quality education for all of its students. It is its duty to ensure that pupils are within properly organized and suitable teaching-learning environment that is capable of realizing holistic development of the children under their care.

Activities both formal and informal that are run and orchestrated by the school should help the students disclose and harness their hidden talents and skills. The teacher’s role in a school’s endeavor to equip the growing children with basic and contemporary knowledge, discipline and values is always vital. His or her role is not limited to acts of disciplining or helping the child learn the core curriculum; the teacher must also engage in the creation of a healthy, nurturing and safe environment for students in his/her charge.

As indicated in standard-3 of the revised SIP document (2004, p.11), teachers should act properly to help students relate what they learn in class-rooms with the outside environment. Moreover to cooperate with the heads of the schools and colleagues in matters of instruction that is addressed both in curricular and co-curricular activities taking place in and outside of the institution is one of the duties of teachers as suggested by Poisson (2009) in a discussion of “guide lines for the design and effective use of teacher codes of conduct”.

As obviously stated in literatures of researches, ECAs or CCAs make hidden talents of children have access to proper outlet. In this regard Miller (2004) argued that investing in promising talents is useful as evidenced in schools of New York which have greater place for especial talent search and development programs. That is why it is seen that developed countries give greater attention to the involvement of their young citizens and children in varied school-based and out of school co-curricular or extra-curricular activities. They are well aware of the fact that so much good practical and worldly relevant experiences which support cognitive, skill, and value development are obtained in these courses. Participation of children in extra or co-curricular activities is taken as a privilege. The practice proves that knowledge and understanding of parents in particular
and the community at large is as important as their economic status in encouraging and supporting children’s involvement in extra or co-curricular activities.

Studies prove that in countries like America membership in CCAs or ECAs is linked with preconditions; the student is required to prove regular or consistent school attendance, minimal grade point averages, and no discipline referrals. It is undeniable that it can have an effect of promoting positive competition and motivation amongst students so that the benefit they reap from participation can also be optimal. On the other hand the approach will not be helpful if taken as a lesson for Ethiopian schools at least currently and for a good length of time to come. This is because the objective situation in most developing countries including Ethiopia is totally different. Students are required for participation in ECAs or CCAs while they are surrounded by a number of socio-cultural and economic problems both at home and outside. In addition to this, studies conducted one after the other revealed that most government schools in Ethiopia are not good enough in the management and running of ECAs or CCAs.

Therefore school principals’ responsibility is pivotal in creating a shared vision for the effective and efficient implementation of extra or co-curriculum in an inspiring manner. In connection with this, Armor et al.(1976), Levine and Lezotte (1990) advised the need of boosting parental involvement in school activities in an organized way like via parent-teacher association, PTA, as cited in (Khan and Iqbal 2014). Schools need to strive for “proactively involving parents and families in their children’s schooling and extending personalized invitations to them to become involved” (Groff, 2012). Adding to it the writer indicated that after school programs and ECAs help bridge the gap that might exist between home and schools. A report of UNICEF’s Case Study in Ethiopia (2010), about schools’ child friendliness justifies the need for partnership between schools and PTAs in order to mobilize resources.

Literatures have clearly coined that parents’ involvement in school activities and management affairs affect school-based ECAs or CCAs by:-

- synchronizing school and home demands regarding their students
- raising resources for schools

The responsibility mainly rests on school principals. Khan and Iqbal in a journal article also discussed that visible leadership is characterized by successful contact and
interaction so maintained with teachers, students and parents. Similarly Jeffrey and Woods (2003) cited in Bragg and Manchester (2011) advocated reaching out to parents and placing the school with in the context of the wider community…encourage students to perceive learning as a lifelong endeavor.

All of the local studies so far reviewed have not made proper attempt to assess the degree of involvement of parents and community in school based extra or co-curricular activities and has also not been suggested as an outstanding problem except certain indications.

In supporting and facilitating the learning and development of pupils, teachers and school administrators need to use the informal or non-formal curriculum in as much as they lead and implement the official curriculum. Mullford (2003) in his writing on the place of school leaders in the education of children magnified that school leaders are able to lift students’ holistic development by what they do to make schools contribute to the students’ success not only in their academic education but also in realms outside of it.

Rahel (2012), Demes (2014), Zeleke (2016) found out in their study that teachers and school principals lacked motivation, leadership commitment and the necessary expertise in the area of management and running of ECAs or CCAs in general. UNESCO (2004) pointed, that children should regard these informal activities which are useful both in their own accord and to enrich the formal academic curriculum as “…their work not a chore to be done because the teacher says so.” This same UNESCO document seriously advised schools to incorporate practices that are meant to develop “non-academic skills” into the teaching and learning process.

Such skills and values as collaboration, self-discipline, resourcefulness, tolerance, and respect for the environment, etc.” are as important as what is acquired through the academic learning.

In this line ERI-Net UNESCO (2016) pointed out that one of the modes to integrate non-academic skills with both the formal curriculum and the non-formal or the informal curriculum is the ‘extra-curriculum’ or the ‘co-curriculum.’ The document further reiterated that non-academic skills are one set of important predictors of success in schools and career. The idea of the document implicitly conveys the message that helping students acquire appropriate and up-to-date non-academic skills is one of the prior
responsibilities of schools apart from the provision of core academic curriculum contents and experiences.

A school’s overall provision deserves consideration in that offering a wide range of activities even if only in extracurricular provision rather than the mainstream curriculum caters for different interests and capabilities, (Bragg and Manchester, 2011).

The other point is the fact that infrastructure is one of the school essentials for efficient and effective teaching and learning both formally and by making use of ECAs or CCAs. India’s National Council of Education and Training (2006) on a position paper presented the following regarding the nature of infrastructure that schools should possess:

Every school must have a good building with adequate number of rooms, a playground, drinking water, and toilet facilities. Apart from these, science education requires some additional infrastructure. Every primary school must have an activity room or an area where a class can assemble for individual or small-group activities. It may also be possible to build a small work shop with a set of basic tools for learning of some vocational and technical things.

These are basic and the minimum infrastructure requirements for all schools including primary schools. Similarly MOE, Ethiopia (2006, p.19) in a Package for National Schools’ Ranking, shows the infrastructure and facility requirements of schools. Literatures and actual observations prove that facilities and infrastructure impact the practice of CCAs significantly. Doing all this is preparing the school to day by day approach the attainment of educational goals thus by maximizing the students’ comprehensive satisfaction and sense of belongingness. It is what the school should also do in discharging its duty of accountability to the larger community or to the public. So schools are expected to incorporate prior issues of the management and running of extra or co-curricular activities in their respective whole school plans.

Therefore since well managed schools and class-rooms contribute to educational quality, goals have to be set in the realm of intellectual, physical, social and personality development of the pupils. A good school thus is one in which curricular and extra or co-curricular activities are run side by side and properly. It seems because of this that a document by the Ministry of Education of Jamaica, MoE (2011) considers extra co-
curricular activities as one of the large variety of resources that schools own and manage. The document further elucidates that each student should at least participate in one CCA. The notion conveys useful message to school principals in particular and education departments of the government as a whole to pay due attention to extra or co-curricular activities and similar interventions considering them as resources of which benefit shall be tapped.

2.5. Problems and Challenges in the Implementation of ECAs or CCAs

Resources influence the quality of both the provision and implementation of curricular and non-curricular programs that together make the educational experience provided at schools complete. Educational endeavors include experiences and activities which take place in formal, non-formal and informal channels both in a school setting and in other formats outside of schools. Whether formal or non-formal, educational endeavor at schools need the availability and basic and supportive resources. UNICEF (2009, p.57) citing (DfE, 1992) stated that educational quality is compromised by lack of resources. Bentham (2002) suggested to schools that they should provide to students opportunities and space for PE, music and drama. Adding, Bentham citing Kyriacou (1991) related the appearance of the classroom to an indication of how much the school cares for the learning of pupils. Thus by the same analogy the more appealing the entire school environment /the physical, the psychological, the material and the social/ is for pupils’ learning, the more it conveys that the school cares much to its students’ learning and development. The Ministry of Education of Ethiopia, MoE (2004, p.13) in its national package for SIP indicated that properly enclosed and clean school compound, classrooms, lab rooms, pedagogical centers, libraries, sporting activities grounds, science kits, etc., are some of the basic facilities that should be there in schools. The document also shows that these physical resources contribute to safe and conducive schooling environment. Besides material resources, human and financial resources are crucially important to the proper functioning of schools at any level. Rahel (2012), Demes (2014), and Mekonnen (2015) in their research reports in relation to practices and challenges of co-curricular activities
stated that lack of funding had been one cause for deterioration of the implementation of co-curricular activities in secondary schools.

Nikki (2009) and Kisango (2016) citing Jha et al. (2004) also revealed how seriously lack of resources and funding was impairing the practice of CCAs in most schools. Similarly Wangai (2012) in a research report related to CCAs also proved that lack of school funding and scarcity of appropriate school infrastructure in schools of a district in Kenya deteriorated the development of secondary school students’ talents which should have been attained from CCAs.

On the other hand, a case study in Ethiopia by UNICEF (2010) made it clear that “the trend in education expenditure generally shows that teacher salaries consume more than 90 percent of the recurrent budget.” Though the report was issued some seven or eight years ago, the continuous rise both in the number of teachers and their salary are good grounds to expect the same situation in the meantime as well.

The other challenge to effective management and implementation of school-based CCAs is related to curriculum over load. Some domestic literatures included teachers work load and students being overwhelmed with learning tasks in a list of challenges in the attempt to effectively run CCAs and for students and teachers to participate adequately. Though the condition is potent enough to influence the implementation of these activities, the researcher has the opinion that limitation in systematizing the working condition prevailing in schools so as to run CCAs in well worked out schedule and organizational structure seems to weigh more in their effect, particularly in the context of most Ethiopian schools.

As shown in NCCA (2010,p18) citing the Australian Primary Principals Association (2008) teachers’ and students’ work load is in part due to curriculum overload which is aggravated because of the attempt to incorporate the interest and views of different groups, both governmental and non-governmental. This NCCA governmental document again emphasized that primary schools are the site for local and national initiatives. In spite of the push coming from interest groups, schools and education sector governmental authorities need to pass decisions based on cost-benefit analysis. The relevance and practicability of new interventions to the schools’ context and the learning and developmental needs of students should not be underestimated. Teachers should not be
stripped of their professional rights to make decisions and express their views about what should be educational or curricular priority in their schools and to their students. Pursuing the other way round might have repercussions of distancing the students away from meaningful participation in activities imposed upon them ignoring their preferences. This may be one cause for the fact that students are observed having lowered motivation to actively take part in extra or co-curricular clubs in most of the schools of Ethiopia, particularly in schools located in small towns and rural districts. Therefore as mentioned in UNICEF (2000) document citing Craig, Kraft, and Plessis (1998) schools committed to students’ learning should communicate expectations clearly, monitor performances regularly, and give students the chance to participate and assume positions of responsibility in diverse school activities. ‘Participation and responsibility’ are the two crucial elements which schools dedicated to the all-round development of students should applaud as their major mottoes. The statement proves that learning and development of children are the outcomes of diverse school activities besides what is normally accomplished in class rooms. One such an activity that has an empowering effect and facilitates progress and development of school children is active involvement and assuming meaningful responsibility in ECAs’ or CCAs’ management thus by exercising collaborative work, independent thinking and decision making. Groff (2012) pointed out the possibility of the learning of students in “non-formal” and “informal” ways. A CCAs guideline of the department of education of Hong Kong points out that, co-curricular activities coordinators which in Ethiopia’s case is the official responsibility of school deputy principal should provide training to students about how to coordinate and run CCAs.
CHAPTER THREE

RESEARCH DESIGN and METHODOLOGY

3.1. Design and Method of the Study

The research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data as described in (Kothari, 2004, p.31). Since the researcher had pre-specified intention of stating and explaining currently existing conditions of the implementation and management of ECAs or CCAs, it is descriptive design that was employed during the research process. In this regard Koul (1984, p.432) stated that “descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible to draw valid general conclusions from the facts observed.” On the other hand the research method put in place was ‘mixed research’ where by both qualitative and quantitative data were gathered and analyzed one after the other and used in an integrated way so as to produce acceptable conclusions.

3.2. Study Area

The study was conducted in four government primary schools situated in “Sheno”, a ‘woreda’ administrative town of “Kmbibit”, and a “Kebele” level small town called “Hamus-Gebeya” again in “Kimbibit” located in North Shewa, Oromia Administrative Region. “Sheno” town is located north of Addis Ababa some 78 kilo meters away from it in the high way running to Dessie or Mekele. There are a total of four government full cycle primary schools, three of them in “Sheno” town and the remaining in “Hamus-Gebeya” some 5-6 kilo meters before getting in to “Sheno”.

The schools provide their service to both children of these two towns and rural ‘kebeles’ close to them. “Kimbibit” ‘woreda’ and the towns so mentioned neighbor North Shewa of Amhara Regional Administration. Due to this special geographical feature existing in the area and strong bond existing between the residences of the places divided between the two administrative regions, all
of these four primary schools accept children from the adjoining rural ‘kebeles’ of Amhara region and the quite large number of children from Amhara parents and other non-Affan Oromo speaking children in the two towns. Having taken all these features into account and considering the ease to communicate directly with at least half of the student respondents in person, the researcher felt good to make the area as target to the study. Thus all of the four schools were made targets to the research without any need of selecting out of them.

**Table: 3.1. Table of government primary schools in Sheno and Hamus-Gebeya towns**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of schools</th>
<th>Town</th>
<th>Number of students from grade 5-8</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Number of student members in school clubs</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sheno No.1 primary school</td>
<td>Sheno</td>
<td>258</td>
<td>197</td>
<td>455</td>
<td>147</td>
<td>133</td>
<td>280</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sheno No.2 primary school</td>
<td>Sheno</td>
<td>148</td>
<td>152</td>
<td>300</td>
<td>107</td>
<td>82</td>
<td>189</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Karl primary school</td>
<td>Sheno</td>
<td>234</td>
<td>265</td>
<td>499</td>
<td>158</td>
<td>107</td>
<td>265</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Zengo primary school</td>
<td>H/Gebeya</td>
<td>132</td>
<td>140</td>
<td>272</td>
<td>68</td>
<td>47</td>
<td>115</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>772</td>
<td>754</td>
<td>1526</td>
<td>480</td>
<td>369</td>
<td>849</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percent of student members in school co-curricular clubs = 55.63%**
3.3. Data Sources

There were both primary and secondary sources of data. The primary sources of data constituted:

a. Second cycle /5-8/ students who have differing degree of direct involvement in club-and related co-curricular activities.

b. Club coordinating or participating teachers

c. Teachers represented in the respective schools’ PTA

d. School deputy principals

e. Students who currently have no participation in school co-curricular clubs

They are individuals and groups who had direct involvement in participation and management of the respective schools’ extra and co-curricular activities.

In this research the data and feedbacks obtained from the secondary sources were considered to supplement the data obtained from the primary sources.

The first group of secondary sources of data encompassed documents having pertinence to the task like whole school plans, plans of individual clubs and non-club CCAs, written reports of the clubs themselves, record pads of lists of club members, minutes, etc.

The second group of secondary source of data was made to include photographs, paintings and slogan posts, etc.

The third group of secondary source of research data comprised check-list based observation of the condition of schools’ physical environment and available resources.

3.4. Population and Sampling Techniques

All of the four government primary schools in “Sheno” and “Hamus-Gebeya” towns of Kimbibit ‘woreda’ are one group of the research population. The towns were selected purposively on account of their extra convenience to hold the research communication activities in Amharic and in ‘Afan’ Oromo and their possibility to reveal the conditions in towns and out of town areas. They are areas bordering North Shewa of Amhara regional state and in which cultures and practices of both the Oromos and the Shewa Amharas are reflected parallel to one other.
Being the only full cycle government primary schools in which classes are held both in ‘Afan’ Oromo’ and ‘Amharic’, all the four schools were taken on availability basis. Similarly co-curricular club-member students and off-club students, club coordinating teachers, deputy school principals in charge of management and taking care of CCAs made up the population of the study.

The club participating or club member students were selected on the basis of stratified proportional sampling based on grade levels, where students of grades 5 and 6 made up one stratum and students of grades 7 and 8 the other stratum. It is 9.4% of the total number of co-curricular clubs participating students that was made to comprise this sample from each respective school. The individual students were selected by use of lottery method. Therefore when put in ascending order: 11, 18, 25, and 26 students were chosen from each of the four schools in accordance to the number of extra or co-curricular club members in them. The total number of school club participating students that made up this particular sample thus was 80.

The researcher has taken into account the fact that all the schools’ discharge their duties being within the same socio-cultural environment and are all under the administrative command of same district level education office. Cohen, Manion and Morrison (2005) suggested that a sample size of mostly 30 is the number that divides small from large. It was also believed that the data obtained from this number of students would be sufficiently informative since in total 6 different data gathering instruments were actually used to secure as many data and feedback as needed by the research based on its overall scope.

Although there was an earlier attempt to employ stratified sampling technique to select 16 co-curricular clubs-coordinating or participating teachers, they were selected based on the principle of a purposive sampling strategy. Thus 4 teachers per school who were proved to have been relatively competent in their club coordination and participation and are believed to be reliable informants were chosen purposively. Ball (1990, p.154) justifies the use of purposive sampling as “… it is used in order to access ‘knowledgeable people’, i.e. those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience.” So the actual situation on the ground dictated what was made practical.
Table: 3.2. A consolidated illustration of method of sampling

<table>
<thead>
<tr>
<th>Sampling Units</th>
<th>Sampling Method</th>
<th>Sample Size</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participating in school clubs</td>
<td>Stratified proportional sampling &amp; lottery method</td>
<td>80</td>
<td>9.4% of club students/schl*4schl = 80 Strata: grades 5-6 &amp; 7-8</td>
</tr>
<tr>
<td>Out of club students/students not officially registered in any club/</td>
<td>Random probability sampling/lottery method/</td>
<td>30</td>
<td>6-10 st/schl*4schl = 30 Selected from only grades 7 &amp; 8</td>
</tr>
<tr>
<td>School clubs coordinating teachers</td>
<td>Purposive sampling method</td>
<td>16</td>
<td>4teach/schl*4schl = 16</td>
</tr>
<tr>
<td>School deputy principals</td>
<td>Availability</td>
<td>4</td>
<td>1pr/schl*4schl = 4</td>
</tr>
<tr>
<td>PTA member teachers</td>
<td>Availability</td>
<td>4</td>
<td>1PTA Teac/schl*4= 4</td>
</tr>
<tr>
<td>Total No. of participants as data providers</td>
<td></td>
<td>134</td>
<td></td>
</tr>
</tbody>
</table>

3.5. Data Collection Instruments

Questionnaires

Two groups questionnaires majority of the items were close ended were designed and administered for the club/CCAs participating students and CCAs/club-coordinating teachers.

The questionnaires were distributed to the selected teachers and students by the researcher in person and in the face of the school principals and the respondents by agreeing to submit the filled tools by the next day to the deputy principals.

Scaled items / Likert scale items / have had a larger share of the entire closed ended question items. Some open ended question items have also been included for the purpose of clarifying the underlying meaning of certain responses that are given for the closed-ended questions and in order to secure more useful insights.

71.64% of the expected sample respondents were addressed by the partially structured questionnaire format of which prominent part constituted Likert scale that is amenable to general quantitative treatment.
When the filled questionnaires were returned, it was discovered that 3 students and 1 teacher have not turned back the filled questionnaire which is 3.75% and 6.25% respectively or 4.17% when worked together. Except especially those in the area asking background personal information, the contents of the questionnaires for the club participating students and teachers are almost the same. Brief general orientation about the purpose of the study and the nature of the organization and the contents of the questionnaires was given to both the students and the teachers.

**Interviews**

Semi structured interview was conducted with deputy school principals. This interview held with school deputy principals have attempted to sufficiently obtain a clear picture and understanding about the conditions of extra and co-curricular activities from the person owning them officially. Unstructured interview was held with teachers’ representatives in school PTAs which contained 7 general points all focusing on the role of parents and PTA itself in supporting ECAs and CCAs. The instrument allowed accessing the respondents’ reaction without delay by at the same time allowing the respondents or the interviewees a good deal of freedom. The interview guide also helped to seize the feelings and genuine views of the interviewees easily.

The principals’ interview guide was also made to constitute a certain proportion of items which are feasible to quantitative treatment which helped not to cause boredom upon the principals who were under tight schedule. The interview held with a principal was about 55 minutes long in average. Answers were jotted down manually on places prepared for them in the formats themselves and on a separate writing pad.

The questions of teachers’ representatives in school PTAs were a kind to which the respondents can tell answers openly and flexibly. Actually the answers were used for the purpose of triangulation and backing up responses from principals’ interviews and that obtained from questionnaires.
Table: 3.3. Codes of interviewees

<table>
<thead>
<tr>
<th>No.</th>
<th>Key Informants</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School principals</td>
</tr>
<tr>
<td>1</td>
<td>Informant 1</td>
<td>PI₁</td>
</tr>
<tr>
<td>2</td>
<td>Informant 2</td>
<td>PI₂</td>
</tr>
<tr>
<td>3</td>
<td>Informant 3</td>
<td>PI₃</td>
</tr>
<tr>
<td>4</td>
<td>Informant 4</td>
<td>PI₄</td>
</tr>
</tbody>
</table>

Focus group discussion

This was carried out with non-club participating students. It required two additional personnel other than the main researcher. One was facilitating the discussion with the ‘Afan’ Oromo speaking students and the other helped in hand and mobile phone recording of main points of the discussion under an overall supervision and support from the researcher. The Amharic session of the FGD was facilitated or moderated by the main researcher by at the same time undertaking the recording task. The FGD guide contained 7 points.

Table: 3.4. Codes and number of FGD participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Focus Group Code</th>
<th>School</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td>FG₁</td>
<td>Karl Primary School</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>FG₂₁</td>
<td>Sheno No.1 Primary School</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>FG₂₂</td>
<td>Sheno No.1 Primary School</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>FG₃</td>
<td>Sheno No.2 Primary School</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>FG₄</td>
<td>Zengo Primary School</td>
<td>4</td>
</tr>
</tbody>
</table>

30
Document Review and Check-list Based Field Investigation

*Documents:* review of school SIP strategic and annual plans, plans of yearly departmental and clubs or similar initiatives, schedules of CCAs, records of lists of club members, reports, minutes, photographs, etc. was carried out.

*Check-list based field observation:* careful observation of facilities / buildings, workshops, library, playgrounds, pedagogical centers and laboratories, special purpose equipment and materials, etc. /was undertaken by the help of previously designed check-list.

Generally, it can be said that the feed-backs obtained from document reviews, FGD, and interview of PTA member teachers were highly useful during tasks of triangulation.

3.6. Pilot Testing

Items of the draft questionnaire and the other tools too were seriously revised once based on suggestions and remarks given from an advisor. The researcher then distributed both the ‘Amharic’ and the ‘Afan’ Oromo versions of the final draft questionnaires to 20 students who are in Sembo Primary School and Tulefa Primary School both are located in nearby rural ‘kebeles’ outside the schools where the study was actually conducted and; looked upon limitations based on the nature and distribution of the responses and the length of time spent to complete the questionnaire. After pilot testing of students’ questionnaires, 3 more rating items were added, some modifications were done to some instructions, other correction and editorial measures which are believed to ease respondents understanding of certain statements were also undertaken.

Reliability

Reliability refers to the ability of study tools to consistently and dependably measure whatever they are needed to measure, (Gay et al., 2009). A reliable tool is expected to end up with almost the same result when used repeatedly provided the conditions are unchanged. Therefore, reliability can be described in two different words ‘repeatability’ and ‘consistency’.
The reliability of the items of the questionnaire for the students was found to be 0.75 as calculated based on the formula of Cronbach alpha (\(\alpha\)). According to literatures, the value indicates that the tool is reliable enough for research purpose since it lies in the acceptable range. Actually the students did not seem to have faced serious confusion and problems of understanding while attempting the items. However two ‘Afan’ Oromo teachers and one district education office expert reviewed the contents of the items of the ‘Afan’ Oromo version of the students’ questionnaire and that of the ‘Amharic’ version based on some items where the respondents were suspected to have possibly encountered some difficulties. At last the questionnaire was reviewed by a group of teachers who previously had had research experience and are still in the teaching profession for final editing and revision. This way the utmost effort was made to ensure maximum reliability of the questionnaire.

**Validity**

The pilot study and the subsequent revision so held assisted in determining the accuracy, clarity, and suitability of items of the questionnaires. Validity is addressed through authenticity, credibility, trustworthiness, and integrity besides the use of data triangulation in order to guarantee the validity of data collected and analyzed (Bryman, 2008). The focus was in assuring content validity. The scope and depth of the items, their relevance and adequacy to measure exactly what is intended to be measured as per the basic questions and objectives set earlier in the research proposal were considered thoroughly. Then the task of making modifications and corrections stopped when it was felt that nothing more could be done. Based on the input obtained some minor works of editing and modification were made. This way, the utmost effort was made to maximize the validity of the questionnaire items. The nature and contents of the interviews and the school observation checklist were also reviewed based on consultations with ‘woreda education office’ experts and teachers having ample expertise in undertaking school based researches. The features of these latter tools were also cross checked against the features of the questionnaire and proved that they are mutually supportive of one another.
3.7. Data Analysis

All the data collected in a manner that yield better result if quantified and those given in textual form were sorted, coded and organized properly including in tabular forms. The quantitative data were analyzed based largely on common descriptive statistical measures such as frequency, percentage, mean, and standard deviation. Microsoft Excel 2010 was used to perform some basic descriptive statistical analysis like statistical mean and standard deviation. The qualitative data were analyzed and interpreted properly after categorizing them into groups of contents having thematic relationships. Most of the results of interpretation of the qualitative data were mainly employed for the purpose of triangulation against that obtained from quantitative data analyses and interpretations. Generally it was discovered that these qualitative data analyses have had crucial role in making credible and objective conclusions.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS and INTERPRETATION

Below is shown the analysis and discussion of responses of the different groups of respondents and feedback from checklist based observation of the schools overall physical and material environment and reviews of documents related to ECAs or CCAs’ management and implementation.

4.1. Demographic Variables

The following is a table of demographic data regarding the types of respondents and information providers of the research and attributes such as sex, age, years of work experience and educational status.

Table: 4.1. Table of overall demographic variables of research participants

<table>
<thead>
<tr>
<th>Respondents &amp; Information Providers</th>
<th>Sex</th>
<th>Grade Level &amp; Education Status</th>
<th>Teaching &amp; Leadership Experience in years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5-6 %</td>
<td>7-8</td>
</tr>
<tr>
<td>Students</td>
<td>M</td>
<td>6</td>
<td>41+30</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0</td>
<td>=71</td>
</tr>
<tr>
<td>Teachers</td>
<td>1</td>
<td>90 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10 %</td>
<td></td>
</tr>
<tr>
<td>S/Principals</td>
<td>0</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>❖ Total</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is a table of demographic data regarding the types of respondents and information providers of the research and attributes such as sex, age, years of work experience and educational status.
Analysis and Interpretation of Table 4.1

Row-1 is about attributes concerning student participants in the research. The fact that the number of students in the two grade level strata responded to a questionnaire is more or less comparable is expected to have decreased gender bias in the work of the research. It is in the focus group discussion held with that of out of club students where the number of girls is lower by eight.

In row 2 of the table we find attributes related to teachers involved as respondents and as key informants to a questionnaire and interview. Here their teaching or work experience and education status are believed to be more important. As to their education qualification, it is seen that 42.86% are first degree holders and the rest are diploma holders, all in teaching. As per the context of the country and the policy of the government, they all qualify to serve as teachers in primary levels. The policy has a goal of gradually covering the second cycle of primary schools by first degree holding teachers. Generally it is not thought that the teachers’ qualification as shown in the table posed any problem while responding to the items of the questionnaire and the interview, since what they had been asked require only professional ethics and exposure to the issues raised. When we see their teaching experience, only 20% of them had an experience of 1-10 years, 40% of them had an experience of 10-20 years and the remaining 40% had an experience of above 20 years. So a great majority of the respondents had a teaching experience of more than 10 years which would allow them to have good knowledge of activities taking place in schools including extra or co-curricular activities

Row 3 of the table shows demographic variables about school deputy principals, who were also key informants. All the 4 school deputy principals are college diploma holders in teaching. But since it is thought that they possessed the positions on a merit basis, there will not be any reason to doubt their capacity to provide useful and relevant answer to what they were asked. Two of them have an experience falling in the range, 1-10 years and the rest 2 have a total experience falling in the range 11-20 years which again cannot be taken to inappropriately influence the way they answered to the interview questions
because as school administrators they definitely know what school activities and practices are.

In the following pages are seen technical analysis and interpretation of the responses of questionnaire data organized in tables and those obtained from interviews to school principals, teacher representatives in parent-teacher association, PTA and other supportive data secured using check-list based school observation and FGD. Each of the analysis and accompanying discussions have been made by bringing the statistical figures obtained with a calculation and equally useful qualitative data secured with other concurrent data collection methods together.
### 4.2. Responses of Students and Teachers to Basic ECAs or CCAs Questionnaire Items

#### Table: 4.2. Basic issues attributed to ECAs or CCAs.

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>Grade Range</th>
<th>SA and A</th>
<th>D &amp; SD</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Your school’s CCAs /clubs/ have taken into account your needs to develop in knowledge, skills, and attitude</td>
<td>5-6</td>
<td>32</td>
<td>88.89</td>
<td>2</td>
<td>5.55</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>37</td>
<td>92.5</td>
<td>3</td>
<td>7.32</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>13</td>
<td>86.7</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>3.2. Clubs /CCAs/ in to which you are taking part do have annual work plans</td>
<td>5-6</td>
<td>25</td>
<td>69.4</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>35</td>
<td>85.4</td>
<td>3</td>
<td>7.32</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>15</td>
<td>100</td>
<td>--</td>
<td>-----</td>
</tr>
<tr>
<td>3.3. Clubs /CCAs/ in to which you are taking part do have their own guidelines or internal regulations</td>
<td>5-6</td>
<td>32</td>
<td>91.4</td>
<td>1</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>34</td>
<td>82.93</td>
<td>3</td>
<td>7.31</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>10</td>
<td>66.7</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>3.4. Clubs /CCAs/ in to which you are taking part do have well communicated yearly time table for their activities</td>
<td>5-6</td>
<td>23</td>
<td>63.89</td>
<td>11</td>
<td>30.55</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>25</td>
<td>61.11</td>
<td>7</td>
<td>17.07</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>14</td>
<td>93.3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.5. Clubs /CCAs/ in to which you are taking part perform their activities in accordance to their yearly schedule</td>
<td>5-6</td>
<td>25</td>
<td>69.44</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>25</td>
<td>60.97</td>
<td>12</td>
<td>29.27</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>10</td>
<td>66.7</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>3.6. Your school clubs/CCAs/ have annual ‘club days’ at which they undergo activities of promotion and other related works</td>
<td>5-6</td>
<td>24</td>
<td>66.67</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>28</td>
<td>68.29</td>
<td>9</td>
<td>21.95</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>9</td>
<td>60</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>3.7. Your request to have membership in any club you like to be involved is entertained by the school with no discrimination or reservation.</td>
<td>5-6</td>
<td>32</td>
<td>88.89</td>
<td>2</td>
<td>5.55</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>38</td>
<td>92.68</td>
<td>1</td>
<td>2.44</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>12</td>
<td>80</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>3.8. Girls in your school participate in clubs /CCAs/ more actively than boys.</td>
<td>5-6</td>
<td>22</td>
<td>61.1</td>
<td>7</td>
<td>19.44</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>29</td>
<td>70.7</td>
<td>7</td>
<td>17.07</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>11</td>
<td>73.3</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>3.9. Your school clubs/CCAs/ have given club IDs or badges to participating members</td>
<td>5-6</td>
<td>11</td>
<td>30.55</td>
<td>16</td>
<td>44.44</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>12</td>
<td>29.27</td>
<td>20</td>
<td>48.78</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>1</td>
<td>6.7</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>3.10. Your school has created conducive school environment that allows the participation of students with varied kinds of disability and similar problems in clubs or CCAs</td>
<td>5-6</td>
<td>24</td>
<td>46.34</td>
<td>6</td>
<td>17.14</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>19</td>
<td>68.57</td>
<td>12</td>
<td>29.27</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>6</td>
<td>40</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>3.11. You generally believe that the condition in your school is suitable for students’ involvement in club activities / CCAs/</td>
<td>5-6</td>
<td>24</td>
<td>68.57</td>
<td>5</td>
<td>14.28</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>29</td>
<td>70.73</td>
<td>5</td>
<td>12.19</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>8</td>
<td>53.3</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>
Key: SA= strongly agree  A=agree U= unable to decide D= disagree SD=strongly disagree St.dev. = standard deviation

Item 3.1 intends to measure students’ and teachers’ view on whether or not they believe that CCAs and clubs in their respective schools have taken into consideration their need to develop and grow both intellectually, physically and emotionally.

The respective mean values of the ratings of students of lower grade groups and that of upper grade groups, 4.4 and 4.3 fall in the range showing agreement with the idea of the statement. This range begins at 3.56 and goes through 4.55; actually values beyond 4.55 that is up to the highest possible value of 5.0 are also included in the same category for practical reasons since they also show agreement. These mean values exceeding 4.0 which are located somewhere in the middle of the continuum and going to the far end of the ‘agree’ range are equally expected when we see the respective 88.89% and 90.24% percent ratings by the students falling in the ‘agree’ range. The mean of ratings of teachers to the item, 4.13, also agrees with the meaning that can be attached with the mean obtained from student rating responses. Only the ratings of two teacher respondents out of the fifteen teachers for whom the questionnaire had been given are found to be against the idea of the statement. Here it would be wise to refer to related interview answers from deputy school principals.

To a question wanting principals to describe the degree of relevance of school CCAs and clubs to the holistic development of students (Interview part 2, item No.2), 3 of the 4 principals placed the situation at an average level and the remaining school principal even described it as ‘low’.

Here is the statement of the last principal in which he expressed his huge distress in the current condition of voluntary co-curricular activities in his school.

…no matter how hard I personally tried to improve the situation of at least some selected co-curricular clubs by repeatedly consulting with teachers, it ended up having become a bare attempt. [PL4]

The point might be that the students and the teachers considered only the list of clubs which are established year to year and to which focal persons are assigned because of some urgent need from concerned governmental body or the schools’ long held custom.
No one denies that these clubs like anti HIV/AIDS, sport, environmental protection, mini-media etc., of which existence have been mentioned almost in all of the schools have developmental benefit to the students or to the society as well. But the majority of the student and the teacher respondents might have not carefully considered the practice on the ground.

Anyone who notices what it means students’ and teachers’ mentioning of names of only same three or four clubs /girls club, child parliament, School WASH or SPANA/ repeatedly can be immediately tempted to ask what about other clubs? Have they been the only once existing in the schools? Haven’t there been clubs more relevant and better performing than the one’s mentioned?

The school principals seem to have considered the practical functioning of the clubs or the CCAs as seen actually in their schools and felt that practically they have been of less help for an all-round development of their students.

**Item No.3.2** enquires to know whether schools CCAs/clubs base their activities on annual working plans.

It is observed that 69.4% of the lower grade group student sample and 85.45% of the upper grade group student sample pointed that they generally agree with the idea of the statement. The value of the means of the ratings of the lower grade and the upper grade student groups, 4.02 and 4.3 respectively are well in the middle of the agree range. The mean rating of teachers’ taking part in CCAs/clubs to the proposition of the item, 4.8, is considerably greater. This is so, may be because the teachers are more informed than the students about the presence of annual working plans. If this is the case, it is taken as a limitation in the working system of the schools’ clubs and CCAs.

Of the 4 deputy school principals met with semi structured interview, 3 of them indicated that the planning process had its own limitation and weakness; and pointed that they were inconsistently done.

Inconsistent might mean some clubs plan and others not; or the clubs plan but departments not. So it seems there exist problems of sufficiently communicating plans to students, the students might have not been engaged properly in planning tasks and similar administrative works, and according to the principals interview there might exist lack of planning consistently and properly.
Item No-3.3 has the intention of assessing if school clubs or CCAs in general have their own guidelines or regulations. The proposed statement is school clubs in particular and CCAs in general have their own guidelines or rules and regulations.

The lower grade and the upper grade group samples respectively expressed their agreement with the proposed idea at a percentage of 91.4% and 82.90%. These figures correspond well with the means, 4.3 and 4.4, calculated based on the ratings of the lower and the upper grade student respondents. The values solidly fall in the range showing agreement. On the other hand the mean of the teachers’ ratings for the same item is only slightly higher than the upper boundary for uncertainty or difficulty to decide; the value is 3.6. The interview made with the school principals show that only 1 deputy school principal gave clear answer to the question asked to know whether they have any school based CCA guide line or rules and regulations. According to his answer:

...the school has neither prepared its own nor adapted any guideline; but uses MOE’s guide line incorporated in a manual for school’s internal administration which currently has already become obsolete. [PI3]

The other 3 school principals tried to mix up CCAs guideline with just annual plans for running the programmes; they seemed not to have needed to openly disclose its absence. The students and the teachers tendency to approve the presence of such guide lines or rules and regulations may be due to confusing the guidelines and the regulations with just club and CCAs plans like that of the principals.

On the other hand the document investigation and review held physically in the schools have not shown any evidence of the presence of manuals, guide-lines, club regulations or codes of conduct devoted to co-curricular functioning and management.

The investigations when brought together shows that schools do try to run CCAs without having any appropriate guideline and they have not been in a position to prepare their own.

Item No.3.4 seeks answer for whether school CCAs or club activities are carried out based on a definite yearly schedule.

The data tabulated systematically indicates that 63.90% of students in the lower grade group and 61% of students in the upper grade group expressed their agreement with the
idea conveyed in this item. The value of the mean rating for the lower grade group students, 3.5, is slightly below the beginning point for the ‘agree’ range which as stated earlier is 3.56. Although the 3.75 mean value of the ratings given by the upper grade group students is again in the ‘agree’ range, does not still indicate a bold or strong agreement. To a question (item No.4.2) where different ‘time schedules’ are suggested as to the time period at which school co-curricular clubs were carrying out their regular practical activities, upper grade group student respondents of a questionnaire circled 3 of the time schedules suggested as response options. Eight respondents (20%) out of the 38 responded to the question item gave their answer in written form which in English can be read as:

We even do not have any knowledge of the presence of such yearly time schedule for the activities of the clubs we have been registered as members

The lower grade respondents also circled 4 of the 5 options suggested to be the yearly time schedule for the co-curricular clubs to undertake their regular activities. It is identified that the majority of the respondents, 62.5% from the lower grade group and 44.74% from the upper grade group indicated that co-curricular clubs were undertaking their regular activities once in a week as per the yearly schedule shown in the clubs’ annual plans.

The mean of the ratings for the item by teachers is 4.47, which is quite high to express bold agreement in the school CCAs’ or clubs’ having definite yearly schedule to run their regular activities. This wide discrepancy in mean values between students’ and teachers’ mean ratings might be because of the teachers’ better exposure to clubs’ programs and working schemes.

It is also as important to remember the fact that the schools have assigned teacher caretakers and supreme coordinators to most clubs or CCAs in general. Thus, two things can be raised in relation to these statistical analyses. One is the probable occurrence of difference between presence of annual working schedule and abiding by it. The other point that can be inferred is that students have not been as informed as teachers in matters related to administrative routines like annual schedules, programs and plans. Probably the students were not involved adequately when program schedules were set and endorsed.
The quite varied range of suggested schedules chosen by the students and the responses of some students as have been uninformed of the presence of any regular time table for club activities might imply that the school CCAs have not put in place proper mechanisms of communicating to the students majority such significant administrative decisions and working strategies.

**Item No. 3.5** is a statement which invites respondents to show their level of agreement in the proposition describing that clubs or CCAs in general do perform their regular activities by referring to their annual working schedule.

The mean of the lower grade students group, 3.8, and the mean calculated based on the ratings of the upper grade students group, 3.6, both fall in the lower level of the ‘agree’ range along the five point scale continuum.

The proportions in percent of these two groups of student respondents who casted their vote by rating in the agree range are 69.40% and 60.15% which obviously comprise more than half of the respondents; but the remaining students casting their preference in the other extreme including those rated in the range for indecision are also not negligible. The latter too comprise near to 30% and 40% respectively of the total student raters.

Teachers’ mean of ratings for the same item is 3.8, which is equal to the mean of the lower grade group students’ ratings.

The mean values falling in the ‘agree’ range cannot be taken without doubt as showing what is happening in the schools in actuality when one refers to the responses of deputy school principals for items number 4 and 5 in the interview guide.

For a question forwarded to describe the level of teachers’ involvement in CCAs, 2 of the principals rated it at an ‘average’ level and the other 2 rated the case at ‘low’ level. The school principals’ rating of the level of the students’ involvement in co-curricular activities is also exactly the same as the former. Specially in a situation in which teachers have assumed the roles of top level administrators and coordinators of clubs and other CCAs, if they are without the commitment and motivation to act properly as what the data from interview with school principals showed, it will be difficult to carry out activities in accordance to schedule and plan.

If neither the teachers nor the students have been dedicated participants in CCAs, it does not give sense to expect co-curricular programs’ compliance to schedule, since programs
and individual activities have no independent existence without the managers, the coordinators or the performers.

**Item No.3.6** seeks answer from respondents about the presence of annual school clubs’ or CCAs’ day or week. The proposed statement says that schools have such a day or week.

These kinds of ceremonial days can be used to promote aims and works of the different CCAs arrangements including clubs. It can also disclose to the public or to the schools’ community CCAs’ outputs and how CCAs/clubs assist the students’ learning task and the overall process of teaching-learning. It can also be taken as an opportunity to communicate problems and challenges to parents, to the schools’ top management and government authorities and to others which have a say in relation to these activities. The percent responses of students of the lower grade and the upper grade groups respectively which fell in the ‘agree’ range are 66.70% and 68.30%. These response rates in the agree range correspond to mean rating values of 3.80 and 3.77. The values of the means of the two groups of responses are so close to one another. In sum these figures somehow lead to the conclusion of the presence of annual clubs’ or CCAs’ day or week. A reference to the teachers’ mean response rating to the statement in the same item, 3.9, is even higher; thus again supports the position taken by the majority of the student respondents. But before rushing to a hasty generalization, wise to carefully look at the number of respondents in the other end. That is the almost 30% of the respondents who rated for the given statement in the range between 1 and 3 including the sharp boundaries at the edges, which is the region to disclose solid disagreement and difficulty to take strong position. Having represented each of the four schools targeted in the study, why did a total of 25 students /the 30%/ rated in a manner disproving the statement or not to want to have a single strong position?

Two points from the answers of the school principals in a structured interview would help decision making. School principals were asked to answer for whether their schools have a working tradition and system to acknowledge and incentivize exemplary clubs and participants excelling in their work / No. 16. /. Out of the 4 principals contacted for the interview, 1 principal said no, 2 said that they had the intention to try it by the coming academic year, and only one school principal said yes. If schools had an annual clubs’
ceremonial day or week, the schools would give recognition and incentives to excelling or exemplary clubs and individuals.

The other point from an interview that makes one not to accept the existence of annual clubs’ day, which can be taken as an indication for the strength of schools’ CCAs and the strength of the schools’ administration in supporting and monitoring the activities of CCAs is the fact that 3 out of 4 of the principals rated the state of CCAs in their respective schools as ‘average’ and the remaining rated it as ‘low’ /No.20/. The check-list based observations held physically by the researcher himself as well, have not confirmed the presence of such ceremonial annual clubs’ day. One thing that might have been mixed up by the students and teachers who rated the item in the ‘agree’ range is to confuse these annual clubs’ day or week with such days as ‘world HIV-AIDS day and ‘national day for nations, nationalities and peoples of the FDRE’.

Consequently, the researcher tends to doubt the existence of annual CCAs’/clubs’ day or week in the schools.

**Item No. 3.7** enquires whether or not students’ request to be involved in the CCA or club they like most is welcome without any hesitation and discrimination.

The percentage of student respondents agreeing with the statement that tells that students are welcome to participate in any CCA arrangement or club is 88.9% from the lower grade group and 92.7% from the upper grade group. It is only 8 students in total that rated the statement in the other extreme, i.e.in the range extending from 1 to 3. The values of the means of the entire ratings are 4.3 and 4.6 respectively which definitely fall in the agree range of the scale of the continuum for the ratings. It is only 4.2% of the total student respondents who expressed their definite disapproval to the statement, which is almost inconsiderable.

Though ratings of the teachers’ responses for the same item has a mean of 4.13, and is still in the ‘agree’ range, it is visibly lower than the cumulative mean,4.45, of the students’ ratings. But discussions held with groups of students currently having no club to which they are affiliated show that the way students have been invited to membership when the academic year begins has had its own limitation. Usually teacher appointed students wander from room to room and enroll few students per section without paying attention to the raised hands of many students.
There have also been instances in which friends are searched and enrolled for membership in the particular clubs to which they recruit student members. A student involved in FGD expressed his dissatisfaction in the way students have been recruited to voluntary co-curricular club membership as:

… some of us lost the chance to be members in the clubs we were in need of to have part due to the appointed students’ partiality while undertaking what they have been told to do by teachers. [FG4]

Probably the teachers might have taken into account this problematic trend in recruiting and selecting students for membership in the different CCAs arrangement including clubs. Generally it can be deduced that there exist no big and intentional rejection or discrimination in the process of recruiting club members.

The statistics can be taken to show that at least those claiming their right to take part in the clubs/CCAs arrangement they are interested in have not been denied it. But it can be noted that the unsystematic working tradition in most schools has been open to let such problems happen.

**Item No.3.8** is made of a statement proposing that there are more girls participating in school CCAs including clubs than their boy counterparts.

The rating responses of students in the lower grade group and that of the upper grade group showing agreement in the stated item proposal comprise 61.10% and 70.7% respectively. The mean values of the entire numerical ratings are 3.77 and 4.0 again respectively. Both of these mean values are within the range indicating agreement with the idea of the proposed statement. It is only 18.18% of the total respondents who rejected the idea of the statement. The rest 15.58% rated in the undecided range. The mean rating by teachers is almost equal to that obtained from the ratings of the upper grade sample students. Despite the statistics’ implication to believe that girls’ participation in CCAs has been more than that of boys, the number of the remaining students responded otherwise too cannot be ignored. The rationale to assess the situation implied in the item is the need of encouraging and promoting girls’ involvement in non-academic activities and programmes as well, besides the effort made by the education
sector to raise their level of involvement and success in the formal process of classroom learning.

What can be deduced from the data is at least the condition of girls’ involvement in CCAs is not as bad though not remarkably high.

But my fear is that since there exist a club known as ‘girls club’ that is particularly qualified at making situations better for the learning of girls, having seen their active engagement in it magnified most respondents could have given a higher rating to the statement. This latter suggestion of the researcher is to be expected when one observes the fact that ‘girls club’ has been ranked 3rd out of 12 co-curricular clubs students wrote list of their names in line with a question in the questionnaire to rank clubs in decreasing order of their strength in performance /part five of the students’ questionnaire/.

Item No. 3.9 is concerned about knowing whether CCAs and school clubs members are given IDs or badges. The statement proposed states that each club and similar CCA arrangement has given IDs or badges to members.

The percentage of lower and upper grade groups of student samples showing their agreement in the proposed statement are 30.5% and 29.30% respectively. The proportion of the student respondents rating the statement in the ‘agree’ range is too low and in contrary a total of almost 46.75% of respondents disagreed in the proposed statement. In mean terms the students’ ratings are 2.7 and 2.4 respectively and that of the teacher respondents is 2.27. The mean value of the teachers rating is even lower. As a whole, the means justify rejection of the proposed statement as it is designed in a positive sense.

Those students and teachers /1 teacher out of the 15 teacher respondents, i.e. 7% / who tried to approve the school clubs and CCA arrangements giving IDs and badges to their members may have their own personal causes to hide the fact.

But the statistics obtained do not support that and neither has it been proved tangibly in any of the schools where purposeful school visit was paid.

In item No. 3.10 respondents of the questionnaire were made to show their position based on the proposed statement describing that students with different physical disability and special needs have school environment that allows them to take part in the clubs or CCAs they are interested in.
The percent responses of students in the lower grade group and in the upper grade group which fall in the ‘agree’ range are 68.6% and 46.3% respectively. The respective mean values calculated for the ratings provided by all the students in the two groups are 3.7 and 3.3 both of them are below 4, though the mean of the ratings of the lower grade group students is slightly higher than the cut-off point for the agree range, 3.56. On the other hand the percent of student respondents, who disfavored the idea, 23.68%, cannot be taken as low.

The mean of the ratings for the same statement of the item given by teachers, 3.27, is even lower which like that of the mean of the upper grade group students solidly fall in the middle of the continuum of the scale which represents indecision.

The implication of the statistical analysis agrees well with the implication of the same student respondents’ answer that clearly indicated that absence and lack of material resources and facilities that support the smooth operation of CCAs is one of the three major problems that have been hurting the schools’ attempt to run CCAs as smoothly and effectively as possible. Hence, it can be assumed that disabled or special needs students almost in general cannot have an environment that is conducive to their involvement in clubs and other CCAs.

**Table: 4.3. Consolidated data of official documents of clubs**

<table>
<thead>
<tr>
<th>Items Searched</th>
<th>Number of Schools</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. School level plans</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>2. Department level plans</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>3. CCAs’ and clubs’ plans</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Records of /lists, attendance, etc./ members of club and CCAs</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Copies of performance reports from clubs</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>6. Monitoring and evaluation checklists</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>7. CCAs/clubs’ manual</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Consolidated data tabularized based on feedbacks found from schools document reviews can be summarized as follows in a manner to help analysis of data from items of the questionnaires.

Foundational plans at school levels like SIP and yearly working plans seem to have been backed by MOE’s and REB’s guidelines and successive trainings to school principals and cluster supervisors which helped in making the plans so comprehensive that they included issues of CCAs and clubs at least in some degree.

Whereas the planning work has not been as such good at the level of departments or schools have not organized CCAs into pools that enhance administrative operations. The task of planning and running CCAs seem to have been left to the individual club or CCA coordinating body in which teachers act as front line focal persons reporting to deputy school principals.

In addition to this, analysis of the data from official documents and physical observation made it clear that this customary working system of school CCAs or clubs has been poor in its practice of reporting to the schools’ administrators.

The schools’ administration in its part had its own limitation in discharging its responsibility of carrying out sustained monitoring and evaluation using well designed checklists. Together with the problems so far discussed, it was also identified that CCAs and clubs have been run without being supported by relevant and timely guidelines.

These findings help to consolidate the implications of data analysis that one makes based on students’ and teachers’ responses for a questionnaire.

The statement proposed in Item 3.11 seeks for teachers’ and students’ rating responses for the position held that their schools are generally good and conducive in many respects for the running and operation of CCAs in general and clubs in particular.

The rating responses of the students show that 68.6% of the lower grade group and 70.7% of students in the upper grade group are in favor of the idea of the statement. The values of the means of the ratings of these student groups are equal and is 3.9, which since is above the cut-off point for indecision, 3.55, falls within the range for agreement. It would be equally useful not to neglect the proportion of the students’ ratings in the other direction, which is still significant covering about 30% of the total responses provided by each group.
On the other hand the mean of the ratings of the fifteen teachers to the same statement, 3.47, is significantly lower than the value of the ratings of the students.

It is not only lower, but also falls in the range running from 1 to 3.55 which shows disagreement including area for indecision. Crosschecking the findings from observational data with this latter data analyzed based on rating responses of students and teachers, one should tend towards accepting the implication of the mean of the ratings of the teachers. Similarly the fact that 3 of the 4 deputy school principals described their overall satisfaction in the condition of their respective schools’ CCAs as ‘average’ and the last one described it as ‘low’ fits in well with the implication of the mean of the teachers’ ratings.

Thus it can be easily seen that the schools’ overall environment has not been as such conducive to run CCAs as smoothly and as effectively.
### Table: 4.4. School facilities and related materials

<table>
<thead>
<tr>
<th>Facilities and materials</th>
<th>No. of Schools</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mini halls or syndicate rooms for club/CCAs meetings and activities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Rooms for CCAs’ office works</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Pedagogical centers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Mini workshops</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Miscellaneous materials/equipment for basic field labor activities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Sporting grounds and areas for similar activities</td>
<td>3</td>
<td>existing in poor condition</td>
</tr>
<tr>
<td>8. Materials and equipment for sporting games, competitions and related activities</td>
<td></td>
<td>don’t have enough other than foot balls and volley balls which also need replacement</td>
</tr>
<tr>
<td>9. Sporting activities’ outfits and cultural costumes and materials</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10. Musical instruments for cultural and modern songs and music</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11. Latrines</td>
<td></td>
<td>all have them but have been in poor condition</td>
</tr>
<tr>
<td>12. Clean water supply</td>
<td></td>
<td>all have tap water supply but do not seem sufficient and are not built as to be appropriate for schools</td>
</tr>
<tr>
<td>13. Mini-media centers and equipment</td>
<td></td>
<td>have loud speakers and tape-recorders, but have no mini-media centers</td>
</tr>
<tr>
<td>14. Properly guarded and safe school compound</td>
<td>3</td>
<td>have loud speakers and tape-recorders, but have no mini-media centers</td>
</tr>
<tr>
<td>15. Clean and elegant school compound</td>
<td>4</td>
<td>yes, but moderately taken care of with respect to both conditions</td>
</tr>
</tbody>
</table>
It is evident that photographs, video-recordings, newsletters, brochures and banners, and products and other CCAs outputs provide concrete evidence of the state of performance of programs.

Thus an observation made in this line showed that almost all of the schools surveyed have not had any of these testimonial elements. There were no prizes, testimonial certificates and the like which the schools obtained for outstanding clubs’ and related CCAs. The whole situation proves that the condition of the management and practice of co-curricular activities in these schools is poor and tied up with quite a lot of problems. Thus it is as likely to expect similar conditions in almost all of the primary schools of the ‘Woreda’ or district. It is an established fact that the running of school based co-curricular activities is one manifestation for effective child friendly schools.

A child friendly school exists in a situation where there is good school management that is sensitive to the needs and interests of both the children and the society particularly that which is being served by the schools.

Such schools should do pay attention to sufficient involvement of the children and their parents in meaningful decision making. Child friendly schools work in an environment in which safety and security are guaranteed and the whole environment is pleasant and suitable for both the traditional class-room academic activities and that which take place outside classrooms and are more of non-academic ones.

The data collected from observation of schools’ physical and working environment evidence that none of the schools so visited have done satisfactory work to promote CCAs for both the schools’ community and parents. No school was found that has been given any official recognition for its outstanding performance in CCAs. The observation so held carefully also revealed that the schools have not had mini-halls and rooms reserved for club or CCAs.

They have not had laboratories and hand driven materials for field club or co-curricular activities. The existing pedagogical centers were not in good condition and did not show recent activities and outputs. Clubs and CCAs have not had rooms for regular administrative work. Although the schools have more or less large compound, of which safety and security have been given some degree of attention, play grounds have not been well handled, and sporting areas have not been properly designed and prepared.
The latrines have not been adequately taken care of. Mini-media centers have not existed; though some equipment like tape recorders and loud speakers, many of them have not been working properly were available. School mini-media are useful instruments to facilitate the activities of individual co-curricular clubs and similar arrangements besides their use in their own to raise students’ communication and speaking and writing skills and their support in promoting co-curricular programs to the schools’ community. Even though these are generally the objective realities pertaining to the schools’ stance in relation to management and running of CCAs, the whole condition can definitely be taken as good indications of the situation of other government primary schools in the area.

Therefore, it can be declared that government schools of Sheno and Hamus-Gebeya towns and their premises have currently not been doing well in line with management and running of ECAs or CCAs. Despite the schools have had sufficiently large school compounds, and their being free from many negatively intervening social activities, the schools’ administration and responsible government authorities in the area seem to have neglected to work strongly in matters of CCAs.
Table: 4.5. Parents, school principals, and teachers’ involvement in ECAs or CCAs

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>SA and A</th>
<th>D &amp; SD</th>
<th>Mean</th>
<th>St.Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.12. Your school’s principals closely follow and supervise club activities/CCAs</td>
<td>Grade Range</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>5-6</td>
<td>31</td>
<td>86.1</td>
<td>2</td>
<td>5.55</td>
</tr>
<tr>
<td>7-8</td>
<td>31</td>
<td>75.61</td>
<td>5</td>
<td>12.19</td>
</tr>
<tr>
<td>Teacher</td>
<td>13</td>
<td>86.7</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>3.13. Your school’s teachers closely follow and support club activities /CCAs/</td>
<td>Grade Range</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>5-6</td>
<td>27</td>
<td>77.12</td>
<td>3</td>
<td>8.57</td>
</tr>
<tr>
<td>7-8</td>
<td>37</td>
<td>90.24</td>
<td>3</td>
<td>7.31</td>
</tr>
<tr>
<td>Teacher</td>
<td>12</td>
<td>80</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>3.14. Parents/the community/ are supporting club activities or CCAs as much as they can</td>
<td>Grade Range</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>5-6</td>
<td>19</td>
<td>52.78</td>
<td>10</td>
<td>27.78</td>
</tr>
<tr>
<td>7-8</td>
<td>15</td>
<td>36.59</td>
<td>21</td>
<td>51.21</td>
</tr>
<tr>
<td>Teacher</td>
<td>5</td>
<td>33.3</td>
<td>8</td>
<td>53.33</td>
</tr>
<tr>
<td>3.15. I do not believe that the support and follow-up school principals have been providing to clubs/CCAs/ are sufficient</td>
<td>Grade Range</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>5-6</td>
<td>11</td>
<td>30.55</td>
<td>15</td>
<td>41.66</td>
</tr>
<tr>
<td>7-8</td>
<td>18</td>
<td>43.90</td>
<td>17</td>
<td>41.46</td>
</tr>
<tr>
<td>Teacher</td>
<td>9</td>
<td>60</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>3.16. There has not been any problem I have faced from my parents because of my involvement in club activities/CCAs</td>
<td>Grade Range</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>5-6</td>
<td>28</td>
<td>77.78</td>
<td>6</td>
<td>13.89</td>
</tr>
<tr>
<td>7-8</td>
<td>29</td>
<td>72.5</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
<td>46.7</td>
<td>4</td>
<td>26.67</td>
</tr>
</tbody>
</table>

Item 3.12 allows respondents of the questionnaire to express how much they agree with the statement indicating that school principals have been closely following and supporting CCAs including clubs.

As indicated in the above table the proportion of students of the two student clusters who rated the proposed statement in a way pointing agreement are 86.1% /lower group/ and 75.61 /upper group/. The corresponding values of the means of the individual ratings by these same students are 4.3 and 4.07 which fell in the range indicating definite agreement.

The figures match well with the mean, 4.13, that is calculated based on the ratings of the fifteen teacher-respondents. If one is to conclude how hard the principals or the schools’
administration is working by solely depending upon the figures calculated using the students’ and the teachers’ responses, we can definitely say that the administration in general and the principals in particular have done well in promoting and strengthening the performances of ECAs or CCAs.

But consideration of the implications of data from document analysis and school observation and that obtained from responses of the principals’ interviews themselves would not make anyone comfortable in accepting the administrative strength of school principals. The interview with deputy principals made it clear that the schools did few things to organize schools with materials and resources that foster the performances of ECAs and CCAs.

School principals have done very little to raise the awareness of parents and nearby communities about the ‘what’ of CCAs and how they can have constructive say on their functioning. At this point injunction, it is informative to show how one principal said in relation to a question /interview item 6/ to share his view of the awareness and sensitivity of parents and the community to ECAs or CCAs. The principal, PI1, put it as “CCAs are not the concern of parents, they even do not lend you ears when you sometimes try to discuss about them informally; but I also sense that we have not gone far in working in that area.”

What does it mean to hear from school principals saying that “no measure has been taken to change the situation” after having told that the follow-up system so placed in schools enabled them to identify major problems and challenges?

The checklist based observation so conducted in its part too revealed that the schools have not had any checklist to hold proper monitoring and evaluation on the state of CCAs in their schools. Actually it cannot be denied that school principals have spent much time in supporting and following the “1:5 student learning groups” and strengthening what is known as “student education development army.”

Having investigated the condition this way, the researcher links much of the weaknesses of the management and functioning of CCAs in the schools which made up the study target area and similar schools in the area mainly with lack of commitment and managerial competence in the part of the schools’ principals.
**Item 3.13** is comprised of a statement which asserts that teachers have been following and supporting the functioning of ECAs or CCAs or clubs.

A quick glance at the rating responses of students in the lower grade group and those in the upper grade group shows that respectively 77.1% and 90.24% of them fall in the ‘agree’ range.

The aggregate means of these same students’ entire ratings as in the order shown in the earlier part are 4.10 and 4.39. The mean of teachers’ rating responses to the statement, 3.87, is also in the ‘agree’ range though its assertion is weak. The figures calculated may automatically lead to the conclusion that teachers have been following and supporting CCAs well.

A look at responses of interview held with vice-principals of schools about their personal judgement of how good the role and participation of teachers in CCAs in their respective schools is, points that much remains to be done in the area. Accordingly 2 of them described it as medium and the remaining 2 described the level of involvement of teachers in CCAs as low.

In *interview item No. 12*, the deputy school principals mentioned lack of motivation of teachers, wrong attitude of teachers towards the contribution of CCAs to the students’ academic learning, consideration of involvement in CCAs as an additional load on their teaching task as some of the prime causes of teachers’ reluctance to actively take part in CCAs. Obviously these latter points contradict with the probable tentative generalization that one tends to make based on data from students’ rating responses.

Consequently, it is wise to accept that teachers have not been discharging their responsibility of being role models to their students by assuming active role in the management of and participation in CCAs.

Next is found **item No.3.14**, which seeks for the stance teachers and students take towards the statement which asserts that parents and immediate community have been doing their best to strengthen the operation of school CCAs/clubs.

The percentages of student respondents in the lower grade group and in the upper grade group who rated in favor of the proposed statement are 52.8% and 36.6% respectively.

The values of the means of the entire ratings by these same students are 3.40 and 2.83 respectively. They are also as small as the respective percent responses of students’
ratings which are in support of the statement as actually given. The mean of the ratings of the teachers for the same statement, 2.8, is even lower than the means of the students’ rating responses.

The rating responses align well with what has been obtained in an interview held with deputy school principals; ¾ of the school principals responded that they did not believe that parents and the community are well aware of the use and importance of school CCAs.

In interview item No.7, one principal described the state of the expected support of parents and the community to school CCAs as ‘average’, two principals described it as ‘low’ and the remaining one principal expressed its inability to judge the condition definitely.

The whole analysis and investigation is more likely to clearly indicate that the part parents and the community have been playing to strengthen and support school CCAs has been negligible.

The statement shown in item No. 3.15 is closely related to that of the statement in item 3.12. It is about whether students believe that the school principals’ support or supervision to ECAs or CCAs is adequate.

The mean of the ratings given by the lower grade group students, 2.9, implies that the students were in a difficult situation to decide whether or not school principals’ support and follow-up to CCAs have been adequate. Similarly the value of the mean, 3.0, calculated based on the rating responses of students of the upper grade group too is in the middle of the range indicating difficulty to make decision. Teachers’ rating responses for the same statement has a mean of 3.4, which again is below the cutoff point for showing agreement, 3.55. So it is important to pose ‘why’ question upon the rating responses of all of the respondents of the item, since in the statement indicated in item 3.12 all of them expressed their bold agreement in the school principals’ having been closely supporting and paying a good deal of follow-up to their respective schools’ CCAs.

Generally, the respondents’ response ratings which in sum fell in the range of ‘inability to decide’ points something that placed the respondents in some kind of confusion.

But it is the researcher’s belief that the respondents should have either rejected or approved the statement, when their position to the statement in item 3.12 is taken into account.
account. Again none of the concurrent evidences from checklist based school environment observation, interviews and focus group discussions support even to the slightest extent the adequacy of the schools’ administrators’ particularly the principals’ support and follow-up activities to ECAs or CCAs.

For instance, student focus group discussants expressed their resentment in the way the school has been recruiting members to different clubs at the beginning of the academic year. In a separate interview with teachers representing their respective schools’ PTA, all of them disclosed that the schools have brought to them no issue or problem of ECAs or CCAs requiring PTA’s intervention. A statement by a teacher interviewee is typical in this regard:

*I hardly remember time when CCAs were the slightest agenda in administrative meetings of PTA in which the school principal came with a range of agendas requiring our approval and decisions.* [TI2]

The last of this category is item 3.16, in which is found the statement conceiving a message that tells that parents have not been posing any significant problem upon their students in connection to their involvement in school CCAs including clubs.

A look at the data of students’ responses show that 77.8% of the lower grade student group and 72.5% of the upper grade student group rated in the range showing their agreement in the proposed statement. A great majority of the student respondents indicated that their parents and family members have not presented to them any significant problem to their involvement and participation in school based CCAs.

The corresponding values of the means of the two groups of students’ ratings to the statement are equal and the value is 4.1. On the other hand the implication of the mean of the teachers’ ratings of responses, 2.87, is that they were not sure of parents’ view and action in relation to their children’s involvement in school CCAs. Moreover, presence of about 17% of students who rated the statement as ‘disagree’ is just an indication for the fact that still it is probable that there exist some parents having no good attitude to children’s involvement in CCAs. The fact that 2 of the 4 teacher representatives in PTA who were involved in a one to one interview made clear their belief that most parents did not have proper knowledge and understanding about what CCAs do also support this latter expectation.
As a whole the study does not boldly show that parents’ view of CCAs and their actions have been as such major problem to students’ involvement in school CCAs. At the same time it does not encourage one to rule out the likelihood of the presence of the problem.

**Evaluation of ECAs or CCAs With Respect to One’s Own Perspective**

**Table: 4.6. Evaluation of ECAs or CCAs with respect to the conditions of students**

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>Grade Range</th>
<th>SA and A</th>
<th>D &amp; SD</th>
<th>Mean</th>
<th>St. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.17. My involvement in club activities/CCAs/ and the experience I acquired have made me more successful in my learning and raised my personal pleasure as well</td>
<td>5-6</td>
<td>32</td>
<td>88.88</td>
<td>--</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>38</td>
<td>92.7</td>
<td>1</td>
<td>2.44</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>11</td>
<td>73.3</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>3.18. I have been struggling with shortage of time for undergoing my regular study and related tasks due to my involvement in club activities/CCAs/</td>
<td>5-6</td>
<td>2</td>
<td>5.55</td>
<td>26</td>
<td>75.61</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>8</td>
<td>19.51</td>
<td>31</td>
<td>72.22</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>7</td>
<td>46.7</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>3.19. I have the knowledge and understanding about the benefit and importance of participation in clubs/CCAs/</td>
<td>5-6</td>
<td>31</td>
<td>86.11</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>40</td>
<td>97.56</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>13</td>
<td>86.7</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>3.20. I think that I am not active participant in cub activities/CCAs/</td>
<td>5-6</td>
<td>9</td>
<td>26.47</td>
<td>22</td>
<td>64.71</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>9</td>
<td>21.95</td>
<td>27</td>
<td>65.85</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>7</td>
<td>46.67</td>
<td>7</td>
<td>46.67</td>
</tr>
<tr>
<td>3.21. My satisfaction in the state of my school club activities in particular and CCAs in general is low.</td>
<td>5-6</td>
<td>7</td>
<td>20</td>
<td>29</td>
<td>71.42</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>10</td>
<td>24.39</td>
<td>25</td>
<td>70.73</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>10</td>
<td>66.7</td>
<td>4</td>
<td>26.67</td>
</tr>
</tbody>
</table>

**Item 3.17** is concerned with investigation of whether the schools ECAs or CCAs have benefited participating students in their learning and maximization of their pleasure in schooling practices and achievements thus gained. Respectively 88.9% and 92.7%, of the lower and upper grade student groups generally rated the statement as ‘agree’. The means of all the ratings of each group to the statement are almost equal to 4.5 which represent definitely solid agreement with the proposed statement.
The mean of the ratings of teachers to the same statement, 3.87, again shows a good deal of agreement with the idea of the statement though is not as such strong; in percent terms it is about 73.3 \%. Both groups of statistical analysis clearly tend to imply that the schools’ CCAs have benefited the students in matters related to their learning and in positively building their emotions. But considering the 20 \% of teacher raters who responded differently, triangulating the implication of the students’ ratings against data obtained from interviews and FGD discussions and making logical comparisons with the implications of the analysis of earlier questionnaire items are important. The implications of the rating response analysis done to item No. 3.1, item No. 3.20, and item No. 3.21 of students’ questionnaire and corresponding items in teachers’ questionnaire are congruent with the implication of the rating analysis so far done to item 3.17; actually that is what it should be.

At the same time, to evaluate the whole thing against the fact that 3 of the 4 school principals expressed their satisfaction by rating the state of the performance of their schools’ CCAs as ‘average’ and to properly consider the judgement of the remaining 1 principal who expressed the condition as ‘low’ are good. Again, in a successive FGD held with 6-10 students per school currently having no involvement in club activities, it was unanimously said that they did not have any feeling of loss of something important due to their being not involved in school clubs.

The way a student put forward his feelings is cable of how the whole group made up their mind in connection to the voluntary ECAs or CCAs in their school.

> Actually I do not need to ultimately deny that some co-curricular clubs like girls club are doing good things to their members; I know that my sister has become one of the beneficiaries of what the club does. But I do not regret my disengagement in most of the voluntary school co-curricular clubs, since the difference in being and not being a member in them is not clear to me. [FG21]

They added that, of the many clubs they were informed of existing in their respective schools, they could observe some degree of sensible activities only from clubs like girls club, School WASH and to some extent Children Parliament; others were seen not going farther than holding one or two meetings.
One other point worth noting is the fact that students responded to an item in a questionnaire themselves placed’ “lack of interest and motivation to take part in CCAs”’ only second in rank next to “students’ lack of awareness about CCAs” in a list of three major problems related to the management and running of co-curricular activities.

Therefore having seen this clear contradiction between what one tends to conclude based on the statistical analysis of questionnaire items ratings and the analysis and triangulation done by use of FGD, interview responses, and the part of the questionnaire containing items not to be responded in numerical rating, it is wisely not to conclude that students have been properly benefited from school CCAs or they have been pleased with the conditions of CCAs in their respective schools.

**Item 3.18** is made of a statement that enquires whether students’ involvement in CCAs have brought them shortage of time to carry out their studying properly and other activities they must deal with which go with their class-room learning.

The students rating responses clearly show that 72.22% of the lower grade group students and 75.61% of the upper grade group students have not agreed with the statement as shown in the item. That is the general implication is that they had no feeling of lack of time to study and carry out other classroom learning related activities that arose due to their CCAs involvement. The percent responses shown above correspond respectively to mean values of the entire ratings, 1.9 and 2.1, which clearly indicate solid disagreement.

The mean of the ratings of the fifteen teachers provided to the same statement of proposition, 3.07, even though relatively higher is still within the range ‘unable to decide’.

Student respondents to questionnaire/item 18/ have not included ‘tight work schedule because of CCAs participation’ or ‘clubs’ being large’ in number in a list of the three major problems that are believed to exist in the individual schools.

The analysis of the responses in *part two of the students’ questionnaire* indicated that out of the 73 respondents the 52 respondents have had membership in 1 or 2 school co-curricular activities which in percent is 71.23%. That is quite a significant majority.

In addition to the findings and implications so far pointed, it is worthwhile to take into consideration that all of the targeted sample schools of the research work in two shifts.
All of the data so considered have strongly linked to one another so as to show that most of the students have not been in a situation in which there has been shortage of time to study their academics and smoothly carry out related tasks because of the nature of CCAs in their respective schools.

What do the students think about whether or not they are conscious of the benefit and significance of school CCAs?

**Item 3.19** is a statement proposing that students understand the benefit and significance of school CCAs.

The percent responses of students’ ratings of the statement by the lower grade and the upper grade groups which definitely fall in the agree range are 86.11 and 97.56%; which correspond quite well with the means of the entire ratings, 4.3 and 4.6 as in the order shown. The values of the means calculated, definitely imply that students have had a pretty sufficient understanding of the benefit and significance of CCAs. Similarly the mean of the ratings given by the teachers, 3.87, is well above the range for ‘unable to decide. Whereas the fact that in questionnaire item No.18, students made ‘inadequacy or lack of understanding of CCAs by students’ as the first of the three major problems schools have in line with the management and running of CCAs is definitely self-contradiction.

In the teachers’ response too, ‘inadequacy of students’ understanding of CCAs’ has been placed third in a list of three major problems that they believed to exist in their respective schools in relation to the functioning of CCAs.

So it is safer to take the point that a significant number of students do have inadequate understanding or lack of understanding of the ‘what’ and the use of CCAs.

**Item 3.20** is a statement with which students and teachers are supposed to tell their belief on the assumption that students have not been active participants in CCAs.

As the percent rating responses in the ‘disagree’ range for the lower grade students’ group is 64.71% %, that which falls in the same range from the upper grade students’ group is 65.85%; ignoring 12.19% and 8.82% of the previously stated respective groups which rated as ‘unable to decide’. The means of the ratings given to the statement by the lower and the upper grade group student respondents are 2.3 each; which definitely stand for bold disagreement in the statement proposed.
Of the fifteen teachers who provided their individual rating responses for the same statement, 46.67% rated the proposed idea as ‘agree’ and another 46.67% rated it as ‘disagree’ excluding the response ‘unable to decide’.

The mean rating response of the latter group is 2.73 which falls in the range for ‘unable to decide’ being above the 2.55 cut-off point for disagreement.

Although the percent responses and means calculated for the two grade groups of student respondents imply that a great majority of students have been active participants in different CCAs, the fact that 9 respondents from each group / 26.47% and 21.95% have rated in the ‘agree’ and ‘undecided’ ranges provokes doubt. The mean of the teachers’ rating responses, 2.73, also strengthen the doubt so pointed out above.

When we see those 1 or 2 school based clubs most of the students /71.23%/ are believed to have been members as indicated in the response to item 2.1of the questionnaire, most probably all of them could be found in the list of those three or four clubs which have been mentioned much frequently as response to students’ questionnaire item 2.2 (girls club, model child parliament, School-WASH and SPANA). As could be understood from the interviews held with school principals, an FGD with off-club students, the teachers’ questionnaire, and school observation, both these and other school based clubs have predominantly been led by teachers. Taking this into account, it is rational to tend to acceptance of the problem the teachers faced to acceptance or rejection of the point of the statement, in spite of the fact that they are expected to have full knowledge of everything about these clubs’ or CCAs’ performances.

The fact that recently none of the schools have had awards, trophies or certificates as recognition to the outstanding performance of any of the school clubs, probably reveals that even those clubs and CCAs mentioned above have not been really good enough to be cited as examples; as also seen in check-list based school observation (category II, item 7 of the check-list). Obviously, the strength of any CCA can be viewed as a measure of how dedicated and involved its participants and leaders are. The same student respondents seem to have forgotten their mentioning ‘students’ lack of understanding about CCAs’ and “students’ lack of interest and motivation to properly involve in CCAs” as some of the major CCAs related problems of their respective schools (item No. 18 of students’ questionnaire).
A student involved in FGD described her critical observation as:

*In November and December, you observe teachers making students busy with club meetings; you may eagerly wait for the next steps...but that is all. [FG21]*

Generally, from the analyses and discussions thus made so far, it can be seen that without denying the fact that some students might have been better in their clubs’ or CCAs’ participation than others, the whole picture is that quite large number of students have not been active participants in clubs or CCAs. Everything seems to have started and ended by the time members were recruited and some one or two meetings carried out as openly said by some school principals and reflected in focus group discussions.

**Item 3.21** is a statement with which it is suggested that students are quite satisfied and pleased with the co-curricular activities they observe and take part in their respective schools.

Such clubs like civic and ethical education, sport, and environmental protection, clubs for literature and language, traffic-policing, scout and mini-media have occupied lower rank in a list provided by students and teachers that attempted to show the level of performance of clubs and CCAs in general in a decreasing order (*student questionnaire part- V*). On the other hand clubs like science and innovation, social science, music and drama or other clubs related to arts and culture have not been totally mentioned both by schools’ principals and students in the list of clubs and CCAs the schools have organized. The list reveals that clubs or CCAs that are highly entertaining, informative or educative and those which have direct relevance to support the class-room academic activities and experiences are either not there or too weak in their performance to deserve any place in the list. The last of the seven items in FGD held with off-club students and the interview guide for teacher representatives of PTA is one by which they can provide their personal judgement of how well school CCAs have been performing.

In both cases it was mentioned that the state of CCAs in their respective schools is not good; and that much more focus need be given to it in the coming days.

The primary data that need to be treated statistically and integrated with other concurrent qualitative data are those obtained from questionnaire responses addressed to students and teachers.
The student respondents in the lower grade and upper grade groups who rated the statement “my satisfaction with the CCAs I have been observing in my school is low” as ‘disagree’ are 71.42% and 70.73% respectively.

The means of the ratings in the entire range for both of the student respondent groups are 2.3 and 2.2 which definitely fall within the ranges indicating disagreement in the proposed statement. On the other hand it is 66.7% of the teachers who responded by rating the same statement as ‘agree’.

The corresponding mean of the teachers’ ratings is 3.4, which is within the range of inability to decide. Given that the data do not show the presence of clubs like science and technology, literature and language, drama and music, and social science clubs and the indication from the data that such other clubs like environmental protection, civic and ethical education, sport, mini-media, etc., have had weak current performance, no reason to anyone to incline to accept students’ assertion that they have been satisfied with the current condition of CCAs in their respective schools. This latter perspective of thought is well aligned with the implication of the greater percent responses of teachers’ ratings which generally fall in the ‘agree’ range and the cumulative mean of the entire response which actually lay within the range ‘unable to decide’.

Consequently the research is potent enough to show that the statistically implied students’ satisfaction with the situation and performance of their respective schools’ CCAs cannot be one of a genuine kind.

Thus it can be generally deduced that lack of motivation and interest by the majority of students for participation in CCAs as shown in an earlier discussion of findings in the same study is strongly linked to loss of satisfaction in what is seen and acquired from existing CCAs’ performances.
About the Presence of Participatory Working Trend in School Clubs

Table: 4.7. Students’ involvement in ECAs or CCAs management

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>Grade range</th>
<th>SA &amp; A</th>
<th>D &amp;SD</th>
<th>Mean</th>
<th>St. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.22. The school has conducive school environment that allows or promotes the participation of students in establishing and organizing clubs/CCAs/</td>
<td>5-6</td>
<td>30  83.3</td>
<td>3  8.33</td>
<td>4.3</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>33  80.49</td>
<td>6  14.63</td>
<td>4.1</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>13  86.7</td>
<td>2  13.3</td>
<td>3.93</td>
<td>0.88</td>
</tr>
<tr>
<td>3.23. Students are not made to take part in the preparation of club annual plans</td>
<td>5-6</td>
<td>16  38.9</td>
<td>14  38.89</td>
<td>3.2</td>
<td>1.40</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>18  36.6</td>
<td>15  36.58</td>
<td>3.2</td>
<td>1.54</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>8   53.3</td>
<td>6  40.0</td>
<td>3.07</td>
<td>1.51</td>
</tr>
<tr>
<td>3.24. Students are made to take part in the preparation of their respective clubs’ guide-lines or regulations</td>
<td>5-6</td>
<td>23  65.7</td>
<td>8  20.0</td>
<td>3.6</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>24  60.0</td>
<td>8  22.85</td>
<td>3.7</td>
<td>1.46</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>10  66.7</td>
<td>4  26.67</td>
<td>3.4</td>
<td>1.30</td>
</tr>
<tr>
<td>3.25. Students participate in the evaluation of the performance of clubs/CCAs/</td>
<td>5-6</td>
<td>30  83.3</td>
<td>5  13.89</td>
<td>4.1</td>
<td>1.26</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>36  87.8</td>
<td>1  2.44</td>
<td>4.4</td>
<td>0.77</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>8   53.3</td>
<td>6  40.0</td>
<td>3.07</td>
<td>1.44</td>
</tr>
<tr>
<td>3.26. Students assume positions of club leadership</td>
<td>5-6</td>
<td>26  72.2</td>
<td>3  8.33</td>
<td>3.9</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>32  78.0</td>
<td>6  14.63</td>
<td>4.1</td>
<td>1.22</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>11  73.3</td>
<td>3  20.0</td>
<td>3.73</td>
<td>1.39</td>
</tr>
</tbody>
</table>

**Item 3.22** is a statement which describes that schools have a working environment conducive to properly involve students when clubs or CCAs in general are established and organized.

The data organized statistically based on the students’ responses illustrate that 83.3% of the lower grade students’ group and 80.5% of the upper graders rated the statement as ‘agree’.

The ratings of the entire respondents have means of 4.3 and 4.1 respectively which represent bold agreement in the idea conveyed by the given statement.
Accordingly, 86.7% of the teachers /13 teachers/ rated the same statement as ‘agree’ as shown by rating mean of 3.93. During an interview (item No.17) principals pointed that clubs and other similar arrangements are led by teachers assigned by the schools after proving their willingness to serve in the positions and students are assigned to other positions of lower administrative rank. Adding to it, the school principals showed that certain co-curricular activities like ‘one to five student networks’ and ‘class room education development army’ are fully led by the students themselves; home-room teachers and school administrators providing the necessary assistance.

In a focus group discussion held with students currently not involved in voluntary ECAs or CCAs, it was pointed out that students have been playing significant role in recruiting student members to different school clubs, taking attendance of participants in club meetings and activities.

In general the statistical analysis of students’ and teachers’ responses of items of a questionnaire coupled with data from FGD and principals’ interview made it clear that students have been entitled to certain positions and responsibilities of clubs or CCAs.

Despite the schools have not established a viable working system to ensure optimal students’ involvement in CCAs’ leadership, the students have assumed some administrative positions under the supervision of teachers.

One thing the school administration and teachers have missed is to work towards capacitating students by awareness creation programs and to lay a smooth but solid working foundation to realize maximum involvement of students in organizing school based clubs and CCAs.

Students should be made to take part decisively in every affairs of schooling which directly or indirectly impact their current and future development as child and fully grown adults.

One of the principles of child friendly schools as indicated in UNICEF (2009) document compiled based on a case study in Macedonia’s education system is “the principle of active participation of students in school life” and also indicated as the students’ right.
**Item 3.23** is also related to ensuring students’ active involvement in management of ECCAs or CCAs. The statement tells that students have been denied to take part in planning of the works of CCAs.

As usual, the discussion begins with analysis of the nature of the responses of the different groups involved in the study including analysis of statistical data from a questionnaire. The data tabulated shows that 38.89% of students of lower grade group and 36.58% of students of upper graded group responded against the statement or rated the idea of the statement as ‘disagree’ excluding ‘undecided’ response of a total of 14 students. But the mean of the ratings of both groups are equal and is 3.2 each, which actually lies within the range of difficulty to decide or to take clear position.

The percent of respondents who have shown their bold agreement to the given statement by rating from 4 to 5 is 38.9% and 36.6% respectively. The percent responses of students falling in the two extremes are almost equal to one another. In addition, the implication of the 18.18% of the students rating definitely in the undecided region is not of something to be ignored. When coming to teachers, one sees that the percent of responses to the same statement lying in the ‘agree’ range is 53.3%, but the mean of the entire ratings, 3, which of course is comparable to the value obtained from the students’ ratings.

At this point in juncture, it is important to consider responses of students to questionnaire item No 4.2, which asks them to indicate the regular time schedule at which club activities are actually carried out. Though there existed definite response alternatives, ten students out of thirty informed that they had no knowledge of the presence of yearly time schedule for clubs’ regular activities.

The fact that both teachers and students indicated quite different time schedule in itself poses question of authenticity of the responses.

Consequently both these latter conditions and the overall feature of the responses of the students and the teachers to the questionnaire item makes one expect that ECAs’ or CCAs’ plans or program schedules have not been either well communicated to members or students have not been part of the process of planning for CCAs.

Ground rules and internal regulations are among the first most important things that need to be there when teams or groups striving for the attainment of a common goal are established. They are believed to pave the working conditions of programmes and
projects which are carried out in a collective disciplinary spirit. They are reference guide lines always observed while discharging collective responsibilities of which ultimate success depends on the dedication, motivation, and competence of individuals working as a single entity.

**Item 3.24** is a proposed statement presented to students and teachers having their own say in CCAs to show their feelings and position to an expected belief that students have visible involvement in the preparation of regulations and rules of the CCAs or clubs they are involved in.

According to the rating responses given to the statement, 65.7% of the lower grade students and 60% of the upper grade students have shown that clubs and CCAs member students have taken part when regulations and rules were prepared. The number of students who have rated the given statement in the range for ‘disagreement’ covers 21% of the total respondents of the item. Hence their responses might imply something useful for the research conclusion. The means of the ratings of the students as in the order shown above are 3.6 and 3.7, which both are only slightly higher than the cutoff point for indecision.

On the other hand, although 66.7% of the teachers’ rating responses lie within the range of 4 to 5 /the range for definitely solid agreement/, the mean calculated for the entire ratings, 3.4, falls in the range for ‘inability to decide’ which is between 2.56 and 3.55. These analyses so far done do not encourage one to straightforwardly conclude that students have been taking part when clubs/CCAs’ regulations were prepared and endorsed. From statistics point of view, this is due to the fact that the number of ratings provided against the intention of the statement and that for indecision is not negligible though truly is lower than that given favoring the idea of the statement.

The findings implied in the statistical analyses become meaningful when integrated with what check-list based observation of schools have manifested, the answer of school principals for a semi-structured interview, and the points of an FGD held with out of club students.

In a semi-structured interview, deputy school principals of four schools described that students’ lowered motivation to actively participate in CCAs and the reluctance they show to calls for meetings and other activities have continued to be one of the top most
problems in the functioning of school CCAs. The school principals (item No. 12) added that teachers did not act in a collaborative spirit and considered CCAs as of least contribution to their teaching task and the learning of students thus viewing them as extra load to their teaching career.

An FGD with non-club participating students on its part disclosed that the majority of students registered as members in one or two clubs have had lack of awareness of the meaning and significance of CCAs in general and extra or co-curricular clubs in particular. In this regard, showing the evaluation of a student involved in an FGD compliments to the idea of the responses of school principals roughly indicated above. In a focus group discussion in which 6 off-voluntary extra or co-curricular club activities students were involved a student pointed out how poor enough the awareness of most students about CCAs in the following way:

*I repeatedly witnessed some co-curricular coordinating teachers having been annoyed and grieving seriously because of students’ absence during meetings and others coming very late to the programs. I also have friends who usually have not been willing to raise money contributions that were agreed in a meeting for certain club activities.* [FG1]

The students also reiterated that in connection to this critical lack of awareness of CCAs, they have not been giving proper attention to programs of clubs or CCAs. Document reviews and parallel observations made at schools have not also proved that CCAs/clubs have had any internal regulations and ground rules.

All of the points so briefly discussed here above would not have happened this way, if school CCAs or clubs had their own regulations or working rules which were adopted and endorsed on a participatory ground.

Any program whether substantive or subsidiary which is undertaken under the auspices of a structured institution must properly observe the stages: planning, implementation, and monitoring and evaluation while accomplishing its duties and responsibilities.
Item 3.25 of the students’ questionnaire is made of a statement having an assumption that students are participants in formal evaluation of the regular performances of plan accomplishments of CCAs/clubs.

The data consolidated in a table show that 83.3% of lower grade student respondents and 87.8% of the upper grade student respondents have rated the given statement in its favor. The respective means of the students’ ratings, 4.1 and 4.4, are within the range pointing a definitely bold agreement.

Looking at the rating responses for the same item but given by teachers, shows that only 53.3% of them generally rated the idea of the statement as ‘agree’. It is good here not to forget that these teachers have been seated at the top of the administrative structure of school based CCAs or clubs. The data so tabulated reveals that the proportion of the teachers’ ratings in the contrary is 40%; which is not a small number. The table shows that the difference in the percentage of ratings in favor and in rejection of the statement arises because of a difference of ratings by 2 teachers. On the other side, 3 of the 4 deputy school principals described during an interview (item No. 18) that their schools have had an established system of monitoring and evaluation which focuses on the management and operation of CCAs. Contrary to this, check-list based observation paid at schools and relevant document reviews so done have not shown any kind of tool or check-list that was particularly being used for the purpose. Neither has there been any evidence of the presence of consistent reporting and feedback mechanisms that particularly focused on CCAs or clubs.

The fact that there exist no more than four school based clubs which as described earlier have been determined to have somehow better performance and the absence of certain clubs which are believed to have huge significance to the students would not have happened, if the schools had employed good monitoring and evaluation activity on a consistent basis.

The whole of these analytic discussions will not obviously lead to expecting the possibility of students’ active involvement in a consistent work of monitoring and evaluation that is targeted at improving the operation of co-curricular activities.
The last of the items, 3.26, that comprised the questionnaire for the students and teachers is a statement describing that students have been placed in positions of clubs or CCAs which allow them to practically exercise leadership responsibilities.

The percent of students in lower grades and those in upper grades who rated the statement given by showing their agreement or support to the idea conveyed are 72.2% and 78.0% respectively. The means calculated based on the whole of the individual ratings of the students in each group are 3.9 and 4.1 respectively, both fall in the ‘agree’ range of the ratings continuum. The figures roughly imply that the majority of the students have been engaged in different positions of clubs’ or CCAs’ management and coordination. A glance at the ratings of the teachers show that it is 73.3% of them who responded to the statement as ‘agree’ and the mean of the whole ratings, 3.73, also falls in the same range though does not represent boldly strong agreement.

It is relevant at this point to refer to the whole of the principals’ answer to an interview question on No. 17, for which they said that students were assigned in different positions of club management under an overall supervision of teachers acting as chief or supreme leader. Students who took part in FGD in their part witnessed that some selected students have been practically involved in recruitment of student members.

Thus though is a good beginning, it can be assumed that the teachers and the school administrators have not worked as much to empower students so that they can assume and actually practice top leadership positions of clubs or CCAs.

The condition seems to have brought a situation in which the strength and weakness of CCAs also rest on who the teachers running the co-curricular clubs from the top are among other things.

In the analyses and discussions made in the part treated here above, the utmost effort has been made to review data from interviews of principals and other data from sources like FGD and check-list based school visits.

All of the findings so far disclosed and the generalizations made are results of synthesis and integration of data from multiple sources.

In addition to manipulation and use of the different data with those obtained from questionnaire responses as already shown in earlier parts, below is a separate treatment of data seen outstandingly in school principals’ interview.
Table: 4.8. School facilities, material inputs, and the physical environment in the eyes of school deputy principals

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Rank ratings as provided by four school deputy principals</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Average rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-purpose buildings</td>
<td></td>
<td>2*3=6</td>
<td>-----</td>
<td>2*1=2</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td>1*3=3</td>
<td>3*2=6</td>
<td>-----</td>
<td>2.25</td>
</tr>
<tr>
<td>Pedagogical resource center or work shop</td>
<td></td>
<td>1*3=3</td>
<td>3*2=6</td>
<td>-----</td>
<td>2.25</td>
</tr>
<tr>
<td>Mini halls or syndicate rooms</td>
<td></td>
<td>1*3=3</td>
<td>3*2=6</td>
<td>-----</td>
<td>2.25</td>
</tr>
<tr>
<td>Play or sporting activities grounds</td>
<td></td>
<td>1*3=3</td>
<td>2*2=4</td>
<td>-----</td>
<td>1.75</td>
</tr>
<tr>
<td>First aid post</td>
<td></td>
<td>4*1=4</td>
<td>-----</td>
<td>-----</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td></td>
<td>1</td>
<td>1.92</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

* N.B:3=high and above 2=medium 1=low

The condition of the school facilities as can be judged from the value of the cumulative average rank calculated is neither high nor low; its suitability to the management and operation of CCAs is rather somehow medium. But it is good to notice here that numerical ratings as given by the principals do not have the support of data from physical observations and the actual performance of most of the schools' co-curricular activities. For example, none of the schools observed have had any kind of laboratory or even a kind of separate room in which practical science activities can be carried out. The schools tried to explain that pedagogical centers serve both as lab rooms; and resource centers for the class room academic work.
But the pedagogical centers themselves have also been observed to be of very low quality; they were not clean, materials and resources were not organized properly, and no eye catching products were available.

Table: 4.9. The condition of material resources of schools with respect to suitability to ECAs or CCAs

<table>
<thead>
<tr>
<th>Material resources</th>
<th>Rank ratings as provided by four school deputy principals</th>
<th>Average rank</th>
<th>Total average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1. Tools and equipment to work on a school garden</td>
<td>1*3=3</td>
<td>------</td>
<td>3*1=3</td>
</tr>
<tr>
<td>2. Equipment/materials for cleaning of school compound</td>
<td>1*3=3</td>
<td>3*2=6</td>
<td>----</td>
</tr>
<tr>
<td>3. Reserved office furniture</td>
<td>3*2=6</td>
<td>1*1=1</td>
<td>1.75</td>
</tr>
<tr>
<td>4. Mini-media service inputs/equipment</td>
<td>2*3=6</td>
<td>2*2=4</td>
<td>----</td>
</tr>
<tr>
<td>5. Balls</td>
<td>2*2=4</td>
<td>2*1=2</td>
<td>1.5</td>
</tr>
<tr>
<td>6. Outfits for sporting activities</td>
<td>2*3=6</td>
<td>2*2=4</td>
<td>2.5</td>
</tr>
<tr>
<td>7. Materials for physical fitness and similar activities</td>
<td>1*3=3</td>
<td>3*2=6</td>
<td>----</td>
</tr>
<tr>
<td>8. Dresses for school based labors and other outfits</td>
<td>2*3=6</td>
<td>1*2=2</td>
<td>1*1=1</td>
</tr>
</tbody>
</table>

As what is said in the discussion of category-1 of the principals’ personal rank rating of the elements indicated in the table, the figures shown here do not acceptably agree with data obtained from other concurrent sources. The only points at which the school principals’ ranking decisions and the findings from physical school observations’ agree are elements in numbers 1, 3, and 5.
Table: 4.10. The level of suitability of schools’ physical environment to ECAs or CCAs

<table>
<thead>
<tr>
<th>School’s physical environment</th>
<th>Rank ratings as provided by four school deputy principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1. School compound’s size</td>
<td>$2 \times 3 = 6$</td>
</tr>
<tr>
<td>2. Cleanliness and elegance</td>
<td>$3 \times 3 = 9$</td>
</tr>
<tr>
<td>of school</td>
<td></td>
</tr>
<tr>
<td>3. School safety and security</td>
<td>$3 \times 3 = 9$</td>
</tr>
</tbody>
</table>

*Cumulative average rank = 2.58*

The physical environment of the school is meant to represent the size of the whole school’s compound, its’ being enclosed well with a kind of structure or some kind of fence, its attraction and cleanliness, and its safety and security.

The principals’ ranking of the condition of their schools’ with respect to the above parameters show that their schools’ overall physical environment is somehow at high level. This is the part of the schools principals’ personal ranking judgement which is relatively closer to the objective observation done physically in the school sites. Yet the researcher once more questions the principals’ managerial competence and motivation to make optimal use of the existing physical environment that is more or less in good situation for the running of many relevant co-curricular activities. A number of literatures point that the local environment including that existing in the schools is a ready-made resource which should be utilized to enhance students’ learning and development. The fact that the on school site observation have not indicated the presence of school gardens, properly designed and held play and games grounds, and gates which are poorly built all justify the researcher’s position to believe that the schools’ physical environment have been improperly utilized and managed.
4.3. Analytic Discussion of School Deputy Principals’ Answers to Interview Questions about Management and Functioning of ECAs or CCAs

How did school deputy principals feel as to the number of extra or co-curricular school clubs?

Table: 4.11. Extra or co-curricular clubs in the schools

<table>
<thead>
<tr>
<th>School</th>
<th>Extra or co-curricular clubs in the schools shown with “X” mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model Child Parliament</td>
</tr>
<tr>
<td>Sheno No.1 primary</td>
<td>X</td>
</tr>
<tr>
<td>Sheno No.2 primary</td>
<td>X</td>
</tr>
<tr>
<td>Karl</td>
<td>X</td>
</tr>
<tr>
<td>Zengo primary</td>
<td>X</td>
</tr>
</tbody>
</table>

School deputy principals were made to describe their personal judgement of the number of co-curricular clubs in their respective schools as many, low, enough, or difficult to decide. Two said it is ‘many’ and the remaining two said the number of co-curricular school clubs in their schools is ‘just enough’. These same school principals listed names of eight to twelve co-curricular clubs for a question (Item No.8) which asked them to write names of co-curricular clubs currently existing in their respective schools.

Similarly students were asked to select three major problems out of a series of problems suggested to be common problems in the management and operation of CCAs or ECAs.
But the number of teacher and student respondents who indicated number of clubs, either large or small, as significant problem of ECAs or CCAs in the context of their schools is negligible. It has not existed in the list of the first three or four major problems chosen by the teachers and the students impeding the management and functioning of CCAs. The principals’ answers to the question seems to have been given solely based on the list of total number of clubs organized both mandatorily and according to the schools long existed tradition as found in official records. If their answers had been given based on those relatively active extra or co-curricular clubs of which number does not exceed four, ‘‘many’’ and ‘‘just enough’’ would not have been their probable answers to the former question.

A thorough look at the four clubs, ‘girls club’, ‘child parliament and School WASH’, and SPANA, /one concerned with rights and safety of house hold animals/ chosen by quite large number of students as having relatively better performance made it clear that all were established by interest groups’ request and had some support and supervision from these bodies.

As is indicated in a UNICEF sponsored case study on the condition of child friendly schools in Macedonia (2009), leadership and management are critical to the school change process.

A strong management and leadership are capable of fulfilling the resource requirements of an institutional program. A competent and motivated school principal does not forget to incorporate every domain and element of the school’s academic and supportive activities in school improvement plan and subsequent plans and program schedules. An interview question (item 9 &9.1) was put forward to school principals regarding how much co-curricular activities have been incorporated in the schools’ plans.

From the interview, it was understood that some schools consider CCAs as one of the major activity elements and include them in the whole school plan or the school improvement plan, in others they are planned only for the sake of planning either by the CCAs’ coordinators or by the individual clubs, and the remaining ignore them in any of their plans.

The different data analyzed and synthesized logically verify that the implementation of ECAs or CCAs has been overwhelmed by a lot of problems; all of which emanated from
practical limitation of the schools to run the programs in planned manner. In a question the same principals were asked to make clear whether they say that schools have an established working system for undertaking effective monitoring and evaluation of the situation of CCAs, 3 of the 4 school principals definitely said ”yes” and the remaining “no”. Unlike the majority of the principals’ responses, the checklist based investigation and observation held have not proved the stated fact. It might be because the school principals did not have the courage to disclose certain realities which they believe to have a direct link with their managerial efficiency.

There were repeated instances in the interview where the principals admitted they had done nothing powerful to correct certain things which contributed to poor performances of many CCAs. In question 12.1 they described that the only thing they did to raise their teachers’ motivation and professional competence so that there will be a difference in their CCAs’ involvement was raising the issue of co-curricular activities in meetings to try to find mutual solution.

Similarly in giving answer to another question (item15), the principals with no hesitation expressed that parents and the community did very restricted involvement to support CCAs, and added that there was no an easy thing that they could do to improve the situation. In another question(item11.2) by which the school principals were asked to evaluate how big is the effect of shortage of finance in running school based CCAs 3 of the 4 principals expressed that it is a bit big.

In a previous question it was asked how the financial requirements of extra or co-curricular clubs have been answered in their respective schools.

For the question stated above, the principals’ answers were that the clubs have been made or allowed to use small money contributions from their members and any regular fees if the particular club does that and added that they have been allowed to do activities with which income can be generated. The principals also stressed that students are not forced to pay any fees or contributions without their will.

From the answer and explanations of the school principals, it can be deduced that co-curricular activities have not been duly planned in most of the schools; it seems as if the whole thing has been left to the discretion of the coordinating teachers and the students.
The principals made no mention of the possibility of supporting ECAs or CCAs with a portion of school grant allocated to them. ESDP- IV declares that school grants are dedicated to improvement of education quality by fostering the implementation of SIP. Though use of partner support and mobilizing resources from parents and the community comprised options given to the principals from which to choose their possible answers, none mentioned them.

The situation discovered is in good conformity with Siraj’s finding in 2011, cited in Mekonnen (2015), which clearly showed that most schools have different degree of problems of CCAs’ management which significantly affected their functioning.

To a question (interview item 8.2) the principals were asked to tell whether or not groups, both governmental and others, have been supporting co-curricular clubs and related activities organized according to their request and wish, they responded as ‘‘some do and others do not’’. Accordingly there were schools which were supported and others not for running these particular kinds of CCAs or clubs. Here the schools are seen to have been part of the problem in that they have not entered in to some kind of binding mutual terms of agreement which at least pushes the outside bodies to support and evaluate the performances of the clubs organized according to their prime will.

A co-curricular program launched and introduced in to the activities of a school has to be sustained as much as possible rather than going to a halt right after its introduction and undergoing some preliminary tasks. Students are anxious to see the flowers of such new interventions and programs blooming sooner; and also look for the test of its fruits. Otherwise the effect is detrimental to even similar future programs and project interventions.

When summed up, the schools at which the study was based and as also observed under normal conditions in most other schools, co-curricular club activities do not go persistently throughout a program’s period or for years to come. This can be largely attributed to the absence of strong and stable working system having its own internal administrative and organizational structure.

The schools’ deputy principals in responding to interview question number 17 which requested them to briefly explain the schools’ administrative and organizational structure
of co-curricular activities showed that there is only a two-tier administrative structure in
the management of CCAs. At the very top there are the schools’ deputy principals who
lead and coordinate the entire teaching-learning process including co-curricular activities,
and then come the individual co-curricular clubs having their own head teachers
coordinators and students assuming different positions under the head.
When compared to Hong Kong’s practice which is capable of being a good lesson, our
schools’ system of CCAs’ administrative structure seems not strong.
The guideline of Hong Kong’s Education Program (1992) indicates that at the very top
there is the CCAs coordinator which is a middle management position, depending on the
situation in the school there might exist CCAs committee, then are CCAs teacher
advisors who are appointed by the school principal and finally there are executive
committees for each club.

4.4. A Summary Discussion of Interview Responses of Teacher
Representatives in Parent-Teacher Association, ‘PTA’

A total of 7 question items made up the open interview guide prepared for this particular
interview. The questions are structured in a way one leading to the other. The questions
focused on:-

- Checking whether or not parents have adequate knowledge and understanding of
  CCAs taking place in their schools
- What PTA has been doing to strengthen the management and functioning of
  school based CCAs
- What PTA has been doing to raise the awareness of parents about CCAs and to
  mobilize financial and other supports to school-based CCAs
- If there has existed a working system to receive complains and problems related
  to CCAs so that they can be solved properly by a joint effort.
- Assessing how much PTA has been consciously following the state of CCAs in
  their respective schools
- Knowing whether PTA has been receiving problems related to CCAs which
  needed its resolution
• How PTA roughly evaluates the state of CCAs in schools

The responses of all of the four PTA representative teacher interviewees inclined to the negative side as shown in the following points summarized from the responses and discussions of the interviewees. According to the responses obtained:-

• Most parents have not had adequate knowledge and understanding about what ECAs or CCAs are and their significance to both the learning and development of their children and the society at large.

• The interviewees have not felt they had been sufficiently supporting the management and functioning of their schools’ CCAs. One thing all of them pointed was that neither the schools’ principals and teachers nor the students have known coming to them to discuss about co-curricular club activities. The interviewees as if all of them were interviewed together said that “by default it is the school principals and sometimes the teachers who initiate PTA to think of school matters and take administrative actions.”

• PTA teacher representatives admitted that CCAs had not been the focus of their actions and added that it was not on purpose that this happened. According to the PTAs’ working tradition it is from school principals that agendas are brought to them. Actually they made it clear that they have been planning yearly; but their plans had not considered school co-curricular activities and other related activities.

• PTA has been involved in issuing budget from schools’ internal income to different activities related to the usual teaching and learning activities and for such activities as school facilities repair and purchase of some equipment and materials as requested by the school principals. Besides they also do activities of mobilizing resources from the community when that is important. Differently from other interviewee one PTA teacher representative, /TI₄/, indicated that PTA has worked to support girls club and School WASH in making parents have knowledge of the aim and activities of these interventions and their contribution to the learning and development of their children.
All of the four PTA teacher representatives generally described the situation and performance of co-curricular activities as extremely weak and added that currently they have opened their eye and started to see that PTA could have done a lot to improve the condition of CCAs jointly with school principals, teachers, students and the community.

The points mentioned above undoubtedly verify that parents and the community have not been making any sensible positive contribution to co-curricular activities, no matter what the cause behind may be. The data gathered from all sources, PTAs, principals, teachers, students, and school physical observation and document analysis all prove that parents and the community have not been mobilized to understand about school based extra or co-curricular activities and to support them. According to the education policy of the country and other concurrent policy or strategy documents, parents or the community are expected to be actively involved in the effort to improve education quality, particularly of primary education. It is also known that the ministry has guide lines for community participation, school management and financing.
CHAPTER FIVE

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

5.1. Summary

The prime purpose of this study was to meticulously assess and determine the current practices and challenges in the running of extra or co-curricular activities in second cycle government primary schools of Sheno and Hamus-Gebeya towns of North Shewa, Oromia Regional State. To its effect, the following basic research questions were established.

1. What is the current organizational and administrative status of ECAs and CCAs?
2. How effectively do school principals, teachers, and parents support and monitor ECAs or CCAs?
3. To what extent do schools work to involve students at maximum in extra or co-curricular activities management and coordination?
4. What are the major problems and challenges of the practices of management and running of ECAs or CCAs?

To this end were employed four kinds of primary and secondary data collecting tools; namely questionnaires, semi-structured and unstructured interviews, FGD, and check-list based school observation and document review. The questionnaire was the tool used to capture data from the large majority of the data providers, students and teachers in their respective order, who were proved to have actual involvement and official membership in their schools’ extra or co-curricular clubs. It was questionnaires of almost the same nature which were administered to both the student and the teacher respondents. Items to be responded using rating scales comprised the larger proportion of the questionnaire. Of the 80 questionnaire papers distributed to the students 77 were returned, which is, 96.25% and 15 of the 16 questionnaire papers handed out to the teachers that is 93.75% were also returned.
5.1.1. The Organizational and Administrative Status of Extra and Co-curricular Activities

The study proved that schools had such comprehensive plans like school improvement plans and annual grand plans and yearly program schedules in which at least were included mere statements about the management and running of ECAs or CCAs. But at departments level the task of coordinating ECAs or CCAs was not given any attention.

A visit to co-curricular clubs also proved the presence of extra or co-curricular clubs’ plans which were not as such carefully prepared and were lacking objectives, significance and goals. Most of them were seen to be mere list of individual activities together with proposed time schedule. This finding is the same as what Demes (2014) reported in his study of practices and challenges of CCAs in Addis Ababa preparatory schools.

Moreover it was discovered that any of the schools’ deputy principals, who at the same time are chief heads for ECAs or CCAs, did not have a separate extra or co-curricular activities plan. What was worse is that existing extra or co-curricular clubs were not being led based on their plans and program schedules which actually lacked sufficient details. The data so analyzed and synthesized systematically did not also prove the presence of an updated guide line or a separate manual for the running and management of extra or co-curricular club activities and individual clubs’ internal regulations and rules. In addition to the points disclosed above, in none of the schools so visited could be found an office or room for extra or co-curricular club administrative duties. When summarized, the study disclosed that practically the extra or co-curricular activities were being run customarily; their internal organization was not also strong.

5.1.2. Existing Roles of School Principals, Teachers, and Parents in Extra and Co-curricular Activities

The study sufficiently demonstrated that school principals were not competent enough and as such motivated to effectively manage and support the operation of extra or co-curricular clubs. Mobilizing financial and material resources and allocating budget to activities are mainly the responsibility of the schools’ principals. But one of the overriding problems of schools in the management and functioning of co-curricular activities, according to the study was determined to be scarcity of resources.
The schools’ deputy principals can also be accounted for the poor functioning of most of the extra or co-curricular clubs and their being inconsiderate of the prime needs of the students as clearly evident in the study. As it had been observed in previous researches, the school principals’ managerial incompetence and their lowered motivation resulted in the declining of the teachers’ perception of the role of CCAs to support their teaching and the learning and development of the students. It was also stated in a report of a case study on CFS by UNICEF (2009), that school principals play key role as leaders of change. Teachers tended to consider assuming leadership positions and participation in ECAs or CCAs as extra load which they could not bear. Although teachers should take the larger share of responsibility in the management and implementation of school activities, parents too have their own crucial role in supporting what take place in schools, be it curricular or in other activities. In this regard, the finding of the study did not suggest that parents were not exercising their legitimate authority to control and support ECAs or CCAs either directly or through PTA representation. However the study has not shown parents’ deliberate reluctance to support school based extra or co-curricular clubs; rather it somehow tended to point that their limitation in contributing to ECAs or CCAs might have been attributed to their lack of understanding about CCAs and PTAs’ disengagement in issues of co-curricular club activities. The schools’ PTAs limitation in follow-up and support of ECAs or CCAs is again attributed to the managerial incompetence of school principals.

5.1.3. Involvement of Students in Managerial Duties Related to Extra or Co-curricular Activities

One of the findings of this research is that students were not promoted by the schools to take part in the process of planning for co-curricular club activities. This was manifested by indications of the fact that students were not well aware of the contents of their respective clubs’ annual plan and program schedules. The evidences derived from the variety of data gathered were unable to prove students’ actual involvement in planning or endorsing proposed plans, designing of rules and regulations, in preparing club manuals and programs evaluation. Schools should verify students’ involvement in school affairs
which directly affect their schooling life by practically encouraging them to involve in leading their own forums, movements and extra or co-curricular clubs. But the data analyzed and synthesized in an integrated manner verified that students did not assume top positions of leading and coordinating their own co-curricular clubs except helping the teacher heads who usually are appointed by the schools’ administration. Demes (2014) in a report of a study entitled “Practices and Challenges in Implementing CCAs” also discovered the same thing. Generally the schools did not have any attempt to empower or capacitate the students to experiment leadership roles by at least involving meaningfully in leading and coordinating co-curricular clubs by their own, which is one of the functions of ECAs or CCAs.

5.1.4. Major Problems and Challenges in the Management and Running of Extra or Co-curricular Activities

Both students and teachers mentioned a number of points which they believed to have been problems and challenges for effective management and implementation of school co-curricular clubs. Thus students’ lack of awareness of the essence and significance of co-curricular activities and the teachers’ loss of interest and motivation to actively participate and coordinate school clubs were among the problems.

Though most student respondents and teachers including the schools’ deputy principals themselves did not seem to have wanted to courageously indicate it, the schools principals’ incompetence and reluctance to closely monitor and support co-curricular clubs in a well-planned and systematic manner also had the largest share as one of the problems of the management and implementation of school CCAs as identified through the research process. The other problem and possibly a challenge which as shown high ranking in the list of problems students and teachers provided, is scarcity of financial and material resources and absence of basic facilities which all together can make the functioning of CCAs successful.

In addition to these more profound problems, the study proved that absence of comprehensive CCAs’ guide-lines or manuals which schools can use them by appropriate adaptation and modification was also a problem. The study also pointed out that absence of refreshment trainings to teachers, school principals, representatives of students and
teachers; and the schools’ administration inability to ensure the establishment of academically, emotionally and physically, socially and psychologically or totally developmentally relevant ECAs or CCAs which are up to the students’ and the communities’ needs are also problems which need to be addressed step by step.

5.2. Conclusions

The management and functioning of primary schools’ co-curricular activities in the study area, particularly those in which students involve voluntarily were not as such good and vibrant. In these schools, co-curricular activities did not occupy prominent place in schools’ grand administrative plans and program schedules. As a result the schools’ extra or co-curricular clubs were not managed and implemented based on a well-established system.

It was also determined that extra or co-curricular activities in general and the clubs in particular were not promoted to both the schools’ community and parents. Supervisions did not seem to focus on ECAs or CCAs as done on schooling matters which are thought to be directly related to the teaching and learning of the official academic curricula. The facts that many extra or co-curricular clubs, of which relevance to the learning of the academics is unquestionable were either not found in most of the schools or are inactive is a good indication.

The data gathered from different sources and analyzed and synthesized coherently did not prove the strength of such extra or co-curricular clubs as civic and ethical education, HIV-AIDS, environmental protection, and sport clubs, all of which are indicated in ESDP documents, in internal school administration guide line and even in certain curricular syllabi because of their eminent significance to the learning and well-being of both the students themselves and the community at large.

On the other hand there existed indications of some good beginning as to the participation of girls in girls club; but one cannot take it as a finished homework.

In the study, it was seen that parents in particular and the surrounding community in general did not seem as having sufficient knowledge and understanding about the meaning and significance of extra or co-curricular activities. Consequently their contribution and support to proliferation of ECAs or CCAs was negligible, though the
researcher does not suggest any ground to blame them for it. It is also evident that almost all of the schools did lack basic facilities and ready-made source of funding to facilitate and support the functioning of extra or co-curricular clubs to the desired extent. Thus the situation made the schools’ environment unattractive and uninspiring to the active and fair involvement of all students including those with different kinds of especial needs. All in all the schools’ principals and teachers in particular and all the other education or school management bodies in general can be viewed as highly responsible to the almost dying extra or co-curricular activities which were thought to occur and properly function.

5.3. Recommendations

The researcher suggests the following recommendations to the government and to interested groups so as to consider them when policy and program documents are adopted and relevant practical interventions are undertaken. They are established based solely on the findings of the research.

- First and foremost, the perception of teachers, school principals and cluster or school supervisors need to be urgently changed. They have to be made to heartily believe that co-curricular clubs are programs which decisively support the learning and teaching programs that take place in classrooms. They also need to be clear that they are not taken as discharging their responsibility as educational leaders without creating school environment which are sufficiently conducive to the running of as many extra or co-curricular clubs as possible. To this end these school actors should be provided with appropriate trainings regularly on what CCAs are, how they can be organized and managed.

- The need of promoting CCAs to the schools’ community and parents should be underlined. As an illustration, it would be worth to consider setting an annual CCAs day at which the different extra or co-curricular clubs or arrangements will have the opportunity to display their performances in public and the schools also use it to give official recognition to exemplary works, clubs, participants and leaders.

- The education authorities should consider the existing schools’ organizational administrative structure so that it can become more conducive to effective
management of ECAs or CCAs than the one seen currently in which management
of CCAs is levied upon the shoulder of the deputy director of the teaching-learning
process which might be a burden to him/her.

- ECAs’ or CCAs’ administrative structure which has greater room for students’
involvement in meaningful management of co-curricular clubs under teachers’ close
supervision should be in place.

- A system by which school administrators can be accounted for what they do in
leading and supporting CCAs in a reasonably balanced manner under the umbrella
of the whole of the teaching learning process is helpful if put in place.

- The ministry of education of FDRE and REBs/regional bureaus/ should design
and adopt CCAs manuals which have taken into account countries’ current practices
and recent conceptions of curriculum and disseminate them to all schools. The
schools should also be encouraged or allowed to adapt or prepare their own
appropriate guidelines and manuals depending on their own contexts.

- It is advisable if regional education bureaus allocate definite sum of money to the
operation of extra or co-curricular activities. It is also good to consider raising the
amount of school grant funds released to schools and allocate clearly stipulated sum
of money to strengthening the performances of ECAs or CCAs.

- The extra or co-curricular clubs and other forums which schools establish should
by and large take into account their relevance to enrich the core-curriculum, support
the intellectual, skills, and value development of students. In this regard students
and parents need to be given the opportunity to reflect their interests and ECAs’ or
CCAs’ preferences.

- One last point is that the involvement and competence of students in extra or co-
curricular activities should better be recorded and kept as portfolios so as to be
incorporated in the students’ academic or schooling performance certificate in some
technical ways.
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http://edglossary.org/hidden-curriculum
Appendices

Appendix 7.1

Questionnaire to Students

General Direction

The aim of this questionnaire is to collect data for a research study targeted at clearly knowing the currently existing strength and weakness as well as problems in relation to the administration and running of school based clubs and related CCAs. The study focuses on the case of conditions existing in second cycle government primary schools located in SHENO and in a town neighboring it. Being certain in your identity being kept confidential, please respond to each of the items of the questionnaire properly, genuinely and in full. The researcher would also like to thank you in advance for your sincerely cooperation.

**NB:** Do not forget that you need not write your name in any way that discloses your identity in any of the pages.

**Part -1**

Personal Information

1.1. Name of your school: -------------------------------------------------------------

1.2. Your grade level: -------------------------------

1.3. Sex: _________

1.4. Age: below 11 years: ____ 11 years: ___12 -14 years: ____above 14 years: ______

Part – 2

Basic/beginning/ questions

2.1. In how many clubs or related CCAs have you been registered as member in the current academic year?

   A. 1 B. 2 C. 3 D. 4 and above

2.2. Please write down names of two clubs or related activities in which you are participating in their respective order.
Part – 3

For the following sets of individual propositions requiring your personal but knowledge based judgements, choose one of those suggested options shown on the top right part of the tables which is your best fit and place tick mark in the appropriate box corresponding to each item shown inside the tables.

Key to response options

**SA** = Strongly agree, **A** = Agree, **U** = undecided, **D** = Disagree, **SD** = Strongly disagree

**Points or propositions suggested for deciding one’s own position of agreement or disagreement**

**Free and personal judgement on suggested basic issues.**

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>S</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>3.1. Your school’s CCAs /clubs/ have taken into account your needs to develop in knowledge, skills, and attitude</td>
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<td>3.2. Clubs /CCAs/ in to which you are taking part do have annual work plans</td>
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<td>3.3. Clubs /CCAs/ in to which you are taking part do have their own guidelines or internal regulations</td>
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<td>3.4. Clubs /CCAs/ in to which you are taking part do have well communicated yearly time table for their activities</td>
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<tr>
<td>3.5. Clubs /CCAs/ in to which you are taking part perform their activities in accordance to their yearly schedule</td>
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<tr>
<td>3.6. Your school clubs/CCAs/ have annual “club days” at which they undergo activities of promotion and other related works</td>
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<td>3.7. Your request to have membership in any club you like to be involved is entertained by the school with no discrimination or reservation.</td>
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<td>3.8. Girls in your school participate in clubs /CCAs/ more actively than boys.</td>
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<td>3.9. Your school clubs/CCAs/ have given club IDs or badges to participating members</td>
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<td>3.10. Your school has created conducive school environment that allows the participation of students with varied kinds of disability and similar problems in clubs or CCAs</td>
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<td>3.11. You generally believe that the condition in your school is suitable for students’ involvement in club activities / CCAs/</td>
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Part that is concerned about the involvement of teachers, s/principals, and parents

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<th>Points requiring one’s own personal judgement</th>
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<tr>
<td>3.12. Your school’s principals closely follow and supervise club activities /CCAs/</td>
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<td>3.13. Your school’s teachers closely follow and support club activities /CCAs/</td>
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<td>3.14. Parents/the community/ are supporting club activities or CCAs as much as they can</td>
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<td>3.15. I do not believe that the support and follow-up school principals have been providing to clubs/CCAs/ are sufficient</td>
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<td>3.16. There has not been any problem I have faced from my parents because of my involvement in club activities/CCAs/</td>
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</table>

Part in which the conditions of CCAs are to be evaluated with reference to oneself and the involvement of students in general

<table>
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<tr>
<th>Points requiring one’s own personal judgement</th>
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<tr>
<td>3.17. My involvement in club activities/CCAs/ and the experience I acquired have made me more successful in my learning and raised my personal pleasure as well</td>
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<td>3.18. I have been struggling with shortage of time for undergoing my regular study and related tasks due to my involvement in club activities/CCAs/</td>
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<td>3.19. I have the knowledge and understanding about the benefit and importance of participation in clubs/CCAs/</td>
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<td>3.20. I think that I am not active participant in cub activities/CCAs/</td>
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<td>3.21. My satisfaction in the state of my school club activities in particular and CCAs in general is low.</td>
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</table>
Part concerning the presence of participatory working trend in school clubs and related CCAs

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<tr>
<th>Points requiring one’s own personal judgement</th>
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<tr>
<td>3.22. The school has conducive school environment that allows or promotes the participation of students in establishing and organizing clubs/CCAs/</td>
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<td>3.23. Students are not made to take part in the preparation of club annual plans</td>
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<td>3.24. Students are made to take part in the preparation of their respective clubs’ guide-lines or regulations</td>
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<td>3.25. Students participate in the evaluation of the performance of clubs/CCAs/</td>
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<td>3.26. Students assume positions of club leadership</td>
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Part -4

Additional questions of which responses support responses of items in the earlier parts

4.1. Student, you will respond to the following questions only if you believe that you have knowledge and understanding about the concept of CCAs. Where did you obtain the knowledge and understanding you currently have about the use and importance of clubs/CCAs/ from?

A. programs of awareness creation sponsored by the school itself

B. parents or members of your family

C. your own personal effort

D. as you stay participating in club and related activities

If you have any different answer, please write it briefly

-----------------------------------------------------------------------------------

4.2. In which one of the following ways do you describe the yearly schedule the clubs you have been participating in have adopted for actual tasks?

A. everyday      D. once in every three week

B. once per week  E. once in a month

C. once every fortnight

If you have any different answer, please in short.
4.3. For how long in hours have you been participating in club and related activities in the previous semester of the current academic year?

A. 22 – 24 hours  B. 10 – 12 hours  C. 4 – 6 hours  D. less than 4 hours

If you have any different answer, please in short.

Part – 5
Putting in rank order

Please list clubs or related CCAs of your school in decreasing order of rank based on their difference in current performance /strength of their regular activities/
Part – 6

Below are long listed things which are believed to be problems or challenges which hamper the administration and performance of clubs and related school activities. Please identify those problems or challenges which are also problems or challenges in your school in its attempt to run clubs and related CCAs by placing an “X” mark on the boxes shown beside each point.

☐ 1. number of clubs or related CCAs being small
☐ 2. number of clubs or related CCAs being large
☐ 3. shortage of entertaining and educative clubs or related CCAs
☐ 4. teachers being obliged for participation in clubs
☐ 5. students obligation for club participation
☐ 6. schools are not organized with necessary materials and other resources
☐ 7. students are asked to pay membership fee and to raise money for other club activities
☐ 8. school principals’ interest and support for clubs and CCAs being low
☐ 9. teachers motivation and interest to participate in clubs and related CCAs are low
☐ 10. club and related CCAs are not run with any working system and plan
☐ 11. Low level of students’ understanding or awareness of clubs and related CCAs
☐ 12. negative influence of parents or members of one’s family upon students
☐ 13. students’ involvement in out of school day and out of schooling time activities for daily subsistence of both themselves and their parents
☐ 14. absence of positive competition amongst school clubs and related CCAs
☐ 15. inability to give recognition and incentive to outstanding clubs, excelling students and excelling teachers
☐ 16. teaching and related work load of teachers being high
☐ 17. students being overwhelmed with regular classroom learning and related activities

18. Write those three topmost problems orderly out of those seventeen problems longlisted here above

1st ____________________________
2nd ____________________________
3rd ____________________________
Gaffilee (yaadota) Barreeffamaa Barattootaan Guutaman

Odeeffannoo Walii galaa


Gargaarsa naaf gootan hundaaf guddaan isin galateeffadha.

Kutaa Tokko

Odeeffannoo dhuunfaa

1.1. Maqaa mana barnootaa ________________________________

1.2. Kutaa barattu ________________________________

1.3. Saala:Dhiira ____ Dubara _____

1.4. Umurii: Waggaa 11 gad ____ Waggaa 11 __ Waggaa 12-14____ Waggaa 14 ol ____

Kutaa Lama

Gaaffilee ka’umsaa(Bu’uuraa)

2.1. Bara barnootaa kana Gumiiwwan/kolaboota/ meeqa keessatti miseensa taatee galmoofte?
A/ 1 B/ 2 C/ 3 D/4

2.2. Gumiiwwan Kilaboota/ hirmaannaa fooyya’aa ykn gaarii keessatti gochaa jirtu lama duraa duubaan barreessi
1. ______________________________________________________________

2. ______________________________________________________________

105
**Kutaa Sadaffaa**

Yaadota madaallii armaan gadii saanduqa kannaman keessatti mallattoo “√” fayyadamuun deebisaa
Gaaffilee itti walii galuu fi walii galuu dhiisuu kee itti ibstu

Gaaffilee ijoo madaalli bilisaa

<table>
<thead>
<tr>
<th>Yaadota madaallii</th>
<th>Baay’een itti walii gala</th>
<th>Wal iin gala</th>
<th>Hin murt essi ne</th>
<th>Walii hin galu</th>
<th>Gonku maa walii hin galu</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Gumiiwwan /kilaboonni/ mana barnoota kee barattoota dandeettii garaagaraan, yaadaa fi ilaalchaan aka fooyya’anii fi jijjiiraman xiyyeeffanoo gochuuun ni hojjetu</td>
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<td>3.2 Gumiiwwan /kilaboonni/ ati keessatti hirmaattu karoora waggaa ni qabu</td>
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<td>3.3. Gumii/kilabii/ ati keessatti hirmaattu qajeelfamaa fi Dambii ittiin bulmaataa ni qaba</td>
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<td>3.4. Mana barumsaa keetti Gumiiwwan /kilaboonni/ ati keessatti yeroo hojii isaanii kan ibsu, yoom yoom akka ta’e karoora yeroo hojji ni qabu</td>
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<td>3.5. Gumiiwwan /kilaboonni/ mana barumsaa kee haala karoora isaanitiin ni hojjetu</td>
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<tr>
<td>3.6 Mana barnootaa kee keessatti sagantaan itti bu’aan hojji Gumiiwwan/kilabootaa/ agarsiifamu, gabaasni itti dhiyaatu, madaalliin taasifamu, qophiiin adda addaa itti agarsiifamuuf kkf guyyaan ykn torbeen Gumiiwwanii /kilabootaa/ ni jira</td>
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<td>3.7. Mana barnootaa kee keessatti barattoonni Gumiiwwan/kilaboota/ barbaadan keessatti fedhii isaanii akka hirmaatan ni taasifama</td>
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<td>3.8. Gumii/kilabii Mana barnootaa kee keessatti hirmaannaan barattoota shamarranii kan dhiirotaa ni caala</td>
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<td>3.9. Barattoota miseensa gumiiwwanii/kilabootaa/ ta’aniif waraqaan eenyummam miseensa ta’uu isaanii ibsu ni kennama</td>
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<td>3.10. Barattoonni midhama qaamaa fi rakko adda addaa qaban Gumii/kilabii keessatti akka hirmaataniif haalli mija’aaan ni jira</td>
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<tr>
<td>3.11. Akka amantaa keetti Hojiisochii Gumiiwwanii/kilabootaa/ tiif mana barnootaa kee keessatti haalli mijataan ni jira</td>
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<tr>
<td>Yaadota madaallii</td>
<td>Baay’een itti wali gala</td>
<td>Wal iin gala</td>
<td>Hin murt essine</td>
<td>Walii hin galu</td>
<td>Gonku maa wali hin galu</td>
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<td>3.12. Itti gaafatamaan mana barnootaa kee sochii Gumiwwanii/kilabootaatii/ dhiyeenyaan deggersaa fi hordoffii ni taasisu</td>
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<td>3.13. Barsiisonni mana barnootaa kee sochii Gumiwwanii/kilabootaatii/ dhiyeenyaan deggersaa fi hordoffii ni taasisu</td>
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<td>3.15. Deggersii fi hordoffiin itti gaafatamtoonni mana barnootaa kee sochii Gumiwwanii/kilabootaaaf/ taasisan gahaadha amantaa jedhu hin qabu</td>
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<td>3.16. Gumi/kilabii/ keessatti hirmaannaa taasisuuf dhiibbaan maatii koo irraa anarra gahe hin jiru</td>
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<thead>
<tr>
<th>Gumiwwan/kilaboota ilaalchisee gaaffilee yaadni dhuunfaa itti madaalamu</th>
<th>Baay’een itti wali gala</th>
<th>Wal iin gala</th>
<th>Hin murt essine</th>
<th>Walii hin galu</th>
<th>Gonku maa wali hin galu</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.17. Sochii Gumiwwanii/kilabootaa/ keessatti hirmaachu kooti barnoota kooti gammadaa fi bu’a qabeessa ta’eera</td>
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<td>3.18. Gumiwwan/kilaboota keessatti hirmaachu kootiin yeroo qo’annoo fi kan biro irratti dhiibbaa anarratti fideera</td>
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<td>3.19. faayidaa Gumiwwan/kilaboota keessatti hirmaachuun qabu ilaalchisee hubaannoo qaba</td>
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<tr>
<td>3.20. Akka amantaa kooti Gumii/kilabootaa keessatti hirmaannaa gaariin hin qabu</td>
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<tr>
<td>3.21. Sochii Gumiwwanii/kilabootaa keessatti hirmaannaa taasisuun gammadhuun ani qabu gad-aanaadha</td>
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</tbody>
</table>
### Hoj-maanni/hojiin/ barattoota hirmaachisu jiraachu isaa

<table>
<thead>
<tr>
<th>Yaadota madaallii</th>
<th>Baay’een itti walii gala</th>
<th>Wal in gala</th>
<th>Hin murt essi ne</th>
<th>Wali hin galu</th>
<th>Gonku maa walii hin galu</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.22. Gumiiwwan/kilaboota/ hundeessu fi gurmeessun akka barattoonni hirmaatan haalli mijataan uumameera</td>
<td></td>
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<tr>
<td>3.23. Barattoonni maseensa Gumiiwwan/kilabootaa/ ta’an karoora gumii isaanii akka qopheeffatan ni taasifamu</td>
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<tr>
<td>3.24. Barattoonni maseensa Gumii/kilabii ta’an qajeelfamaa fi dambii ittiin bulmaataa qopheessuu keessatti akka hirmaatan hin taasifaman</td>
<td></td>
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<tr>
<td>3.25. Adeemsa madaallii raawwii karoora Gumiiwwan/kilabootaa/ keessatti barattoonni ni hirmaatu</td>
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### Kutaa Afur

**Gaaffilee Deggersaa /gargaarsaa/**

4.1. Maaloo gaaffilee kana deebisuu kan dandeessan hubannoo waa’ee Gumiiwwan/kilabootaa/ nan qaba jeettanii kan deebistan yoo ta’e qofa

- Hubannoo Barbaachisummaa Gumiiwwan/kilabootaa/ kan argatte
  
  A. hubannoo Manni barnootaa kee uumeen
  
  B. Maatii kee ykn meseensa maatii biroo irraa
  
  C. Tattaaffii ati bekuuf taasisteen
  
  D. Sochii Gumiiwwan/kilaboota/ keessatti taasisaa turteen

Deebii filannoo olitti tarreeffamanii alaa yoo qabaatte bareeffamaan

ibsi___________________________________________

______________________________________________
4.2. Gabateen yeroo hojii Gumiiwwanii/kilabootaa kan waggaa kannen armaan gadii keessaa isakamiin ibsamuu danda’a?

A. Guyyaa Guyyaan
B. Torbanitti yeroo tokko
C. Torban lamatti yeroo guyyaa tokko
D. Torban sadiitti yeroo tokko
E. Ji’aan (Ji’atti yeroo tokko)

Deebii filannoowwan olitti tarreeffamanii alaa yoo qabaatte gabaabsii barreeffamaan ibsi_________________________ ______________________________________________________

_____________________________________________________________________

Kutaa Shan

Sadarkaa Duraa Duubaatiin Kaa’uu(Tarreessuu)

Sochii /Hojii/ Gumiiwwan/kilaboonni/ mana barnootaa kee yeroo ammaa raawwatan irra dhaabbachuun cimaa gara laafaatti sadarkaan tarreessi (sadarkeessi)

1ffaa ____________________________
2ffaa ____________________________
3ffaa ____________________________
4ffaa ____________________________
5ffaa ____________________________
6ffaa ____________________________
7ffaa ____________________________
8ffaa ____________________________
9ffaa ____________________________
10ffaa ____________________________

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**Kutaa Ja’a**

*Armaan gaditti rakkoolee Gumiiwwa/kilaboota/ mudachuun danda’u jedhamanii yaadaman tarreeffamaniiru. Akka mana barnootaa keetti kannee naa keessaa rakkaadha kan jettu qofa iddoo duwwaa kennma iratti mallattoo “X” ka’a’uun agarsiisi. Yoo itti amante tokkoo ol ykn hanga barbaadle filachuun ni dandeessa*

___1. Lakkoofsi gumiiwwanii/kilabootaa/ xiqqaachuu
___2. Lakkoofsi gumiiwwanii/kilabootaa/ baay’achuu
___3. Gumiiwwan/kilaboonnii/ bashannansisianii fi barsisan xiqqaachuu
___4. Barsttoota dirqamaan hirmaachisu
___5. Meeshaaileen barbaachisan guutamuu dhabuu
___6. Barattootaa museensummaa fi dhimmoota adda addaatii kaffaltii gaafachu
___7. Xiyyeeffannoon Itti gaafataamaa mana barnootaa sochii gumiiwwanii/kilabootaa/ tiif kennna gaddaan ta’uu
___8. Fedhii barsiisonni gumiiwwan/kilaboota/keessatti hirmaachhuuf qaban gaddaan ta’uu
___9. Sochiin gumiiwwanii/kilaboota/ karooraa fi siraan hooggamuu dhabuu
___10. Hubannoon barattootaa gaddaan ta’uu
___11. Dhiibbaa maatiin jijoolee isaanii irraan gahaninn
___12. Barattoonni yeroo barnoota idileen alatti hojjii ofii fi maatii isaanii gargaaruu danda’an iratti bobba’uu
___13. Miirri dorgommii gaarii hin taane gumiiwwan/kilaboota/ gidduu jirachu
___14. Gumiiwwan/kilaboota/,gareewwan, barattootaa fi barsiisota bu’aa hojjii isaanii fakkeenya ta’an jajabeesuu ykn badhaasu dhabuu
___15. Barsiisota iratti wayitiin barnootaa fi hojjii dabalaataa biro baay’achuu
___16. Kaka’umsaa fi fedhiin barattootaa gaddaan ta’uu
___17. Barattoonni dhimmoota kallattiin barnoota idileen wal-qabataniin boqonnaa dhabuu

**18. Akka keetti, rakkoolee olitti tarreeffaman keessaa rakko ijoohda kan jettu duraa duubaan 1-3 tti barreessi**

1ffaa ________________________________________________
2ffaa ________________________________________________
3ffaa ________________________________________________

-------------------/---------------------------------------------
Appendix 7.2.

**Questionnaire to Teachers**

**General Direction**

The aim of this questionnaire is to collect data for a research study targeted at clearly knowing the currently existing strength and problems in relation to the administration and running of school based clubs and related CCAs. The study focuses on the case of conditions existing in second cycle government primary schools located in SHENO and in a town neighboring it /Hamus-Gebeya/. Being certain in yours identity being kept confidential, please respond to each of the items of the questionnaire properly, genuinely and in full.

The researcher would also like to thank you in advance for your sincerely cooperation.

**NB:** Do not forget that you need not write your name in any way that discloses your identity in any of the pages.

**Part -1**

Name of your school: -----------------------------

Educational qualification: **A. Diploma** **B. B.A, BSc. or Bed.** **C. MA/MSc** **D. Other:** -----------

Subject you are teaching coupled with grade level: ----------------------------- -----------------------------

Teaching experience in years: ------------------ Age: ----------- Sex: -------

Names of clubs and related CCAs you are currently participating in if any:

1/ ----------------------------- 2/ -----------------------------

3/ -----------------------------

Please mention clubs or related CCAs in which you have assumed administrative positions:

1/ ----------------------------- 2/ -----------------------------

3/ -----------------------------
For the following sets of individual propositions requiring your personal but knowledge based judgements, choose one of those suggested options shown on the top right part of the tables which is your best fit and place tick mark in the appropriate box corresponding to each item shown inside the tables.

**Key to response options**

SA = strongly agree, A = Agree, U = undecided, D = Disagree, SD = strongly disagree

Points or propositions suggested for deciding one’s own position of agreement or disagreement

**Free and personal judgement on suggested basic issues.**

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>S</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Your school’s CCAs /clubs/ have taken into account students’ needs to develop in knowledge, skills, and attitude</td>
<td></td>
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<tr>
<td>2.2. Clubs /CCAs/ in to which you and your students are taking part do have annual work plans</td>
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<tr>
<td>2.3. Clubs /CCAs/ in to which you are taking part do have their own guidelines or internal regulations</td>
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<tr>
<td>2.4. Clubs /CCAs/ in to which you are taking part do have well communicated yearly time table for their activities</td>
<td></td>
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<tr>
<td>2.5. Clubs /CCAs/ in to which you are taking part perform their activities in accordance to their yearly schedule</td>
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<tr>
<td>2.6. Your school clubs/CCAs/ have annual ‘club days’ at which they undergo activities of promotion and other related works</td>
<td></td>
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<td>2.7. Students’ request to have membership in any club you like to be involved is entertained by the school with no discrimination or reservation.</td>
<td></td>
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<td>2.8. Girls in your school participate in clubs /CCAs/ more actively than boys.</td>
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<tr>
<td>2.9. Your school clubs/CCAs/ have given club IDs or badges to participating members</td>
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<tr>
<td>2.10. Your school has created conducive school environment that allows the participation of students with varied kinds of disability and similar problems in clubs or CCAs</td>
<td></td>
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<tr>
<td>2.11. You generally believe that the condition in your school is suitable for students’ involvement in club activities / CCAs/</td>
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</table>
Part that is concerned about the involvement of teachers, s/principals, and parents

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
<th>S</th>
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<tbody>
<tr>
<td>2.12. Your school’s principals closely follow and supervise club activities / CCAs/</td>
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<tr>
<td>2.13. Your school’s teachers closely follow and support club activities / CCAs/</td>
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<tr>
<td>2.14. Parents/the community/ are supporting club activities or CCAs as much as they can</td>
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<td>2.15. I do not believe that the support and follow-up school principals have been providing to clubs/CCAs/ are sufficient</td>
<td></td>
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<tr>
<td>2.16. There has not been any problem students have faced from their parents because of their involvement in club activities/CCAs/</td>
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Part in which the conditions of CCAs are to be evaluated with reference to oneself and the involvement of students in general

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
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<th>A</th>
<th>U</th>
<th>D</th>
<th>S</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>2.17. The involvement of students in club activities/CCAs/ and the experience so gained have made them more successful in in their learning and raised their personal pleasure</td>
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<tr>
<td>2.18. Students are seen struggling with shortage of time for undergoing their regular study and related tasks due to their involvement in club activities/CCAs/</td>
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<tr>
<td>2.19. I have the knowledge and understanding about the benefit and importance of participation in clubs/CCAs/</td>
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<tr>
<td>2.20. Students have the knowledge and understanding about the benefit and importance of participation in clubs/CCAs/</td>
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<tr>
<td>2.21. From the point of my personal view, our students cannot be taken as active participants in cub activities/CCAs/</td>
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<tr>
<td>2.22. My satisfaction in the state of club activities in particular and CCAs in general is low.</td>
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</table>
### Part concerning the presence of participatory school condition

<table>
<thead>
<tr>
<th>Points requiring one’s own personal judgement</th>
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</thead>
<tbody>
<tr>
<td>2.23. The school has conducive school environment that allows or promotes the participation of students in establishing and organizing clubs/CCAs/</td>
<td></td>
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<tr>
<td>2.24. Students are not made to take part in the preparation of club annual plans</td>
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<tr>
<td>2.25. Students are made to take part in the preparation of their respective clubs’ guidelines or regulations</td>
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<tr>
<td>2.26. Students participate in the evaluation of the performance of clubs/CCAs/</td>
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<td>2.27. Students assume positions of club leadership</td>
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### Part-3

Additional questions of which responses support responses of items in the earlier parts

3.1. Teacher, you will respond to the following questions only if you believe that you have knowledge and understanding about the concept of CCAs.

Where did you obtain the knowledge and understanding you currently have about the use and importance of clubs/CCAs/ from?

A. programs of awareness creation sponsored by the school itself

B. parents or members of your family

C. your own personal effort

D. as you stay participating in club and related activities

E. while you were a university or college student

If you have any different answer, please write it briefly

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-------------------------------------------------------------------------------------------------------------------
3.2. In which one of the following ways do you describe the yearly schedule the clubs you have been participating in have adopted for actual tasks?

A. everyday  B. once per week  C. once every fortnight
D. once in every three weeks  E. once in a month

If you have any different answer, please in short.

3.3. For how long in hours have you been participating in club and related activities in the previous semester of the current academic year?

A. 22 – 24 hours  B. 10 – 12 hours  C. 4 – 6 hours  D. less than 4 hours

If you have any different answer, please in short.

Part – 4

Putting in rank order

Please list clubs or related CCAs of your school in decreasing order of rank based on their difference in current performance /strength of their regular activities/

1\textsuperscript{st} \hspace{10cm} 6\textsuperscript{th}

2\textsuperscript{nd} \hspace{10cm} 7\textsuperscript{th}

3\textsuperscript{rd} \hspace{10cm} 8\textsuperscript{th}

4\textsuperscript{th} \hspace{10cm} 9\textsuperscript{th}

5\textsuperscript{th}\hspace{10cm} 10\textsuperscript{th}
Part – 5

Below are long listed things which are believed to be problems or challenges which hamper the administration and performance of clubs and related school activities. Please identify those problems or challenges which are also problems or challenges in your school in its attempt to run clubs and related CCAs by placing an “X” mark on the boxes shown beside each point.

□ 1. number of clubs or related CCAs being small
□ 2. number of clubs or related CCAs being large
□ 3. shortage of entertaining and educative clubs or related CCAs
□ 4. teachers being obliged for participation in clubs
□ 5. students obligation for club participation
□ 6. schools are not organized with necessary materials and other resources
□ 7. students are asked to pay membership fee and to raise money for other club activities
□ 8. school principals’ interest and support for clubs and CCAs being low
□ 9. teachers motivation and interest to participate in clubs and related CCAs are low
□ 10. club and related CCAs are not run with any working system and plan
□ 11. Low level of students’ understanding or awareness of clubs and related CCAs
□ 12. negative influence of parents or members of one’s family upon students
□ 13. students’ involvement in out of school day and out of schooling time activities for daily subsistence of both themselves and their parents
□ 14. absence of positive competition amongst school clubs and related CCAs
□ 15. inability to give recognition and incentive to outstanding clubs, excelling students and excelling teachers
□ 16. teaching and related work load of teachers being high
□ 17. students being overwhelmed with regular classroom learning and related activities

18. write those three topmost problems orderly out of those seventeen problems longlisted here above

1<sup>st</sup>  

2<sup>nd</sup>  

3<sup>rd</sup>
Appendix 7.3

Interview Format Specially Prepared to School Principals

This particular interview concentrates on issues of school based clubs and related co-curricular activities. Its main aim is to collect very recent data about the views and beliefs of school leaders regarding what is happening in their respective schools in relation to the administration and functioning of CCAs. Having known the fact that there is no any hidden agenda in collecting these data except for using them officially for purposes relevant to the education sector, please provide us with your genuine views and answers as actually occurring in your schools. The researcher in his part too wants to assure you that your identity will not be disclosed in any way without your prior permission.

I also would like to express my sincerely respect and gratitude for lending me quite a good deal of your time for the interview out of your tight schedule.

Part -1

Basic Personal Information

A/ Official responsibility: ------------------------------------------

B/ Your gender: ---------------------------

C/ Educational background: 1. -----------------------------------------------

2. ---------------------------------------------

3. -----------------------------------------------

D/ Years of experience: 1. As teacher: ---------------------------- 2. As s/principal ----------------

3. As C/supervisor: -------------------------
Part -2

Questions requiring one’s own personal judgement

1. The number of clubs or related CCAs in your school is ______
   
   A. large  B. small  C. quite enough  D. unable to decide

2. How much do you say that clubs and related CCAs of your school have taken into account students need to continuously and holistically develop and change?
   
   A. very high  B. average  C. low  D. difficult to judge

2.1. If you have anything to add in relation to your response to question number 2, please welcome

Meanings of the options given numerically for the items below

   4 = very high  3 = high  2 = medium  1 = low

3/ 

<table>
<thead>
<tr>
<th>Points to decide</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1. Infrastructures/facility</strong></td>
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<tr>
<td>3.1.1. miscellaneous buildings</td>
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<td>3.1.2. laboratory</td>
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<td>3.1.3. P/center or w/shops</td>
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<tr>
<td>3.1.4. halls/syndicate rooms</td>
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<td>3.1.5. playground /s/</td>
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<td>3.1.6. first aid posts/center/ for</td>
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<td><strong>3.2. material resources</strong></td>
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<td>3.2.1. equipment/materials for cleaning of school compound</td>
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<td>3.2.2. reserved office furniture</td>
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<td>3.2.3. mini-media service inputs/equipment</td>
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If you have any additional explanations or comments, please welcome.

4. How do you describe the state of teachers’ actual involvement in clubs and related school CCAs?
A. high  B. average  C. low  D. difficult for judgement

5. How is your students’ actual participation or engagement in clubs and related CCAs expressed?
A. very positive  B. positive  C. moderately positive  D. poor

6. Do parents in particular and the community in general have at least the minimum level of awareness and understanding about the benefit and importance of clubs and related CCAs?
A. yes they do  B. no, they don’t  C. difficult to decide

7. If there existed conditions in which parents and the communities at large were doing their part to support the functioning of clubs and related CCAs, how are they expressed presently?
A. very high  B. average  C. low  D. difficult to judge
Questions to be answered based on a reference to one’s administrative responsibility

8. Please tell us those clubs and related CCAs which have been established in accordance to orders and interests of the regional education bureau, MOE, and the school itself.

8.1. Please mention names of other governmental or non-governmental institutions and bodies having their own interest to see clubs running in line with their specified interests.

8.2. Do these other bodies and institutions support those clubs established in line with their interest financially or in any other way?

A. yes, they do B. yes and no C. no, they don’t

9. Are issues of clubs and related CCAs occupy prominent place in the school’s improvement plan and in annual working plans?

A. yes, of course B. yes, but it doesn’t occupy prominent place in the plans C. no

9.1. Are plans of clubs and related CCAs being prepared hierarchically at each stage of the school’s administrative tiers?

A. yes, definitely B. yes, but is not consistent

C. yes, but lacks depth and specificity D. not at all

10. Does the school have an established working system for following and supporting the performances and functioning of clubs and related CCAs?

A. yes there is B. it is under consideration C. no, there is not

10.1. Please give us additional explanations in line with your response to question number 10.
10.2. Tell us those major problems and challenges that have been identified through your follow-up and monitoring tasks?

10.3. What are the measures/actions the school has been taking in order to avoid and minimize the effects of those problems and challenges that hamper the functioning of CCAs?

11. It is evident that there exist certain clubs that require financial resources to accomplish their regular activities; in what ground and ways these clubs mobilize finances and funding if the need arises?

A. they use income they generate by their own ways

B. the school hands out these clubs money from what is allocated for the purpose

C. the clubs are allowed to use money they collect from regular fees

D. the school looks for sponsors and stake holders’ support to at least cover some of their main expenditures

E. the school uses funding and supports secured from parents

11.1. If you have anything to add on your responses for Q.No. 11, please….

11.2. Do you believe that shortage of financial resources is a significant problem for clubs and related CCAs to function their purpose smoothly?

12. What are the main problems if there exist that can explain teachers’ low level of involvement in club and related CCAs?
12.1. Please mention those actions that the school has been taking to solve problems identified in relation to teachers’ low level of participation in club and related CCAs?

13. Tell us those problems which are observed in your school in relation to students’ engagement in club and related CCAs? Also mention root causes so identified by the school for the observed problems.

13.1. Please tell us actions or measures the school has taken in order to solve the problems indicated in question No. 13

14. Do you have any guiding manual that your school can use in its effort to run and manage club and related CCAs?

14.1. Has the manual been prepared:

A. by the school itself

B. by the regional education bureau or MOE

C. both by the school and obtained from higher administrative bodies of the education sector

15. Mention the work your school has done in order to raise the awareness of parents and the community so that they can become dependable supporters of clubs and related CCAs.
16. Is there any working system that the school has been employing for the purpose of encouraging healthy competition among clubs and giving recognition to clubs/CCAs excelling in their performance?

A. yes, there is  B. it is under consideration  C. no, there isn’t

16.1. If the system so mentioned here above exists, please discuss the procedure and the whole process. / Also tell us the reason why the system does not exist, if it does not. /

17. Describe briefly what the internal organizational/administrative structure of clubs and related CCAs existing in your school looks like.

18. Do you think that the school does not have any significant limitation or weakness in line with its duty to consistently support, supervise and monitor the operation of clubs and related CCAs?

A. yes I do  B. no, I don’t

18.1. If your answer is no, please mention the main problems which reflect these limitations

19. Does the school provide club/CCAs participating students with a certificate or credential that verifies their roles and any special accomplishments?

A. yes  B. No

19.1. Any different suggestion or answer in relation to question No. 19

20. As the school’s immediate top level leader and administrator, how do you describe your satisfaction in the performances and the general stance of clubs and related CCAs in your school?

A. very high  B. high  C. average  D. low
Appendix 7.4

Semi structured Interview Guide /format/ to Hold Interview with A Teacher Representative of School PTA, Parent-Teacher Association

School __________ _________________       Number of Interviewee: ______       Sex: _____

Focuses of the Interview

− About how much parents know and understand about school co-curricular activities
− Investigating how much parents support to strengthen school based co-curricular activities
− Understanding what the school has been doing to raise the awareness of parents about CCAs and to bring them to its side to support the school’s effort to strengthen CCAs

A brief instruction and description

Dear teacher representative in PTA, I hereby request you sincerely to give your answers to the questions you are asked without any fear of consequence to follow and based on truth and definite knowledge. I also want to make you sure that your identity will by no means be disclosed in the study report. Moreover you are also noted that your response to the questions should represent the work and the situation of your school’s PTA, parent-teacher association.

Dear teacher, the researcher wants to thank you in advance for the cooperation you extend to me in giving this interview by deducting your time from a tight schedule.
1. Do you think that parents have adequate knowledge and understanding of CCAs taking place in their schools?

2. Please mention some of the outstanding activities which PTA has been doing to strengthen the management and functioning of school based CCAs.

3. How do you describe what PTA has been doing to raise the awareness of parents about CCAs and to mobilize financial and other support to school-based CCAs, if there are any?

4. Does the school’s PTA have a working system to receive complaints and problems that are likely to come from students, teachers or the principals so that they can be solved properly by a joint effort? How do they reach you whenever the need arises, especially the students?

5. Would you please mention some major problems of CCAs prevailing in your school?

6. PTA is known to receive different problems related to management of schools and the teaching-learning process at large and work to resolve them. Has your school’s PTA known receiving problems related to CCAs from the school’s community?

7. How do you, as a member of school’s PTA, roughly evaluate the current state of CCAs in schools?
Appendix 7.5

FGD guide particularly designed to hold discussion with selected students who currently have not had official membership and participation in any school based co-curricular clubs

This particular discussion is held to gather evidences and data for a research to be carried out on the issue of the current condition of and the performances of co-curricular activities in government primary schools. So the study is expected to unveil evidences of the strength and weakness of government primary schools’ CCAs thus by providing feedback to concerned government and other bodies which are responsible of taking actions and interventions.

Therefore I frankly ask you to engage actively in the discussion without any doubt of consequences happening to you. I also assure you that your identity will not be made known in any way to anybody except using the points you raised in the discussion.

In the end, I would like to sincerely thank all of you participating in the discussion.

________________________________________
________________________________________

Participants: Students of grades 7 - 8

The focus of the discussion: to hold free discussion on the issue of how the students view the condition and performances of school co-curricular activities based on the already prepared discussion points.

Date: ________________ School: __________________________

Number of students: Male: _____ Female: _____ Total: _____

Discussion started at: _______ Ended at: _______

Facilitator: ____________________________ Recorder: _______________________

Medium of communication: ________________________________
**Questions or Points**

1. How do you describe the way students are currently recruited and invited for co-curricular club membership at your school?

2. Please list out co-curricular clubs you know existing in your schools in the current academic year and identify those clubs which you think as having better performance by at the same time indicating what they have been doing.

3. Co-curricular clubs existing in your schools and students having been free to be member in any club/s/ they like, what made you to decline to be member even in one and from involving in them?

4. Is there nothing you lost due to your disengagement in the existing co-curricular activities? Rather are you thinking that you have been benefited because of your decision?

5. According to your view what are the strength of the co-curricular clubs in your school?

6. What are the main limitations of your school’s CCAs? What again are the causes of these limitations, if there are any?

7. How can you generally describe the status and the performances of the CCAs in your school? / Vibrant and shining, or the opposite/
Appendix 7.6

Check-list to collect data via school physical observation and document review

I/ Official Documents of Club/CCAs

<table>
<thead>
<tr>
<th>Items Searched</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1. School level plans</td>
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<tr>
<td>2. Department level plans</td>
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<tr>
<td>3. CCAs’ and clubs’ plans</td>
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<td>4. Records of /lists, attendance, etc./ members of club and CCAs</td>
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<td>5. Copies of performance reports from clubs</td>
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<td>6. Monitoring and evaluation checklists</td>
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<td>7. Minutes of clubs and similar CCAs</td>
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<tr>
<td>8. CCAs/clubs’ manual</td>
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II/ Visuals and Artistic Products

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<thead>
<tr>
<th>Items Searched</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1. Recently captured photographs</td>
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<td>2. Video recordings of recent CCAs’ performances</td>
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<td>3. Brochures, news letters</td>
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<td>4. Ads or CCAs promotional banners or posts</td>
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<td>5. Artistic objects or paintings</td>
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<tr>
<td>6. Products of CCAs</td>
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<tr>
<td>7. Awards,../certificate, trophy,../</td>
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### III/Facilities and materials

<table>
<thead>
<tr>
<th>Facilities and materials</th>
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<th>Suitability rank measures</th>
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<tbody>
<tr>
<td></td>
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<td>High</td>
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<tr>
<td>1. Mini halls or syndicate rooms for club/CCAs meetings and activities</td>
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<td>2. Rooms for CCAs’ office works</td>
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<td>3. Pedagogical centers</td>
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<td>4. Mini workshops</td>
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<td>5. Laboratory</td>
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<td>6. Miscellaneous materials/equipment for basic field labor activities</td>
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<td>7. Sporting grounds and areas for similar activities</td>
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<td>8. Materials and equipment for sporting games, competitions and related activities</td>
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<td>9. Sporting activities’ outfits and cultural costumes and materials</td>
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<td>10. Musical instruments for cultural and modern songs and music</td>
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<td>11. Latrines</td>
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<td>12. Clean water supply</td>
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<td>13. Mini-media centers and equipment</td>
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<td>14. Properly guarded and safe school compound</td>
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<td>15. Clean and elegant school compound</td>
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