DETERMINANTS OF TEACHERS PARTICIPANTION IN CO-CURRICULAR ACTIVITIES IN GOVERNMENT SECONDERY SCHOOLS OF NEFAS SILK-LAFTO SUB-CITY OF ADDIS ABABA

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Table of contents

Contents

Page

1. Acknowledgement ----------ii
2. Table of content ----------iii
3. List of table ---------- v
4. Acronyms ---------- vi
5. Abstract ---------- vii

Chapter one ----------1

INTRODUCTION ----------1

1.1 Background of the study ----------1
1.2 Statement of the problem ----------4
1.3 Objective of the study ----------6
1.3.1 General objective of the study ----------6
1.3.2 Specific objective ----------7
1.4 Research Question - ---------- ----------7
1.5 Significance of the study ----------7
1.6 Delimitation of the study ----------8
1.7 Limitation of the study ----------8
1.8 Definition of key terms ----------8
1.9 Organization of the study ----------8

Chapter Two ----------9

Review of related literature ----------9
2.1 Definition of Education ----------9
2.2 Definition of curriculum and co-curricular ----------9
2.2.1 Curriculum ---------- ----------9
2.2.2 Co-curricular / Extra curricular activities / ----------10
2.3 Types of co-curricular activities ----------12
2.3.1 Core co-curricular activities ----------12
2.3.2 Merit of co-curricular activities ----------12
2.4 The Benefits of co-curricular activities ----------12
2.5 The value of co-curricular activities ----------14
2.6 Co-curricular activities in secondary school ----------15
2.7 Who is responsible body for co-curricular activities at secondary school? ----------17
2.8 Teachers' role in co-curricular activities ---------- ----------19

Chapter Three ----------21

Research methodology and design ----------21

3.1 Research Methodology ----------21
3.2 Research Design ----------21
3.3 Sources of data ----------22
3.4 Sample and sampling techniques ----------22
3.5 Data collection instrument ----------23
3.5.1 Questionnaire ----------24
3.5.2 Interview ----------24
3.5.3 Observation ----------25
3.6 Procedures of data collection ----------25
3.7 Data analysis and interpretation----------25

Chapter Four ----------27

4.1 Data presentation and interpretation -- ----------27
4.1.1 social demography status ----------27
4.2 Data analysis and interpretation ----------29

Chapter Five ----------42

Summary, conclusions and recommendations-- ----------42
5.1 Summary ----------42
5.2 Conclusions ----------44
5.3 Recommendations ----------45

References
Annex i- Questionnaire for teachers
Annex ii- Questionnaire for principals
Annex iii- Questionnaire for students
Annex iv- Interview guideline for supervisor
Annex v- Schools clubs
Annex vi- Existing scenario of CCAs in the schools

List of Tables

Table 1. Summary of sample schools and sample technique selected from each schools techniques ----------23
Table 2. Descriptive characteristics of students, teachers and principals in the study----------27
Table 3. Responses on the adequacy of co-curricular activities in the school ----------29
Table 4. Responses the level of teachers' involvement in CCAs to enhance its academic achievement ----------31
Table 5. Responses on teachers' involvements in line with support students to get practical knowledge rather than theoretical knowledge .----------33
Table 6. Teachers' response on the role of principals on teachers' participations in co-curricular activities ----------35
Table 7. Principals' responses on the role of principals on teachers' participation in co-curricular activities ----------37
Table 8. Principals' and teachers' responses on the challenges those affect teachers' participations in co-curricular activities .----------39

Acronyms

CCAs; Co-Curricular Activities

ESDP ; Educational Sector Development Program

ETP ; Education and Training Policy

MOE; Ministry of Education

NASSP ; National Association of Secondary School Principals

UK ; United Kingdom

UNICEF ; United Nations International Children's Emergency Funds

USA ; United State of America

WEO ; Woreda Education Office

Abstract

The purpose of this study was to assess the determinants of teachers participation in co-curricular activities in Nefa silk lafto sub city secondary schools. To this end, a descriptive survey design was employed, in which both qualitative and quantitative techniques were applied. In the study 3 sample groups encompassing, 324 students, 129 teachers and 28 principals participated. Questionnaire, interview and observation checklist were instruments used to collect data. After data were collected, analysis was made qualitatively and quantitatively. Hence, the results suggested that majority of participants had good awareness on the co-curricular activities. Moreover, the analyses confirmed that grade level and sex significantly affected the participation of students in co-curricular activities. Additionally; it was found that the co-curricular activities were not properly organized in the schools. Regarding factors that negatively affect the practical participation of co-curricular activities, the major were: lack of budget and material, low motivation of teachers, absence of facilities, low interest of teachers and absence of supportive material for teachers and work load of teachers. Hence the study concludes that the participation of teachers in co-curricular activities were not good. The study suggested that: trainings for teachers and principals, use of incentives to motivate teachers, systematically organize co-curricular activities to attract the teachers, using income generating scheme to reduce constraints of budget. Finally, in order to create competitive atmosphere among participants the establishment of effective continuous monitoring and evaluation mechanism need to be established.

CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Education has a vital role for the amendment of children's behavior and individuals' personality in a very innovative desirable form. It helps children's growth in body and mind, and proper development in physical and intellectual qualities are considered as few of the major determinants of children personality. For this reason, the modern and innovative approaches of education emphasize on all round development of children.

The process of education is not something static and stagnant. Instead, it is a continuous and lifelong endeavor and it has two parts; curricular and co-curricular/extracurricular/ activities. As curricular program and co-curricula /extracurricular/ activities are practiced in different countries of the world. Both co-curricular and extra-curricular activities, being non-credit activities, no distinction are made between co and extra-curricular activities. In this regard, Kochhar (1993:283), which is cited in published research paper of co-curricular and extracurricular activities in Nepal, gives his strong view on the distinction between curricular and extra- curricular activities must cease to exist. Co-curricular and extra-curricular activities are very much interwoven; there is no difference between them, and it is essential to develop better educational plans and programs. It helps to utilize money and resources more fruitfully for the better development of children mentally and intellectually. Because of, academic curriculum and co-curricular activities are interrelated and supportive of each other, and its purpose is to improve young people's motivation, increase self-esteem, self-confidence, develop new skill and make students became more effective learners, in most schools, it has a plan and budget to utilize but it needs follow-up and feedback to make it more effective.

Co-curricular activity defined as a program that is implementing out-of-class activity, supervised and financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of all academic Schools. Co-curricular requirements are designed to supplement students' formal coursework, promoting the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings (Jha et al 2004).

The purposes of co-curricular activities are to be effective in fostering a balance between mental and spiritual development and physical, emotional and social development of students consistent with the National philosophy of education. After school, co-curricular activities have been recognized for contributing many ways to the enhanced school experience as well as to the increased social skills of students. Besides creating a school culture and promoting school spirit, co-curricular activities have been found to have a relationship with students' academic performance development of responsibility discovering their abilities and interest, self-discipline, leadership skill and teachers and student relationship. Although, the programs vary drastically from hunting and homework help to sport and music activities, overall, all programs strive to be fun challenging, comforting and share similar goals. These goals include most importantly education, psychosocial development, recreation and career awareness. Some research (Petit etal ,1997) found that children who participated in some activities after school were paced by their teacher as having better social skills and fewer behavior problems than children who participated either in no activities or more activities each week (Shumow , 2001). In addition, Pierce and Vendall (1999) found that academically at risk children who attended co-curricular activities after school programs more frequently than others developed better work habit in their classroom and attended school more often. Dean and Bear early experts on extracurricular activities said, ‹‹Extracurricular activities supplement and extend those contacts found in the more formula part of the program of the school day (Millar, CV.1930) ». It was not until recently that. «Educational practitioners and researcher have taken a more positive arguing that extracurricular activities may have positive effects on life skills and may also benefit academic accomplishment » (Morsh and Klit man ,2002). However, among the serious obstacles to get effective learning, efficient utilization of education or dropping from schools by most students are lacks of co-curriculum support for schools teaching learning process (Andrews, 2002; OICE, 2002).

In Ethiopia, the activities that have been taken as co-curricular activities in modern education were deep-rooted in traditional education of the Orthodox Church. Typical examples were; painting, hand craft, bookbinding (Metsehafdigosa), agriculture, debating and discussion etc. Redley . and Bridges, (2005) confirmed the above fact by starting, «Unless you understand traditional education in Ethiopia you cannot understand the modern education. »Some of the common activities practiced before 1974 in modern schools were; sport and Games, School Bands, Painting, Handcraft, Book binding, Film shows, Meteorological observations Activities like Excursion and picnic, Debating and Discussion,

student Council, Boy scout, Girls' movement, important clubs like Art and Drama and field related clubs such as Geography, History, Agriculture etc. (Setotaw, 1998).

Based on this Many school society thought that Co-curricular activities are one of the means to fulfill the well being of the society and practiced out of the school learning time or learning activities outside the normal lesson which young people take part voluntarily. However, the fact is that School curriculum emphasizes on the cognitive characteristics while Co-curricular activities at schools are important to realize the concept of knowledge, experience and skills across the curriculum. In addition, it focuses more on acquiring effective and psychomotor skills because Co-curricular activities are aimed at providing the knowledge and skills required to become holistic students with superior personal characteristics, such as high innovativeness, creativity, productivity competitiveness and resilience to face the current phase of globalization. Thus, the importance of co-curricular activities is equivalent to the importance of the academic curriculum and participation in co-curricular activities compliment the overall learning process in school.

Regarding the term, the guide line prepared for the implementation of co-curriculum activities indicated that the term co-curricular activity is preferable to show its supplementary or complementary role for the classroom program (MOE, 1997; 3). Teachers being the main executors of co-curricular activities should be possessed sufficient knowledge and skills in order to ensure the success of co-curricular education. According to Jha et al (2004) teacher is the dynamic force of the school. Hence, without a competent teacher, even the best of systems is bound to fail. It is the teacher who directs and implements educational program

According to the researcher experience the implementation of co-curricular activity is different from classroom teaching learning process because it needs more time and may takes place outside the normal schooling time. Thus, factors like socio-economic status, Gender, educational level, budgetary and material conditions availability of trained and motivated manpower, and the presence of continuous monitoring mechanism may influence the implementation of the program

Therefore, the purpose of the study was to investigate and fined out problems that focused on the determinant of teachers' participation in co-curricular activities and to fill the gap through assessing the existing practices of secondary schools in the case of Nefas Silk Lafto sub city

1.2 Statement of the problem

Currently available documents showed that co-curricular activities have implemented in different countries including Ethiopia. There are more than enough evidences that showed the strong desire to have co-curricular activities in the past and present Ethiopian education system. For example, the Guide lines of schools General Administration prepared by the Ministry of Education and Fine Arts 1966; Article 12), as cited by (Setotaw, 1998:34) stated that " students have to be encouraged to participate in the school clubs." The Guide lines prepared by Ministry of Education (MOE) for International school Administration also indicated how co-curricular activities were organized and coordinated in the school (MOE, 1981, 1982); Later after six years, updated Guidelines of internal school administration, issued by MOE showed the structure and job descriptions of co-curricular activities committee (MOE, 1998). The recently prepared Guidelines for the school administration, community participation and Finance also indicated how co-curricular activities are organized and financially supported in the school context (MOE, 2002). Additionally, the guide lines was prepared and published by MOE in 1997 for co-curricular activities titled "The implementation of co-curricular Activities" ESDP document also described the clubs that particularly organized through the schools Like; girls, environmental protection and Anti-Aids clubs (ESDP III, 2005). These showed that there was an extended wish to implement co-curricular activities in the schools.

According to Setotaw (1998), after the establishment of regional educational bureau, the curricular program was coordinated by Physical Education and co-curricular program section at ministry of education level while at Regional, Zone and Woreda levels the responsibilities were given to the Examination and student service section. Similarly, at the school level the responsibility was given to the co-curricular coordinating committee. However, on the other side, there were rumors indicated the reverse situation with that of Setotew's findings. The critics indicated that there is no responsible skilled personnel and structural position for co-curricular activities at Woreda, Zone, Regional Education Bureau and MOE levels. In addition, there were strong critics that indicate even though most schools often were organized different co-curricular activities at start of annual schooling time, but all of them were unable to function properly and became unsuccessful. Because, a number of literature confirmed that the complexity of the implementation of co-curricular program on the ground requires the involvement of various bodies, more time and high commitment of coordinator as well as administrators.

Based on the researcher experience and understanding for some school society, practicing the co-curricular activity is difficult from the academic teaching/ learning /process because it needs more time. There are also different factors that affect the practice of co-curricular activities like the absence of trained co-curricular activity, motivated teachers, and the absence of continuous monitoring, the recklessness of students to participate in this activity, the shortage of finance and lack of equipment. Moreover, students feel that these activities interfere with their studies but they participate in these activities unwillingly and some students are too shy to participate in these activities and do not know their hidden talents (Daniel, 2009).

Against the back ground of the significant value of co-curricular participation, and the challenges facing secondary school principals related to providing environment opportunities with limited resources and utilizing these limited resources optimally inspired the researcher to conduct this study in secondary schools of Nefas silk lafto sub city in Addis Ababa.

1.3 Objective of the study

1.3.1 General objective of the study

The general objective of this study is to assess the determinants of teachers' participation in co-curricular activities and the challenges in secondary schools of Nefas Silk Lafto sub city.

1.3.2 Specific objectives

The specific objectives are;

- To identify the major factors that hinder the implementation of school co-curricular activities
- To assess the secondary school teachers' perceptions and attitudes towards on the implementation of school co-curricular activities
- To explore how secondary school teachers have participated in school co-curricular activities.
- To initiate secondary school students to be active participate in school co- curricular activities
- To identify the roles of secondary school principals for effective implementation of school co-curricular activities

1.4 Research Questions

The study would answer the following basic research questions.

1. What are the major factors that can affect the implementation of school co-curricular activities?
2. How do secondary school teachers understand on the implementation of school co-curricular activities?
3. How do secondary school teachers become more effective participant in school co-curricular activities?
4. What are the methods that secondary school teachers used to initiate student in order to participate in school co-curricular activities?
5. What are the roles of school principals on the school co-curricular activities in case of Nefas Silk Lafto sub city secondary school?

1.5 Significance of the study

Ethiopia has considered making considerable gains in formal education in the past decade. However, statistics suggests that the country still has a long way to go. (MOE, 2002) Studying that supportive co-curricular learning does will create a base line to strengthen the formal school teaching learning process and to take action in expanding co-curricular activity in the country.

The primary purpose of this study is to assess the determinants factors of teachers' participations in school co- curricular activities in secondary schools of Nefas Silk Lafto sub city. Therefore, this study has the following importance.

- It make an effective implementation of school co- curricular activities
- It suggest possible solutions in order to improve secondary school teachers participation in school co- curricular activities
- It initiate the principals so that they give due attention to the teachers participations in co-curricular activities,
- It inspire other researcher to study similar problems in the area

1.6 Delimitation of the study

It was be difficult and unmanageable to conduct research to assess the teachers' participations in co-curricular activities and those factors that affect the teachers' participations in co-curricular activities in all secondary schools found in Addis Ababa city administration. Therefore, the researcher would restricting the scope of his study to the secondary schools found in only one sub-city (Nifas Silk Lafto sub city) among the ten administrative sub-cities. However, due to the problem was the headache of all schools, the researcher was forced to focus on all secondary schools of Nifas Silk Lafto sub city in Addis Ababa city administration

1.7 Limitation of the study

The study is designed to contribute to the better understanding of the participations of co-curricular activate and challenge under which teachers full participations in the set up. However, several factors hindered the researcher from completing the research on time. Most salient factors include the serious lack of research work on the topic, financial problem and lack of optimistic view from top official of the education and the unavailability of teachers during the school season.

1.8 Definition of key terms

Participation: It is the processes during which individuals, groups and organizations are consulted about or have the opportunity to become activity.

Co-curricular activity: This implies important educative practices or programs that will be arranged in the schools in order to provide more opportunities for all round development of the pupil and also activities that arise from curriculum requirements that involve extension beyond the classroom (MOE, 1997).

Secondary school: It refers to the structure of Ethiopian Education system including first cycle (9-10) and secondary cycle (grade 11-12) with in the duration of four academic years. (MOE; 1994)
Determinant: It is a factor or an element that limits or defines decisions or conditions.

1.9. Organization of the study

The study consists of five chapters, chapter one deals with introduction, background of the study, statement of the problem, objective, research questions, significant, delimitation, limitation and operational definition of terms of the study. The second chapter is concerned with the review of related literature relevant to the problem under investigation. The third chapter consists of the research methodology and procedure of the data collection and analysis. The fourth chapter deals with the presentation, analysis and interpretation of the data. Lastly chapter five comprises the summary, conclusion and recommendations were presented.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter deals with part of the research; there was an effort to review the relevant work that has been made. The review is based on foreign research work because research works on co-curricular activities in Ethiopian context are lacking. The views of education commissions and statements have been used. The review has been done on the following aspects.

2.1 Definition of Education

Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. It occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, for example, instruction in schools (Deering High School Student Handbook 2005 – 2006). Aggarwal (1990), state students get one-fourth of their education from their environment such as from their teachers, some from their fellow students and the rest are from the course of time through their life experience. On the other side G.S Millar, as cited in Aggarwal (1990 argued that education is a conscious and deliberate process well planned to modify the behavior of the students in desirable and socially approved channels and to bring about in the students specific knowledge and skills.

2.2 Definition of Curriculum and Co-curriculum

As described, the aim of education is to help children to achieve all round development. Therefore, curriculum experts and educational administrators have to give attention for the co-curricular activities need to be available in schools. It is important for the development of students and cannot be seen separately from the curriculum Kochhar (1993:286), as cited in (Balkhu, Kathmandu, Nepal, 2004:2).

2.2.1 Curriculum

The term curriculum refers to the program of study in various academic subjects that followed by students at various levels of education. The school teaching staffs are employed to teach this curriculum, and students are periodically assessed by exams and term papers in their progress in each curriculum subject. As they grow older, students' achievements in their curriculum subjects are seen as important in helping them get into a good university or college, and to find a good job when they

leave education. Curriculum is a cultural production in a structured way. It is even more; It should also value independent thinking in the context of the widest sense of social responsibility (Smith, Stanley and Shores). Tanner and Tanner (2007;121)offers the following definition of education.' That reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience ''

Curriculum involves interaction between teachers and learners, between learners and learners , between learners and curriculum content. The focus of teaching is more the making of meaning than the transmission of concept and skills. The academic curriculum has never been all that schools offer to their students. Often a range of other classes, clubs and activities is available to students, sometimes in lessons but more often in the lunch break or after school. These are referred to as the co-curriculum, or as extra-curricular activities, and they are mostly voluntary for students (Daniel Nesan, 2009).

2.2.2 Co - curricular/Extracurricular Activities

Co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of all academic Schools. Co-curricular requirements are designed to supplement students' formal coursework, promoting the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings (Jha et al 2004). As Kochhar cited in (Jha et al 2004: 221) thus, Co-curricular activities have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at other times established by the school administration.
- Although not offered for credit, they are directed or supervised by instructional staff in the learning environment similar to that found in courses offered to credit.
- They are partially funded by public money for general instructional purposes under the direction and control of the school Board. Extra-curricular, on the other hand, has been defined as, "Extra-curricular activities are small activities sponsored by students' clubs or groups and approved by the administration". Extracurricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member.

Morgan Hill as cited in Jha et al (2004: 12) has also given almost similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extracurricular activities are not part and parcel of curriculum and they are not carried out during school hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extracurricular activities are noncredit activities. However, both of them need approval by school authorities.

However, according to Rocco Marano, the director of NASSP's Student Activities, as cited in Edward J. Klesse and Jan a. D'Onofrio, student activities are not extra; it should be regarded more than "extra." Extra implies something not necessary and suggests that student activities are just fun and games, which makes it easy for them to be dismissed or removed. There are numerous studies that show that students who participate in student activities usually have better grades, better attendance, and are more successful in later life than students who don't participate. Certainly, student activities should be enjoyable, but there are also valuable skills and lessons that can be taught to those who participate, such as goal setting, communication, organization, decision making, teamwork, conflict resolution, and tolerance. These are sometimes thought of as leadership skills, but they are really life skills that can be practiced as part of a club or organization and complement what is taught in the classroom.

In general, as described in the beginning, the purpose of education is to train students not to know about things (in cognitive) but to behave or practice it in the right way (skills). Therefore mostly, cognitive development is taken care by curriculum and the skill development is implemented by the outside class room teaching (MOE, 1994). By practicing it most students develop their talents with knowledge and experiences. It has practiced in academic schools in after school program.

2.3 Types of Co- curricular Activities

Identifying the relationship between curriculum and co- curriculum helps us to develop better educational plan. Understanding the type of co-curricular activities also help us to develop and utilize resources more fruitfully and make easy to organize desirable activities in schools. Singapore Secondary schools typically divide co-curricular activities into Core co-curricular activities and Merit co-curricular activities:

2.3.1 Core co-curricular activities, which typically include the Sports, Performing Arts Groups and Uniformed Groups, tend to take up more time and resources and have more emphasis placed on them by the school. Membership in at least one Core co-curricular activity is compulsory for secondary school students in Singapore and it is considered an integral part of the education system.

2.3.2 Merit co-curricular activities, which typically include the Clubs and Societies, are usually less time-consuming. Academic clubs however may consume as much time as, if not more than, Core co-curricular activities. Merit co-curricular activities serve as an optional pursuit for students with an interest in what the co-curricular activity has to offer (MOE Singapore, 2011).

2.4 The Benefits of Co- curricular Activities

Co-curricular activities benefit children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. It has also been found that extra-curriculum activities help to reduce academic stress and tension, helping students to become more alert and productive in their learning. Well planned after-school activities can develop positive attitudes, fun and healthy lifestyles for students (M.S. Omar Fauzee, 2007). Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something they enjoy. All students are strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and it helps them to know their hidden talents ;Daniel Nessan,(2009).

Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursion, literary societies, dramatics, debates etc. to bring social and physical adjustments in students. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help / facilitate academic achievements of the student. However, over the years it was noticed that most of the schools in Pakistan were paying over emphasis to academic activities for the sake of achieving better percentage of the past candidates and winning award and ranks than in organizing suitable activities to improve the personality and the talents of the students. This shift in mindset has led to a new approach giving special attention to the studies, and ignoring co-curricular activities altogether. Whereas, it is believed that unless balancing

both the curricular and co-curricular activities is done the very purpose of education would be left unrealized ;Daniel, (2009).

Co-curricular activities help students to strengthen the purpose of education, by implementing co-curricular activities students can be responsible and develop different characters, such as critical thinking, social skills, and talents (NASSP 1996). It also offers students by making group of peers and adults who have interests and talents similar to their own. Students who participate in co-curricular activities have chance to outshine individually, and part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service 1999).

Participation in co-curricular activities improves an adolescent's chances of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in the bad habits like juvenile delinquency, abusing drugs or alcohol through three mechanisms, according to Zill, Nord, and Loomis (1995) cited on Edward J. and Jan A. (2000):

Time displacement: the widely held notion that if a young person spends a great deal of time in beneficial or harmless activities, he or she will not have time to get into mischief.

Commitment building: the argument that participation in constructive activities, by developing skills, creating aspirations, and providing rewarding experiences, strengthens a young person's commitment to conventional institutions, such as school, and traditional careers.

Group pressure: the idea that participation in teams, clubs, or other group activities promotes a sense of membership or belonging.

According to Allison (1979) cited on Edward J. and Jan A. (2000), students who participate in co-curricular activities are not only do better academically than students who do not but also develop other facets of their personalities in the process. Self esteem self-confidence, social cooperation, and leadership skills are just a few of the cognitive factors that are affected. Co-curricular activities allow students to blend aspects of their academic learning into personal actions. As Haensly, Lupkowsky, and Edlind (1985/1986) cited on Edward J. and Jan A. (2000) Co-curricular activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years. Students who are involved in co-curricular activities are able to extend and enrich previously learned academic skills through competitions and real-world simulations. In the co-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills.

In addition to this, according to Daniel Nesan, (2009) students have a right to a broad education. And he asked "Why should a science student have to give up for music or major social studies are not getting opportunities for sport?" Many children have remarkable talents in all sorts of different areas, and it is wrong to force them to specialize too early in specific areas. A career is not the only part of an adult's life, school needs to make sure they have interests and skills that will help them in their family and leisure lives too. So the children's educational development stressed on their interest or needs. Through equal balancing of academic and co-curriculum, however, students have the chance to exercise their rights and the opportunity to be multitalented. In this reason, co-curricular activities are supplementary or compulsory role for the classroom program in different countries. In many UK and USA high schools for instance, sport activities such as football, golf, tennis, and basketball are the most popular after-school choices among students. In the same country those who prefer music, theatre and journalism, tend to join specific after-school clubs that provide specifically for those activities (Wikipedia 2011).

In Malaysia Putra University, MohdSofian Omar Fauzee (2007) suggested that for most of the high school students of Malaysia, it is compulsory to attend co-curricular activities outside school hours and this may take place after school and during weekends. The co-curricular activities continue to be a popular program of after-school activity that serves school children of all ages. Indeed after-school programs have long been considered to be a key part of the leisure activities of students all over the world. These programs are the collection of sports, music and arts and often involve activities which are not part of the core academic curriculum.

2.5 The value of Co - curricular Activities

Co-curricular activities have a number of values like academics. Educational value has a great potential, but the classroom teaching is theoretical. To get practical knowledge, co-curricular activities can be imparted. There are so many valuables of co-curricular activities: Development of social spirit, Recreational values, Physical development, and cultural values. Development of social spirit has its own value. Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach social value through school subjects like Languages, Mathematics or Social Sciences. By participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' feeling, belongingness, unity and ability to be cooperative (Daniel Nesan, 2009).

Recreational value is also one valuable activity. Lack of ability and training in proper utilization of one's leisure time is one of the major defects in the present system of education. By providing and organizing various activities, schools provide wholesome opportunities to students, rather than to spend their spare time in undesirable activities. Instead hobbies can be developed at the school age become lifelong habits.

Physical development, while games, sports and athletics directly contribute to physical development of students. These activities provide a useful opportunity for the growth and development of the body and it helps to develop psychological brightness too. Some co-curricular activities like understanding of different cultures have also a tremendous values, as they help in providing opportunities for better understanding of our cultural heritage and traditions, activities like dramatic song and dance, folk songs , folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture. Even if co-curricular activities are very important for students in all academic levels, different factors are affecting it to practice effectively.

2.6 Co-curricular activities in secondary schools

Schools are more than just places where academic learning occurs. Depending on many factors, they are also complex social environments that can be inviting or alienating. Successful programs for at-risk students attempt to create an environment that helps students develop a sense of commitment to the school community Terenzini et al (1995). Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and intramural sports teams have traditionally enhanced students' sense of school membership by providing them with a special "niche" in the school community. Students involved in these kinds of co-curricular activities find opportunities to shine and are less likely to become disengaged from school. Many studies have indicated an association between extracurricular activities in general and positive academic outcomes. For example, one survey showed that high school social participation is positively correlated with high school and post-high school educational achievement, as well as occupational status five years after graduation (Thieke (1994).

Another study of reading skills development showed that the higher students' level of involvement in organized extracurricular activities, the higher their reading achievement. This study also noted that the effect of these "achievement-related experiences" was stronger among those from lower Socioeconomic backgrounds, although all social class and gender subgroups benefitted (as cited in Funk houser, Humphrey, Panton, & Rosenthal, 1992).

Students in successful alternative secondary school programs place a high value on their sense of belonging, or membership, in the school. According to observers, students characterized these alternative schools as friendlier as and warmer than the schools they had left; peers were more accepting, teachers were more concerned. In their view, adults' willingness to help them overcome academic and personal problems and accept them as individuals was among the most valued features of their new schools (Wehlage et al., 1989). Likewise, other studies have found that alienated students at risk of dropping out can re-engage in smaller settings where teachers are committed to helping them and circumstances support teachers' expanded role. These findings reflect the influence of students' sense of school membership, an attachment to adults and peers that enable students to make a commitment to the norms of the school, become involved in school activities, and accept the legitimacy of the institution. Fostering a sense of school co-curricular engagement in a personalized environment requires an expanded role for teachers. In this expanded role, teachers seek to influence students' social and personal development, as well as their intellectual growth. To sustain a pervasive "ethic of caring," adults maintain continuous and sustained contact with students, responding to the students as whole persons rather than just as clients in need of a particular service. Expanding their traditional role as transmitters of knowledge, teachers help create networks of support that foster students' sense of belonging and support students to succeed in the school. For their part, adults in the school need to

(1) promote positive and respectful relations between adults and students;

(2) help students with personal problems;

(3) cultivate students' ability to meet school standards; and

(4) Support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans.

In exchange for this active commitment from the school, students behave positively and respectfully toward adults and peers and commit their mental and physical efforts in school tasks to a level making their own achievement likely.

There have been various different initiatives meant to tap and nurture co-curriculum talents of the young people in Kenya and in East Africa. Some of these initiatives include Manchester United camp in Tanzania, UNICEF/MOE talent academies in Kenya, Tusker Project Fame meant to promote talents development in Eastern Africa and high altitude training camps in Eldoret, Kenya, for the upcoming and established athletes. These youth talent development initiatives are geared towards addressing high rates of youth unemployment in Kenya and beyond and consequently attracting in foreign exchange to the country.

2.7 Who is Responsible for co-curricular activities at secondary school?

The administration is responsible for all co-curricular activities held in the schools or on school grounds. When it appears to be beneficial or to conduct school activities, the board may authorize such activities to be conducted under such regulations as the administration deems necessary. In accordance with state laws, the school district may take appropriate action to protect the free, proper and lawful access to and outlet from district property and the proper use of district property and equipment, free from interference or disruption. The school district may prohibit a parent or other visitor from attending one or more co-curricular activities if that person has been engaged in inappropriate conduct at co-curricular activities.

Previous research involving this author has demonstrated very clearly that the after-school program benefits children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. It has also been found that extra-curriculum activities help reduced academic stress and tension, helping students to become more alert and productive in their learning. Well planned after-school activities can develop positive attitudes, fun and healthy lifestyles for children (M.S. Omar Fauzee, 2002). As well as these quite specific advantages, Witt (2001) recognized three rationales for extracurricular activities:

i) The growing needs for child care.

ii) Concern after-school activity has for improving educational achievements.

iii) The linkage between after-school program development and school reform agendas,

This means students can improve their educational achievement through the after-school agendas that help to overcome unhealthy lifestyles and attitudes. As a whole, then, after-school activity has a key role in reducing unhealthy activities among adolescence that might cause longer-term problems for the community as a whole (Feldman & Matjasko, 2005; Fredricks and Eccles, 2006).

The other key issue for the community is that after-school programs are able to teach the discipline and moral values which could not be taught during a normal school session. Indeed, Mastufski and Keeter (1999) found in their study that 91% of police chiefs agree that greater investment should be made in after-school programs to help young people today. The main point to be made in this regard is that ultimately it is the wider community through the Government who will be required to pay for the affects of more crime and increasing welfare in the long term. Thus, the overall consensus is that after-school programs not only bring many advantages to the individual students involved but that they also have a key role to play in helping the country to overcome problems relating to juvenile crime and health and welfare issues.

Most studies of leisure activities have focused on specific leisure perspective models or theories and have given their attention to barriers to participation and sedentary habits and lifestyles (Ng, 1984; Salman, 2001). However, since Malaysian students participate in extra-curriculum as compulsory activities, this study has chosen to focus its attention on the active involvement of young people in leisure and physical activities by drawing on psychological perspectives and using cognitive evaluation theory. Cognitive evaluation theory can be described as a sub-theory of intrinsic and extrinsic motivation and in this sense bears a close resemblance to self-determinant theory.

Intrinsic motivation can be described as motivation that is existential as it comes from internal personality. Activities which are intrinsically motivated are those which interest individuals, because they are self-determined and they can engage in them freely with a full sense of volition and personal control (M.S. Omar Fauzee, 2002).

Extrinsic motivation is motivation that is externally stimulated and is related on the one hand to perceived benefits in the various forms of awards, money, prizes, social approval and the like and on the other hand fears of chastisement or punishment (Weinberg & Gould, 2007).

The critical conditions of external motivation have been divided into four categories (Cox, 2002):

- External regulation (performed only to obtain extended rewards or avoiding Punishment);-
- Interject regulation (which evokes a greater degree of self-determination than other externally regulated motives);-Identified regulation (which relates to those engaged in exercise that is not interesting, but with which it is recognized by the participant that being involved can lead to other benefits that can fulfill their interest); and
- Integrated regulation (which involves individuals in activities become personally valued and freely done).

How is Ethiopian Education implementing the co-curricular activities (CCAs)? Until secular education was adopted in the early 1900s, Education in Ethiopia has been dominated by the Ethiopian Orthodox Church for many centuries and it was full of Practical subjects. The higher education in the Ethiopian Orthodox Church provided involved Church music (divided into digua, zemare and mawaset, and qidasse), poetry, math, history, philosophy and manuscript writing. Another field of study was aquaquam or the religious dance performed as part of church services (Education in Ethiopia). These practical activities have been taken as co-curricular activities in modern education were very familiar in traditional education of the Orthodox Church. Painting, hand craft, agriculture, debating and discussion were existed. Some common activities in modern education which is practiced before 1974 were sport and Games, School Bands, painting, Hand craft, Book

bindings, Film shows, Meteorological observation, Excursion and picnic, Debating and Discussion, Art and drama and field related clubs such as Geography, history, Agriculture, etc (Wikipedia, 2011).

In relation to this, research focus it is hoped that the findings will be of benefit to the Ministry of Education in developing and reforming both extra-curriculum activities and the core curriculum in the future. Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something they enjoy. All students are strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and talent what she/he have. There are many school clubs in Ethiopian Government secondary Schools, students and teachers are registered to participate in different school clubs.

2.8 Teachers' Role in Co-curricular Activities

The study also aimed at determining the influence of teachers' role in the development of co-curricular activities in secondary schools in Nifas silk Lafto sub city. Emphasis on co-curricular activities has been made because the Ministry knows of the positive effect of students being all-rounder when they excel in academic and co-curricular activities. In some secondary schools, applications for the entrance are judged on the examination of co-curricular talents but great care is taken to ensure that the selected students' are active in curriculum activities too. The concern here is whether students who participate in co-curricular activities are gaining any benefits or is it a mere waste of time and effort by all parties. The importance in education does not only lie in academic but also in all other fields which are required in educating students, which include skills and co curriculum.

Competency building begins at school level. There is extensive literature on competency building and co-curricular activities. Green (1998) emphasized that the contents of competency building will finally ensure that the workforce produced will possess the proficiency and literacy that is required for a good performance. A study carried out by Russel, Peter, Donald and Robert (2000) found that extra curriculum involvement in high school produces honesty and fair play needed to prevent delinquency and crime. Previous studies reveal that students' involvement in co-curricular activities makes them stay in school and improve retention rates. Many coaches are teachers in the school, and they interact with students not only in the classroom but in after school programs as well. Some teachers may become biased toward students who participate outside the classroom, forming bonds that may affect the grades of the individual students. Expanding their traditional role as transmitters of knowledge, teachers help create networks of support that foster students' sense of belonging and

support students to succeed in the school. For their part, adults in the school need to; promote positive and respectful relations between adults and students; help students with personal problems;

Cultivate students' ability to meet school standards; and support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans. In exchange for this active commitment from the school, students behave positively and respectfully toward adults and peers and commit their mental and physical efforts in school tasks to a level making their own achievement likely.

The chapter has discussed in details the various study variables which include school funding, physical facilities teachers' role and participation. In addition the study reviewed literature on determinants of teachers' participation in co-curricular activities.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Research Methodology

In this study, the various steps that are generally adopted by a researcher in studying his research problem was used along with the logic behind them, which includes the research design, source of data, sample and sampling techniques, instruments and procedures. In addition, methods of data collection and data analysis were used in order to have a clear picture about the determinants of teachers' participation in co-curricular activities at Nifas Silk Lafto sub-city secondary schools.

3.2 Research Design

In order to have a clear picture about the determinants of teachers' participation in school co-curricular activities and teachers' perception towards the co-curricular activities in secondary schools at Nifas Silk Lafto sub-city the descriptive survey design has employed. The objective of descriptive study is to know and investigate problems associated with the implementation of school co-curricular activities and teacher's attitude by analyzing the relationship between teachers, students and school principals. This design also helps to provide adequate information that can enable the researcher to suggest some valuable alternatives for better and effective implementation of school co-curricular activities.

In additions, mixed methods of approach were used for this research because it mixes or combines both quantitative and qualitative research techniques, methods, approaches and concepts into a single study to produce a more complete knowledge necessary to inform the theory and practice of the problems.

3.3 Sources of data

Nifas Silk Lafto Sub-city was selected among the ten administrative sub-cities in Addis Ababa city administration for source of data. This sub city has seven (7) secondary schools and the researcher used all of the secondary schools due to the problem has found in all schools. Based on this, the data was gathered from different respondents who have adequate exposure to the problem of participations in co-curricular activities in all secondary schools. Then the data source has categorized into two i.e. Primary data sources and Secondary data sources. The primary sources of data was eye witness

accounts which includes students, teachers and principals and these source of data has helped the researcher to acquire first hand information. Secondary sources of data was collected through documentary analysis which was obtained from documents, books, journals and other research papers that were related to the study because use of document analysis in qualitative inquiry yields excerpts, questions and statistical reports.

3.4 Sample and sampling Techniques

When this research was conducted, the researcher has employed both non-probability and probability sampling. Under non-probability sampling, the researcher selected the study area through purposive sampling. Based on this, Addis Ababa city administration has ten (10) sub-cities the researcher has selected Nifas Silk Lafto Sub-city among the ten administrative sub-cities because of his long years of working experience in this sub city it was easily accessible to collect data.

Nefas Silk Lafto sub city has seven (7) Government secondary schools and the researcher was used all the secondary schools i.e.100 % purposely as a target population to investigate the problems and to generalized the research result. In this study 100% of principals were taken availability sampling due to the number of principals in each secondary schools were small and 30% of teachers were selected by using simple random sampling methods in order to make the sample simple and representative. Finally from the total of grade, 9 and 10 sections found in each secondary school 5% sample of students from each secondary school were taken by using systematic sampling technique as it shown below the table because this technique is fast, accurate and reliable method and all contiguous parts of the population were represented in the sample.

In general, to get the representatives and manageable size from the total of 481 respondents, 129 teachers, 324 students and 28 principals were taken as a sample from seven secondary schools in the course of this study.

Table 1: summary of sample schools and sample technique selected from each schools and techniques

No	Sample school	population	Total	Sample of respondent	(%)
1	EwketLehibret secondary	Principal	4	4	100
		Student	1260	63	5
		Teachers	78	23	30
2	Fana02 secondary	Principal	4	4	100
		Student	1170	59	5
		Teachers	54	16	30
3	Frehiwot preparatory and secondary	Principal	4	4	100
		Student	610	31	5
		Teachers	67	20	30
4	Fitawrari Lake Edget secondary	Principal	4	4	100
		Student	800	40	5
		Teachers	57	17	30
5	Ginbot 20priparatory and secondary	Principal	4	4	100
		Student	540	27	5
		Teachers	73	22	30
6	Lafto secondary	Principal	4	4	100
		Student	1030	52	5
		Teachers	48	14	30
7	Sedile Le Ethiopia secondary	Principal	4	4	100
		Student	1030	52	5
		Teachers	55	17	30
Total				481	100%

Source; Nefas Silk Lafto sub city education bureau 2014/15(unpublished).

3.5 Data collection instrument

In order to examine the determinants of teachers' participations in co-curricular activities in secondary schools and to forward the realistic interpretation and analysis, three techniques were prepared for gathering the data. To ensure the appropriateness of the items, a pilot study was carried out in one selected secondary school out of the selected secondary schools. The three instruments used for data collection would be questionnaires, interviews, and observation.

3.5.1 Questionnaire

Questionnaire is a popular research tool it can use at the place of research and it offers for the researcher considerable and flexibility in the administration of data. The researcher was prepare questionnaire as the major data-gathering instrument relating with the determinant of teachers' participations in co-curricular activities in secondary schools. Both close ended and open-ended questions were employed for all secondary school teachers. This is because questionnaire is not only better for accurate, factual information and views about the opinion but also serve as an appropriate instrument to obtain a variety of opinions with in relatively short period. The closed ended items were prepared in order to obtain the realistic data that offer the respondents a set of answers to choose the one that reflects their views. The open-ended questionnaire was including questions, which invite the respondents to write their ideas and views.

Then the closed ended and open-ended questionnaires were developed in order to provide clear understanding to the knowledge of sampled respondents related to the problems. The content of each questionnaire were compose teacher's attitude related to their knowledge co-curricular activities problems, lack of facilities and school facility.

Finally, the questionnaire distributed to all secondary school teachers whom were selected from the seven secondary school of Nifas Silk Lafto Sub-city in Addis Ababa to gather information.

3.5.2 Interview

Semi structured interview questions would employ as an instrument to collect significance and relevant information. The reason for using semi-structured interview is that it can permit the exploration of issue and flexibility for the interviewer and the interview has better chance to explain more explicitly what he or she knows about the issue. The interview were conducted a face to face with the governmental secondary school principals. To this end, a set of unstructured open-ended interview questions were prepared in English.

The interview items were focus on the determinants of teachers' participations in co-curricular activities. The data obtained from the interview were also consisting of the responses of the school principals about their knowledge, experience, opinions, perception, and intervention concerning the development and promotion of co-curricular activities.

3.5.3 Observation

The researcher believes that observation provide highly accurate and detailed information so based on this he has got information about how do secondary school teachers participated in the school co-curricular activities and implement in order to increase student's benefit. In addition, the researcher has got information's about student's understanding, perceptions, attitudes and their participation in the co-curricular activities. Finally, based on the information collected from the teaching-learning process, narrative method of writing used from the observation

3.6 Procedures of Data Collection

For gathering the necessary information regarding the determinant of teachers' participations in co-curricular activities in secondary schools, data collecting procedure were used in the selected secondary schools at Nifas Silk Lafto Sub-city in Addis Ababa. When employing those data gathering tools, the procedures were on a sequential or in phases by giving priority to the questionnaire and then conducting the interview to collect the essential instruction from the respondents. To collect the necessary data and ease (easy) of understanding, questionnaires were prepared in English language. The questionnaire prepared in English language was for teachers and in Amharic language was for students. After the preparation of the questionnaire, it has given to the experts working in the education system to asses, view and make judgment concerning how well the items in the questionnaire on representing the intended content area and make some amendment if necessary.

The interview has conducted in Amharic language; interview and observation was takes place at the physical presence of the researcher himself. Then, the collected data from open-ended question items has tailed and the interview responses has summarized and systematized by the researcher alone.

3.7 Data analysis and interpretation

The data gathered through questionnaire, interview and document analysis were structured, organized and formed to make easy for analysis. In the study, the qualitative and quantitative methods were used to analysis the information collected by using different instrument from different sources.

The quantitative data obtained from the questionnaire analysis were analyzed by using percentage and frequency and the qualitative data was first organized in to meaning full information in order to describe both as expressed by interviewer and observation by the researcher. In order to acquire

detailed information, the data obtained through questionnaire was organized in tables. The data obtained from interview, from open-ended questions and document analysis were analyzed in narration under each category in the table to be relevant to the issue. To analysis, the data obtained from different sources, various techniques were employed. The percentage and frequency distribution have employed to analyze various characteristics of sample population like sex, age, teaching (work experience), educational level and other relevant issue. Mean and garden mean were also used to find out the average value against each item for both groups of the respondents to support the results of analysis. Additionally, chi-square has used to find whether there exists a significance between two groups (teachers and students) of respondents as per the basic questions rose and to reach an acceptable conclusion regarding both the extent of the association as well as the possible cause of the problems.

Finally, on the bases of the analysis conclusion has made and recommendation has forwarded regarding the determinants of teachers' participations in co-curricular activities in secondary schools,

CHAPTER FOUR

4.1 DATA PRESENTATION AND INTERPRETATION

This study was prepared to assess the determinant of teachers' participation in co-curricular activities in secondary schools. Hence, data collected through questionnaires, interview and observation are presented and interpreted in this chapter under the following tables

4.1.1 Socio demographic status

Table 1:- Descriptive characteristics of student, teachers and principals in the study

Variable		Frequency	%
Principals			
Sex	Male	25	89.3
	Female	3	10.7
Age	Below 26 years	0	0
	27 to 33 years	14	50
	34 to 40 years	10	35.7
	41 and above years	4	14.3
Educational states	Diploma	0	0
	Degree	22	78.6
	Masters	6	21.4
Years of services	10 and below 10 years	16	57.1
	Above 10 years	12	42.9
Teachers			
Sex	Male	97	75.2
	Female	32	24.8
Age	Below 26 years	37	28.7
	27 to 33 years	54	41.9
	34 to 40 years	28	21.7
	41 and above years	10	7.8
Educational states	Diploma	0	0
	Degree	123	95.3
	Masters	6	4.7
Year of service	10 and below 10 years	89	69
	Above 10 years	40	31.0
Students			
Sex	Male	157	48.5
	Female	167	51.5
Age	Below 14 years	3	0.9
	14 to 17 years	280	86.4
	18 to 21 years	35	10.8
	Above 21 years	6	1.9
Grade level	Grade 9	176	54.3
	Grade 10	148	45.7

Based on back ground characteristics of the respondents, table three indicates that distribution by sex and age of principals, teachers and students and, educational status and year of service of principals, teachers and distribution of students by grade level.

According to this, 89.3 % of principals participating in the study were male and the rest 10.7% were female. The researcher has been examining the Majority (50%) of principal respondents have 27 to 33 years old. Relatively (35.7%) of the principal are aged 34 to 40. And the rest (14.3%) of the respondents are 41 and above years old. Regarding to principals' educational status majority (78.6%) of them are first degree holders. The other principals (21.4%) are Masters Degree holders. None of them are Diploma holder. Based on the above table from those characteristics of principal presented at the end is year of service. So, (57.1%) of the principals have 10 and below 10 years service. Relatively (42.9%) of them have above 10 years service.

Secondly, the table presents were teachers. According to this (75.2%) of teachers participating in the study was male and the rest (24.8%) were female. The researcher has been examining the Majority (41.9%) of teachers respondents have 27 to 33 years old. Relatively (28.7%) of the teachers are aged below 25. (21.7%) of them are 34 to 40 years old. And the rest (7.8%) of the respondents are 41 and years old. Regarding to teachers' educational states majority (95.4%) of them are first degree holders. The other teachers (4.7%) are Masters Degree holders. None of them are Diploma holder. Based on the above table from those characteristics of principal putted at the last is year of service. So that (87.0%) of principals have 10 and below 10 years service. Relatively (31.0%) of them have above 10 years service.

The end part of the table refers to students' background. Based on this (51.5%) of students participating in the study was female and the rest (48.5%) were male. Regarding age majority (86.4%) of them is categorized in 14 to 17 years age. Relatively (10.8%) of the students are aged 18 to 20 years. (1.9%) of them are above 20 years old. And the rest (0.9%) of the respondents are below 14 years old. Regarding to students' grade level (54.3%) of them are grade 9 and the rest (45.7%) of students are grade 10.

4.2. Data analysis and interpretation

Table 2: Response on the Adequacy of Co-Curricular Activities in the School

No	Items	Respondents	Responses			
			Yes		No	
			No	%	No	%
1	Are there co-curricular activities in the school?	Principals	26	92.9	2	7.1
		Teachers	123	95.3	6	4.7
		Students	267	82.4	57	17.6
		Sub total	**416**	**86.5**	**65**	**13.5**
2	Are the co-curricular activities in the school well planned?	Principals	20	71.4	8	28.6
		Teachers	33	25.6	96	74.4
		Students	123	38	201	62
		Sub total	**176**	**36.6**	**305**	**63.4**
3	Are co-curricular activities adequate in number in the school?	Principals	24	85.7	4	14.3
		Teachers	102	79.1	27	21
		Students	239	73.8	85	26.2
		Sub total	**365**	**75.9**	**116**	**24.1**
4	Have you ever participated in any one of the co-curricular activities in your school?	Principals	24	85.7	4	14.3
		Teachers	103	79.8	26	20.2
		Students	183	56.5	141	43.5
		Sub total	**310**	**64.4**	**171**	**35.6**
5	Are you participating in co-curricular activities currently?	Principals	22	78.6	6	21.4
		Teachers	86	66.7	43	33.3
		Students	167	51.5	157	48.5
		Sub total	**275**	**57.2**	**206**	**42.8**
6	Do you sat specific annual goal/plan in line with participating in co-curricular activities?	Principals	9	32.1	19	67.9
		Teachers	34	26.4	95	73.6
		Students	66	20.4	258	79.6
		Sub total	**109**	**22.7**	**372**	**77.3**
Total			**1651**	**57.3**	**1230**	**42.7**

The table generally reflects about the adequacy of co-curricular activities in the school. Accordingly; the majority (86.5%) of respondents said that there is co-curricular activities in their school. Whereas (13.5%) of them respond towards "No". The other item option that has been given for the respondents to reflect their opinion is on the plan of the co-curricular activities in the school. On this idea the majority (63.4%) of respondents that the co-curricular activities in their school is not well planned. The rest (36.6%) of the respondents were said "yes" it is well planned.

In the table item three shows us the response of subjects to one of the questions towards the adequacy of co-curricular activities in the schools. Relating this idea the majority (75.9%) of respondents were said that the co-curricular activities in their schools are adequate in number. The other (24.1%) of them said that "no".

In this table the idea put at the fourth item focused on that of wither the participants have ever participated in any one of the co-curricular activities in your school. So that, majority (64.4%) of respondents gave their response towards "yes". But the rest (35.6%) of the respondents said that they have never participated in any one of the co-curricular activities.

The item five option that has been given for the respondents refers to the current participation of respondents in co-curricular activities. Accordingly, the majority (57.2%) of them are participating in co-curricular activities in the school currently. And (42.8%) of the participant said "no".

The end of the table shows us the response of subjects to one of the questions towards the participant specific annual goal/plan in line with participating in co-curricular activities. Relating this idea the majority (77.3%) of respondents were said that they have not specific annual goal/plan in line with participating in co-curricular activities. The rest (22.7%) of them said that they have.

During observation we see there were no room to well organized co-curricular activities and simply list the students name and their responsibility. According to the interview all co-curricular activities /clubs/ were leaded by teachers and the students were participated as supported different co-curricular activities.

Table 3: Responses about the Level of teachers' involvement in CCAs to enhance its academic achievement

No	Items	Respondents	VH		H		A		L		VL	
			No	%	No	%	No	%	No	%	No	%
1	promote positive and respectful relations between adults and students	Principals	6	21.4	6	21.4	11	39.3	3	10.7	2	7.1
		Teachers	6	4.7	9	7	57	44.2	30	23.3	27	21
		Students	32	9.9	70	21.6	141	43.5	60	18.5	21	6.5
		Sub total	**44**	**9.2**	**85**	**17.7**	**209**	**43.5**	**93**	**19.3**	**50**	**10.4**
2	help students with personal problems	Principals	1	3.6	4	14.3	5	17.9	6	21.4	12	42.9
		Teachers	13	10.1	22	17.1	34	26.4	49	38	11	8.5
		Students	9	2.8	24	7.4	26	8	63	19.4	202	62.3
		Sub total	**23**	**4.8**	**50**	**10.4**	**65**	**13.5**	**118**	**24.5**	**225**	**46.8**
3	cultivate students' ability to meet school standards	Principals	0	0	5	17.9	7	25	6	21.4	10	35.7
		Teachers	2	1.6	10	7.8	21	16.3	67	51.9	29	22.5
		Students	4	1.2	20	6.2	19	5.9	69	21.3	212	65.4
		Sub total	**6**	**1.2**	**35**	**7.3**	**47**	**9.8**	**142**	**29.5**	**251**	**52.2**
4	Support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans	Principals	1	3.6	7	25	11	39.3	5	17.9	4	14.3
		Teachers	6	4.7	13	10.1	41	31.8	44	34.1	25	19.4
		Students	23	7.1	31	9.6	130	40.1	60	18.5	80	24.7
		Sub total	**30**	**6.2**	**51**	**10.6**	**182**	**37.8**	**109**	**22.7**	**109**	**22.7**
Total			**103**	**5.4**	**221**	**11.5**	**503**	**26.1**	**462**	**24**	**635**	**33**

The above table generally reflects about the teachers' level of valuable involvement in co-curricular activities in line with create networks of support that foster students' sense of belonging and students to succeed in the school.

Based on this concerning item one majority (43.5%) of the respondents were said that teachers' participation in promoting positive and respectful relations between adults and students is average.

The others (19.3%) of the respondents respond "low". (17.7%) of them respondents were said that teachers involvement is low. (17.7%) of them were give their response to "high". Relatively (10.4%) of respondents putted their response towards (vary low). The rest (9.2%) of them said that the involvement of the teachers is very high.

The other item that has been given for the choice was "help students with personal problems". On this idea the majority (46.8%) of respondents were said that teachers' involvement is very low. Relatively The (24.5%) of them said that teachers have low involvement. (13.5%) of the respondents said

"average". And (10.4%) of respondents give their response to "high". The rest (4.8%) of participant putted their response towards (very high).

The item that thirdly put in the table reflect to the teachers' involvement in cultivate students' ability to meet school standards. Regarding on this majority (52.2%) of the respondents said that the teachers' involvement is very low.. The other (29.5%) participants were give their answer to (low). (9.8%) of the respondents said that the teachers have average involvement. The same is true (7.3%) of them gave their response towards "high". The rest (1.2%) of respondents said that teachers' involvement is very high.

The other item that has been given for the choice was "Support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans". On this idea the majority (37.8%) of respondents were said that teachers' involvement is average. Relatively the (22.7%) of them said that teachers have low involvement. The same as (22.7%) of the respondents said "very low". And (10.6%) of respondents give their response to "high". The rest (6.2%) of participant putted their response towards (very high).

Based on the above data analysis results showed that most of participants' were negatively respond their idea for the items related with teachers' level of valuable involvement in co-curricular activities in line with create networks of support that foster students' sense of belonging and students to succeed in the school. So this shows as the level of teachers' involvement in such co-curricular activities is very low.

In light with this, as Mesayneh (2008) stated, some findings also indicated that gender, grade level and socio-economic status of an individual may influence the involvement of respondents in co-curricular activities. In general, the participation of secondary school respondents in co-curricular activities were not satisfactory.

Table 4: Responses on teachers' involvement in line with support students to get practical knowledge rather than theoretical knowledge

No	Items	Respondents	VH		H		A		L		VL	
			No	%	No	%	No	%	No	%	No	%
1	Social sprit development activities	Principals	2	7.1	6	21.4	13	46.4	5	17.9	2	7.1
		Teachers	11	8.5	53	41.1	52	40.3	7	5.4	6	4.7
		Students	8	2.5	12	3.7	102	31.5	158	48.8	44	13.6
		Sub total	**21**	**4.4**	**71**	**14.8**	**167**	**34.7**	**170**	**35.3**	**52**	**10.8**
2	Recreation activities	Principals	4	14.3	8	28.6	10	35.7	4	14.3	2	7.1
		Teachers	12	9.3	50	38.8	54	41.9	9	7	4	3.1
		Students	19	5.9	103	31.8	154	47.5	28	8.6	20	6.2
		Sub total	**35**	**7.3**	**161**	**33.5**	**218**	**45.3**	**41**	**8.5**	**26**	**5.4**
3	Physical development activities	Principals	5	17.9	13	46.4	9	32.1	1	3.6	0	0
		Teachers	10	7.8	62	48.1	30	23.3	18	14	9	7
		Students	27	8.3	153	47.2	112	34.6	19	5.9	13	4
		Sub total	**42**	**8.7**	**228**	**47.4**	**151**	**31.4**	**38**	**8**	**22**	**4.6**
4	understanding of cultural heritage and traditions activities	Principals	4	14.3	9	32.1	9	32.1	4	14.3	2	7.1
		Teachers	11	8.5	51	39.5	56	43.4	7	5.4	4	3.1
		Students	17	5.2	95	29.3	163	50.3	27	8.3	22	6.8
		Sub total	**32**	**6.7**	**155**	**32.2**	**228**	**47.4**	**38**	**8**	**28**	**5.8**
Total			**130**	**6.8**	**615**	**32**	**764**	**39.7**	**287**	**14.9**	**128**	**6.7**

The above table generally reflects about the teachers' level of valuable involvement in co-curricular activities in line with support students to get practical knowledge rather than theoretical knowledge. Based on this concerning item one majority (35.3%) of the respondents were said that teachers' participation in social sprit development activities. is low. The others (34.7%) of the respondents respond "average". (14.8%) of them respondents were said that teachers involvement is high. (10.8%) of them were give their response to "very low". The rest (4.4%) of them said that the involvement of the teachers is very high.

The other item that has been given for the choice was "Recreation activities". On this idea the majority (45.3%) of respondents were said that teachers' involvement is average. Relatively (33.5%) of them said that teachers have high involvement. (8.5%) of the respondents said "low". And (7.3%) of respondents give their response to "very high". The rest (4.8%) of participant putted their response towards (very low).

The item third that put in the table reflects to the teachers' involvement in Physical development activities. Regarding on this majority (47.4%) of the respondents said that the teachers' involvement is high.. The other (31.4%) participants were given their answer to (average). (8.7%) of the respondents said that the teachers have very high involvement. The same is true (8%) of them gave their response towards "low". The rest (4.6%) of respondents said that teachers' involvement is very low.

The item four that has been given for the choice "understood of cultural heritage and traditions activities". On this idea the majority (47.4%) of respondents were said that teachers' involvement is average. Relatively The (32.2%) of them said that teachers have high involvement. The same as (8%) of the respondents said "low". And (6.7%) of respondents give their response to "very high". The rest (5.8%) of participant put their response towards (very low).

Generally from this finding the above table reflects about the teachers' level of valuable involvement in co-curricular activities in line with support students to get practical knowledge rather than theoretical knowledge, it is not sufficient.

Table 5: Teachers' response on the role of principals on teachers' participation in co-curricular activities

No	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	The school principals have layout well organized co-curricular activities implementation structure	5	3.9	30	23.3	15	11.6	61	47.3	18	14
2	The school principals motivate teachers to be active participant in co-curricular activities	20	15.5	54	41.7	10	7.8	36	28	9	7
3	determining the interest of the teachers	5	3.9	25	19.4	14	10.9	63	48.8	22	17.1
4	play role on the effectiveness of the assigned sponsor	7	5.4	33	25.6	10	7.8	62	48.1	17	13.2
5	Play role on the availability of resources and environment that encourages teachers' activity in the school.	23	17.8	57	44.2	4	3.1	37	28.7	8	6.2
6	They have high commitment on the implementation of co-curricular activities	8	6.2	32	24.8	10	7.8	59	45.7	20	15.5
7	Facilitate adequacy trainings for the teachers	4	3.1	8	6.2	18	14	77	59.7	22	17.1
	Total	**72**	**8**	**239**	**26.5**	**81**	**9**	**395**	**43.7**	**116**	**12.8**

The table shows us teachers' responses on the role of principals on teachers' co-curricular activities participation. Based on the idea the majority (47.3%)of respondents were disagreed on the item one (The school principals have layout well organized co-curricular activities implementation structure). Whereas (23.3%) of them respond towards "agree". The (14%) of teachers were strongly disagreed on the idea. And (11.6%) of the respondents were undecided to give their response. The rest (3.9%) of them were strongly agreed about the idea.

From the above table the second item choice given for the teachers to reflect their response was "The school principals motivate teachers to be active participant in co-curricular activities". On this idea the majority (41.7%) of respondents agreed with idea. (28%) of the respondents were disagreed. The same is true (15.5%) of them were strongly agreed and relatively (7.8%) of respondents were undecided to put their idea. The rest (7%) gave their respond towards "strongly disagree".

In the table item three shows us the response of subjects to one of the role of principals on teachers' co-curricular activities participation that is "determining the interest of the teachers". According to this idea the majority (48.8%) of respondents were disagree. The other (19.4%) of them said that they are agreed with the idea. Relatively (17.1%) of teachers respond towards "strongly disagree". (10.9%) of them replied "undecided". The rest (3.9%) of respondents were strongly agreed with the idea.

The idea put at the fourth item focused on "play role on the effectiveness of the assigned sponsor". Regarding to this, majority (48.1%) respondents replied their ideas towards "disagree". Relatively (25.6%) of the teachers were agreed the item idea. Also, (13.2%) of respondents said that strongly disagreed. The same is true (7.8%) of them were undecided. The rest (5.4%) were strongly agreed it.

Item five option that has been given for the respondents refers to "Play role on the availability of resources and environment that encourages teachers' activity in the school". Accordingly, the majority (44.2%) of them were agreed on the idea putted in item five. (28.7%) of respondents replied that they were disagreed. Relatively (17.8%) of the teachers were strongly agreed with the idea put in the item. (6.2%) of them said that they were strongly disagreed. The rest (3.1%) were undecided to give their response.

Item six of the table refers to one of expected role of the principals (they have high commitment on the implementation of co-curricular activities). On this idea the majority (45.7%) of respondents were disagreed on the idea. The other (24.8%) of them gave their response to "agree". (15.5%) of the respondents replied that, they were strongly disagreed. And (7.8%) of teachers gave their response towards "undecided". The rest of them said that they were strongly agreed on the given idea.

The last item of the table refers about the role of principals on facilitating adequacy trainings for the teachers. On this idea the majority (59.7%) of respondents were disagreed. Relatively (17.1%) of them gave their response to "strongly disagree". The others (14%) of the respondents were undecided to put their ideas. (6.2%) of respondents gave their response towards "agree". The rest (3.1%) of them said that they were strongly agreed.

Table 6: Principals' response on the role of principals on teachers' participation in co-curricular activities

No	Items	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	I layout well organized co-curricular activities implementation structure	12	42.9	10	35.7	0	0	6	21.4	0	0
2	I motivate teachers to be active participant in co-curricular activities	9	32.1	13	46.4	0	0	4	14.3	2	7.1
3	I have played a big role on determining the interest of the teachers	4	14.3	5	17.9	0	0	15	53.6	4	14.3
4	I have played a big role on the effectiveness of the assigned sponsor	6	21.4	14	50	2	7.1	4	14.3	2	7.1
5	I have played a big on the availability of resources and environment that encourages teachers' activity in the school.	9	32.1	11	39.3	0	0	6	21.4	2	7.1
6	I have high commitment on the implementation of co-curricular activities	5	17.9	18	64.3	0	0	5	17.9	0	0
7	I have been Facilitated adequacy trainings for the teachers	10	35.7	9	32.1	0	0	7	25	2	7.1
Total		**55**	**28.1**	**80**	**40.8**	**2**	**1**	**47**	**24**	**12**	**6.1**

General idea about the above table is that the responses of principals on the "role of principals on teachers' co-curricular activities participation". Based on the idea the majority (42.9%) of respondents were strongly agreed on the item one (I layout well organized co-curricular activities implementation structure).Whereas (35.7%) of them respond towards "agree". (21.4%) of the principals were disagreed on the idea. But, none of respondents were said "undecided" And "strongly disagree".

From the above table the second item choice given for the teachers to reflect their response was "I motivate teachers to be active participant in co-curricular activities". On this idea the majority (46.4%) of respondents agreed with idea.(32.1%) of the respondents were strongly agreed. Relatively, (14.3%) of them were disagreed. The rest (7.1%) gave their respond towards "strongly disagree". But, no one said undecided.

In the above table item three shows us the response of subjects to one of the role of principals on teachers' co-curricular activities participation that is "I have played a big role on determining the interest of the teachers". According to this idea the majority (53.6%) of respondents were disagreed. The other (17.9%) of them said that they were agreed with the idea. Relatively (14.3%) of principals respond towards "strongly agree". The same is true that (14.3%) of them replied towards "strongly disagree".

The idea putted at the item four focused on "play role on the effectiveness of the assigned sponsor". Regarding to this, majority (50%) respondents replied their ideas towards "agree". Relatively (21.4%) of them were strongly agreed with the item idea. Also, (14.3%) of respondents said that they were disagreed. (7.1%) of them were undecided. The rest (7.1%) were strongly disagreed on it.

The option that has been given to the respondents in item five refers to "Play role on the availability of resources and environment that encourages teachers' activity in the school". Accordingly, the majority (39.3%) of them were agreed on the idea putted in item five. (32.1%) of respondents replied that they were strongly agreed. Relatively (21.4%) of the principals were disagreed with the idea put in the item. The rest (7.1%) of them said that they were strongly disagreed. But, no one was undecided to give its response.

Item six of the table refers to one of expected role of the principals (I have high commitment on the implementation of co-curricular activities). On this idea the majority (64.3%) of respondents were agreed on the idea. The other (17.9%) of them gave their response to "strongly agree". The rest (17.9%) of the respondents replied that, they were disagreed.

But, none of the respondents were given their response towards "undecided And strongly disagree".

The last item of the table refers to the role of principals on facilitating adequacy trainings for the teachers. On this idea the majority (35.7%) of respondents were strongly agreed. Relatively (32.1%) of them gave their response to "agree". The others (25%) of the respondents were disagreed with the ideas. The rest (7.1%) of respondents gave their response towards "strongly disagree". But, none of them were said undecided.

Table 7: Principals' and Teachers' response on the challenges those affect teachers' participation in co-curricular activities

No	Items	Respondents	SA		A		UD		DA		SDA	
			No	%	No	%	No	%	No	%	No	%
1	Teaching load is not taken in consideration when appointing sponsors	Principals	11	39.3	10	35.7	0	0	5	17.9	2	7.1
		Teachers	33	25.6	77	59.7	0	0	19	14.7	0	0
		Sub total	**44**	**28**	**87**	**55.4**	**0**	**0**	**24**	**15.3**	**2**	**1.3**
2	There is no established network /co-operation among the organized clubs	Principals	4	14.3	3	10.7	0	0	13	46.4	8	28.6
		Teachers	32	24.8	67	51.9	7	5.4	11	8.5	12	9.3
		Sub total	**36**	**22.9**	**70**	**44.6**	**7**	**4.5**	**24**	**15.3**	**20**	**12.7**
3	Communication b/n sponsor and WEO /school regarding CCAs is no effective	Principals	3	10.7	7	25	0	0	13	46.4	5	17.9
		Teachers	13	10.1	33	25.6	6	4.7	53	41.1	24	18.6
		Sub total	**16**	**10.2**	**40**	**25.5**	**6**	**3.8**	**66**	**42**	**29**	**18.5**
4	There is no clear low /principal/ to organize CCAs in the school	Principals	7	25	10	35.7	0	0	6	21.4	5	17.9
		Teachers	31	24	61	47.3	10	7.8	18	14	9	7
		Sub total	**38**	**24.2**	**71**	**45.2**	**10**	**6.4**	**24**	**15.3**	**14**	**8.9**
5	The administration gives more attention for academic courses than for CCAs	Principals	8	28.6	13	46.4	0	0	4	14.3	3	10.7
		Teachers	39	30.2	67	51.9	10	7.8	9	7	4	3.1
		Sub total	**47**	**29.9**	**80**	**51**	**10**	**6.4**	**13**	**8.3**	**7**	**22**
6	Absence of guide line for CCAs	Principals	13	46.4	9	32.1	0	0	4	14.3	2	7.1
		Teachers	45	34.9	51	39.5	10	7.8	13	10.8	10	7.8
		Sub total	**58**	**36.9**	**60**	**38.2**	**10**	**6.4**	**17**	**10.8**	**12**	**7.6**
7	Absence of monitoring and consistent evaluation mechanism	Principals	3	10.7	4	14.3	0	0	13	46.4	8	28.6
		Teachers	33	25.6	71	55	11	8.5	9	7	5	3.9
		Sub total	**36**	**22.9**	**75**	**47.8**	**11**	**7**	**22**	**14**	**13**	**8.3**
Total			**275**	**25**	**483**	**43.9**	**54**	**4.9**	**190**	**17.3**	**97**	**8.8**

The table put at the above shows us the principals' and teachers' response on the challenges those affect teachers' participation in co-curricular activities. Based on this; majority (55.4%) of respondents were agreed on the idea putted on item one. The same is true that (28%) of them respond towards "strongly agree". Relatively (15.3%) of the respondents were disagree on the idea. The rest (1.3%) of the respondents were strongly disagreed.

From the above table the second item choice given for the respondents to reflect their response was "There are no established network /co-operation among the organized clubs". On this idea the majority (44.6%) of respondents were agreed. (22.9%) of the respondents were strongly agreed. Relatively (15.3%) of them were disagreed. And (12.7%) of the participants were putted their idea towards "strongly disagree". The rest (4.5%) of them were undecided to give their responses.

In the above table item three shows us the response of subjects to one of the challenges those affect teachers' participation in co-curricular activities; that is "Communication between sponsor and WEO /school regarding CCAs is no effective". According to this idea the majority (42%) of respondents were disagreed. The other (25.5%) of them said that they were agreed with the idea. (18.5%) of respondents were given their response towards "strongly disagree". Relatively (10.2%) of them said that strongly agree. But, (3.8%) of them replied "undecided".

The fourth item says "There is no clear low /principal/ to organize CCAs in the school". So that, majority (45.2%) respondents were agreed on that of no clear low/principles to organize CCAS in the school is a challenge on teachers' participation. The same is true that (24.2%) of the respondents were strongly disagreed. Relatively (15.3%) of respondents said "disagree". (8.9%) of them were strongly disagreed on the idea. The rest (6.4%) were undecided to put their opinion.

The option that has been given for the respondents in five item "The administration gives more attention for academic courses than for CCAs". Accordingly, the majority (51%) of them were agreed. (29.9%) of respondents replied that they were strongly agreed. Relatively, (22%) of the participants were strongly disagreed with the idea putted in the item. (8.3%) of them were disagreed. The rest (6.4%) of participants were undecided to give their response.

One of expected challenges put on the item sex is that absence of guide line for CCAs. Based on this majority (38.2%) of respondents were agreed that it is a challenge on teachers' participation. The other (36.9%) of them gave their response to "strongly agree". Relatively, (10.8%) of the respondents replied towards "disagreed". And (7.6%) of them were given their response towards "strongly disagree". The rest (6.4%) of them said that they were undecided to put their ideas.

The last item is "Absence of monitoring and consistent evaluation mechanism". On this idea the majority (47.8%) of respondents were agreed with the idea. The same is true that (25%) of them were strongly agreed with that the Absence of monitoring and consistent evaluation mechanism is a challenge on teachers' participation. Relatively, (14%) of the respondents were disagreed with the item idea. And (8.3%) of respondents were given their response towards "strongly disagree". The rest (7%) of them were undecided to give their response.

The present study consistent results with earlier research finding by Setotaw(1998), Mesaynh Eshatu (2008) and Rahal Gebrestadik (2012).in those the inadequacy of facilities and absence of equipments and supplies were found to be some of the challenges of successful implementation of co-curricular activities in the schools.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter presents the summary of the major findings, the conclusions reached at and recommendations based on the major findings.

5.1 Summary

The main purpose of this study was to asses and analyzes the determinant of teachers' participations in co-curricular activities in Nefas Silk Lafto sub-city secondary schools. Hence, to find out the current status of co-curricular activities participation, descriptive survey method was employed and data were collected from students, teachers and principals by using instruments such as questionnaire, interviews and observational checklist. Furthermore, random sampling techniques were used to select the various respondents. Accordingly, a total of 481 respondents were participated in the survey and the data drawn from different sources were analyzed by using statistical tool such as percentages and frequency table.

To study the problem and to meet the objective, the study was guided by the following basic questions.

1. What are the major influencing factors that can affect the implementation of school co-curricular activities?
2. How do secondary school teachers percept and understand on the implementation of school co-curricular activities?
3. How do secondary school teachers become more effective participant in school co-curricular activities?
4. What are the methods that secondary school teachers used to initiate student in order to participate in school co-curricular activities?
5. What are the roles of school principals on the school co-curricular activities in case of Nefas Silk Lafto sub city secondary school?

   Students, teachers and principals were found having awareness on the concepts of co-curricular activities, but they had no clear awareness on the practice of co-curricular activities.

This is why undesirable activities indifferent time different clubs activities were come and observed like one to five, top 10 students parliament etc. Majority of the respondents had positive feeling about the educational benefits of co-curricular activities program. It was found that participation of students in co-curricular activities was significantly affected by grade level and sex. From the data indicated 62.3% of Students and teachers also spent less than one hour per week in co-curricular activities. Co-curricular activities in the schools have plan but most of them are inactive. Almost all teachers and students believed that co-curricular activities are important but most of clubs did not practicing, and they did not participating actively by different reasons.

Teachers and students mentioned that there is no allocated budget for co-curricular activities. on the study in Nepal stated by Balkhu, Katmandu,(2004) getting found from donation organizations and collecting money by doing creative or local resource mobilization solves in covering tasks that need budget. No regular budget available for co-curricular activities. Teachers who are the members of co-curricular activities donate to manage specific programs of co-curricular activities.

Teachers and students indicated there is high shortage of facility; one of the reasons why they do not participate in school clubs is shortage of facilities in school compound. They said shortage of materials in the school brought the inactive participation in different co-curricular activities.

Generally the study depicted the following major problems that encountered the determinants of teachers' participation in co-curricular activities in secondary. Accordingly, problem of budget, lack of teachers motivation, lack of students and teachers interest, lack of material and facility, lack of training, unsystematic organization of co-curricular activities, lack of absences of commitment and attention to support co-curricular activities from the teachers and principals, extra work of teachers in others, teachers work load, absence of guiding principles, for co-curricular activities and lack of effective management system, not give award participant teachers.

5.2 Conclusions

To answer status of the existing practices of co-curricular activities determinant related to the participation the research questions were designed. To seek answer for the research questions the participations of co-curricular activities in secondary schools the following issues were studied; awareness on the concept of co-curricular activities, altitudes on benefits of co-curricular activities, participation in co-curricular activities type, organization of thus activities and training of teachers and major challenges in the participation of co-curricular activities and major findings of the study, the following conclusions are derived.

Majority of the students, teachers and principals were found having clear concept on co-curricular activities. The result revealed that the awareness level of the participant were positive and promising.

The teachers involved in the study perceived or agree with the educational benefits of co-curricular activities. However, there participations on existing situation is not like what they expected to participate. It indicates that there is a problem that hinders their participations.

Lack of practical and potential participation of teachers and student' were high. There for it can be conclude that the success of co-curricular activities participation practice could be inactive. Majority of teachers are not trained in co-curricular activities, therefore the practical participation of co-curricular activities not successful.

Inadequacy of the availability of budget, materials, guideline, club offices, monitoring and evaluation mechanisms, motivations existing in the secondary schools contributed to some degree of limitation to the success of participation process of co-curricular activities program.

There were different co-curricular activities in schools, they were found to be large in number. But most clubs are inactive, from the result; we can conclude that large number of students could not participate in the activities.

For co-curricular activities, plan is available at secondary school level, and there is a plan to give supportive supervision at schools. But it didn't get priority as other urgent tasks. From this one can conclude that the administrative parts are not give attention for the co-curricular activities.

5.3 Recommendation

On the basic of the above major findings and conclusion drawn the following recommendations were forwarded for a concerned body, to improve the determinant of participation status of co-curricular activities by alleviating the challenges.

The participation level of teachers were low besides low interest and motivation level were found as one of the responsible factors for low level of participation of co-curricular activities. There for to alleviate the situation of the following remedial measure could be helpful

To raise teachers interest and motivation, giving opportunity for the teachers to participate in planning by school principals, giving training at school or sub city level for the teachers continually to develop their awareness, using reward or giving incentive for their effort for active participants.

The available strategies and plans of co-curricular activities strategic and manual plan, guiding manuals and budget need attention by Addis Ababa Education office, to participate it effectively. And at school level resource can be mobilized from different sectors including from school environments to fill gaps. And also teachers could be assigned to train on the basis of their interest and abilities in facilitating co-curricular activities at school level.

In order to enhance the execution and coordination of co-curricular activities first and for most its organizational structure should be made clear and strong monitoring, evaluation, and feedback should be established for co-curricular activities by sub city and school level. Unless the participation and status could be difficult, for their reason, co-curricular activities need to be organized as formal academic or curricular program.

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Annex- i

Addis Ababa University
School of graduate studies
Collage of education and behavioral
Planning and management

Questionnaire to be filled by teachers

General direction

Dear; teachers

The purpose of this questionnaire is to collect data on "the determinants of teachers' participation co-curricular activities". The information you provide in this questionnaire will be kept confidentially and it would be used for academic purpose only. Therefore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

Thank you in advance!

General instruction

- Please do not write your name
- Please follow the general directions given under each section.

Section one: - personal information Factual information /personal information/

Please put a thick "√" mark for the following alternative to indicate your answer, or full were necessary.

1.1.Name of your school_____

1.2.Gender:- Male ☐ Female ☐

1.3.Age:- 15-20 years ☐ 21-25 years ☐ 26-30 years ☐ 31-40 years ☐

Greater than or equal to 41 years ☐

1.4. Service in education field Ten and below ten years ☐ Above ten years ☐

1.5. Education status Diploma ☐ Degree ☐ Masters ☐ Other ☐

Section two ;-The teachers /the participant /activities .

Question related to adequacy of co-curricular activities Please put a thick "√" mark for the following alternative to indicate your answer, or fully writing were necessary.

2.1. Are there co-curricular activities in your school?

Yes, there are adequate in number ☐

Yes, there are but not adequate in number ☐

No, there isn't any ☐

I do not know ☐

2.2. Have you ever participated in any one of the co-curricular activities in your school?

Yes ☐ No ☐

2.3 Do you sat specific annual goal/plan in line with participating in co-curricular activities?

Yes ☐ No ☐

2.4. Are you participating in co-curricular activities currently? Yes ☐ No ☐

2.5. If your answer is "No" for question number 2 and 3, what would be the reason?

No interest in co-curricular activities ☐ In adequacy of co-curricular activities

Lack of free time ☐ Unknown ☐

2.6. Do you have any training on co-curricular activities?

Yes ☐ No ☐

2.7. If your answer for question number 2.7 is "Yes" please indicate the topics in which training focused on?

Creating awareness of co-curricular activities ☐

Facilitation techniques of co-curricular activities ☐

Project plan preparation, reporting, documentation and recording ☐

Income generation scheme ☐

Financial management skill ☐

Any other _____

Section three: The role of the school principal /organization principal/

Question related to the role of school principals in co-curricular activities in your school Please put a thick "√" mark for the following alternative to indicate your answer, or fully writing were necessary.

3.1. Your awareness level about co-curricular activities is.

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

3.2. How do you rate your participation level in co-curricular activities comparing with the teachers in your school?

Vary high ☐ High ☐ Average ☐ Low ☐ Vary low ☐

3.3 promote positive and respectful relations between adults and students

Vary high ☐ High ☐ average ☐ Low ☐ Vary low ☐

3.4 Support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans

Vary high ☐ High ☐ average ☐ Low ☐ Vary low ☐

3.5. How do you analysis the implementation of co-curricular program in your school present

Very good ☐ Good ☐ Average ☐ Poor ☐ Very poor ☐

3.6. How do you rate the involvement level of students, your school community and school staff?

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

3.7. In your evaluation, the participation of teachers In co-curricular activities compared to the total population of teachers in your school is.

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

Section four ;- The challenge of the participant /teachers/

The followings are statements that reflect the performance of teachers in strengthening the implementation of co-curricular activities in your school. Please read each statement carefully and indicate your response (Agreement and Disagreement level) by using "√" mark in the boxes against each stage.

No	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Teaching load is not taken in consideration when appointing sponsors					
2	There is no established network /co-operation among the organized clubs					
3	Communication b/n sponsor and WEO /school regarding CCAs is no effective					
4	There is no clear low /principal/ to organize CCAs in the school					
5	The administration gives more attention for academic courses than for CCAs					
6	Absence of guide line for CCAs					
7	Absence of monitoring and consistent evaluation mechanism					
8	Absence of school sponsor					

4.9. What are the major factors that affect the implementation of co-curricular activities in your school? And put in order of ranking.

A. Low awareness level of Principals ☐ B. Low awareness level of teachers ☐
C. Low awareness level of students ☐ D. Low interest of teachers ☐
E. Low interest of students ☐ F. Low motivation level of teachers ☐
G. Budget and material constrained ☐ H. Luck of facilities in the school ☐
I. Teacher's extra work ☐

Any _____

Section five: The initiated of the participant /teachers/

Suggestion /Recommendation/

1. How can increase the participation of teachers in co-curricular activities in your school?

A: _____
B: _____
C: _____

Annex -ii

Addis Ababa University
School of graduate studies
Collage of education and behavioral
Planning and management

Questionnaire to be filled by principals

General direction

Dear; principals

The purpose of this questionnaire is to collect data on "the determinant of teachers' participation co-curricular activities". The information you provide in this questionnaire will be kept confidentially and it would be used for academic purpose only. Therefore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

Thank you in advance!

General instruction

- Please do not write your name
- Please follow the general directions given under each section.

Section one: - personal information Factual information /personal information/

Please put a thick "√" mark for the following alternative to indicate your answer, or full were necessary.

1.1.Name of your school_____

1.2.Gender:- Male ☐ Female ☐

1.3.Age:- 15-20 years ☐ 21-25 years ☐ 26-30 years ☐ 31-40 years ☐

Greater than or equal to 41 years ☐

1.4. Service in education field Ten and below ten years ☐ Above ten years ☐

1.5. Education status Diploma ☐ Degree ☐ Masters ☐ Other ☐

Section two ;-The teachers /the participant /activities .

Question related to adequacy of co-curricular activities Please put a thick "√" mark for the following alternative to indicate your answer, or fully writing were necessary.

2.1. Are there co-curricular activities in your school?

Yes, there are adequate in number ☐

Yes, there are but not adequate in number ☐

No, there isn't any ☐

I do not know ☐

2.2. Have you ever participated in any one of the co-curricular activities in your school?

Yes ☐ No ☐

2.3 Do you sat specific annual goal/plan in line with participating in co-curricular activities?

Yes ☐ No ☐

2.4. Are you participating in co-curricular activities currently? Yes ☐ No ☐

2.5. If your answer is "No" for question number 2 and 3, what would be the reason?

No interest in co-curricular activities ☐ In adequacy of co-curricular activities

Lack of free time ☐ Unknown ☐

2.6. Do you have any training on co-curricular activities?

Yes ☐ No ☐

2.7. If your answer for question number 2.7 is "Yes" please indicate the topics in which training focused on? Creating awareness of co-curricular activities ☐

Facilitation techniques of co-curricular activities ☐

Project plan preparation, reporting, documentation and recording ☐

Income generation scheme ☐

Financial management skill ☐

Any other _____

Section three: The role of the school principal /organization principal/

Question related to the role of school principals in co-curricular activities in your school Please put a thick "√" mark for the following alternative to indicate your answer, or fully writing were necessary.

3.1. Your awareness level about co-curricular activities is.

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

3.2. How do you rate your participation level in co-curricular activities comparing with the teachers in your school?

Vary high ☐ High ☐ Average ☐ Low ☐ Vary low ☐

3.3 promote positive and respectful relations between adults and students

Vary high ☐ High ☐ average ☐ Low ☐ Vary low ☐

3.4 Support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans

Vary high ☐ High ☐ average ☐ Low ☐ Vary low ☐

3.5. How do you analysis the implementation of co-curricular program in your school present

Very good ☐ Good ☐ Average ☐ Poor ☐ Very poor ☐

3.6. How do you rate the involvement level of students, your school community and school staff?

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

3.7. In your evaluation, the participation of teachers In co-curricular activities compared to the total population of teachers in your school is.

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

Section four ;- The challenge of the participant /teachers/

The followings are statements that reflect the performance of teachers in strengthening the implementation of co-curricular activities in your school. Please read each statement carefully and indicate your response (Agreement and Disagreement level) by using "√" mark in the boxes against each stage.

No	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Teaching load is not taken in consideration when appointing sponsors					
2	There is no established network /co-operation among the organized clubs					
3	Communication b/n sponsor and WEO /school regarding CCAs is no effective					
4	There is no clear low /principal/ to organize CCAs in the school					
5	The administration gives more attention for academic courses than for CCAs					
6	Absence of guide line for CCAs					
7	Absence of monitoring and consistent evaluation mechanism					
8	Absence of school sponsor					

The role of principals

The followings are statements that reflect the performance of teachers in strengthening the implementation of co-curricular activities in your school. Please read each statement carefully and indicate your response (Agreement and Disagreement level) by using "√" mark in the boxes against each stage

	Item	S. agree	Agree	Undecided	Disagree	S.disagree
1	I layout well organized co-curricular activities implementation structure					
2	I motivate teachers to be active participant in co-curricular activities					
4	I have played a big role on determining the interest of the teachers					
5	I have played a big role on the effectiveness of the assigned sponsor					
6	I have played a big on the availability of resources and environment that encourages teachers' activity in the school.					
7	I have high commitment on the implementation of co-curricular activities					
8	I have been Facilitated adequacy trainings for the teachers					

4.9. What are the major factors that affect the implementation of co-curricular activities in your school? And put in order of ranking.

A. Low awareness level of Principals ☐ B. Low awareness level of teachers ☐

C. Low awareness level of students ☐ D. Low interest of teachers ☐

E. Low interest of students ☐ F. Low motivation level of teachers ☐

G. Budget and material constrained ☐ H. Luck of facilities in the school ☐

I. Teacher's extra work ☐

Any _____

Section five: The initiated of the participant /teachers/

Suggestion /Recommendation/

1. How can increase the participation of teachers in co-curricular activities in your school?

A: _____

B: _____

C: _____

Annex -iii

Addis Ababa University

School of graduate studies

Collage of education and behavioral

Planning and management

Questionnaire to be filled by students

General direction

Dear; students

The purpose of this questionnaire is to collect data on "the determinant of teachers' participation co-curricular activities". The information you provide in this questionnaire will be kept confidentially and it would be used for academic purpose only. Therefore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

Thank you in advance!

General instruction

- Please do not write your name
- Please follow the general directions given under each section.

Section one: - personal information

Please put a thick "√" mark for the following alternative to indicate your answer, or full were necessary.

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

1.2 Gender ; Male ☐ Female ☐

1.3 Age; ≤ 14 year ☐ 15-17 years ☐ 18-20 years ☐ > 20 years ☐

1.4 Grade level; 9th ☐ 10th ☐

1.5 Position in co-curricular : chairman ☐ clerk ☐ member ☐

Section two : The students (the participant) Activities .

2.1 Are there co-curricular activities in your school ?

- Yes there enough in number ☐
- yes , there are but not adequate in number ☐
- No , there is not any ☐

2.2 Have you ever participated in one of the co-curricular activities?

Yes ☐ No ☐

2.3 Are you participating in co-curricular activities currently?

Yes ☐ No ☐

2.4 In how many types do you participate in co- curricular activities?

Only one type ☐ only two type ☐ three type ☐

2.5 If your answer is No for Q 2.3, what would be the reason?

- No interest in co-curricular activities ☐
- In adequacy in co-curricular activities ☐
- Shortage of free time ☐ Unknown ☐

2.6 Your awareness level about co-curricular activities is

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

2.7 Do you recognize that co- curricular activities are supported to the subjects you learn ?

Yes ☐ No ☐

2.8. promote positive and respectful relations between adults and students

Vary high ☐ High ☐ average ☐ Low ☐ Vary low ☐

2.9 Support students' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans

Vary high ☐ High ☐ Average ☐ Low ☐ Vary low ☐

2.10 Co-curricular establishment in school results high benefits to students.

Agree ☐ Disagree ☐ Undecided ☐ Strongly agree ☐ Strongly disagree ☐

2.11 The average time you spend in co-curricular activities per week is :

Below one hour ☐ One-to –two hours ☐ above two hours ☐

2.12 How do you rate your participation level compared to teachers of your school?

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

2.13 Have you got any training on co-curricular issues?

Yes ☐ No ☐

2.14 The involvement of in CCAs cultivate students' ability to meet school standards

Very high ☐ High ☐ Average ☐ Low ☐ Very low ☐

Section three: : The initiated of the participants , the students suggestion or recommendation

1. How do you increase your participation in co-curricular activities?

   ---

2. Do you feel satisfaction being a member of co-curricular activities ? Explain

   ---

አዲስ አበባ ዩኒቨርሲቲ

የድህረ-ምረቃ ስነ-ትምህርት

እና የባህሪ ጥናት ኮሌጅ

የትምህርት እቅድ እና አመራር ክፍል

ይህ መጠይቅ በተማሪዎች የሚሞላ

የተከበራችሁ ተማሪዎች

የዚህ ጥናት ዋና አላማ በሁለተኛ ደረጃ ት/ቤት የተጓዳኝ ክበባት ተሳትፎ በመምህራን በተመለከተ ሲሆን መጠየቁ ላይ ለቀረቡት ጥያቄዎች በሙሉ ትክክለኛ መልስ በመስጠት እንዲተባበሩን በአክብሮት ይጠይቃል ። ስለዚህ በመጠይቅ አማካይነት የሚሰጠን መረጃዎች ከመምህራን ክበባት ተሳትፎ ጋር በተያያዘ የሚታዩ ችግሮችን በመጠቆም መፍትሄ ለማፈላለግ ብቻም ሳይሆን የመማር ማስተማር ሂደት ወደ ተሻለ ደረጃ ከማሳደግ አንጻር ከፍተኛ ሚና አለው።

ስለ ትብብራችሁ ሁሉ በጣም አመሰግናለሁ

አጠቃላይ መረጃ

- ስማችሁን መጻፍ አይጠበቅባችሁም

ክፍል አንድ ፡- የእውነታዎች መረጃ

1.1የት/ቤቱ ስም ----------

1.2ጸታ ወንድ ☐ ሴት ☐

1.3 እድሜ ከ14 ዓመት በታች ☐ ከ 14-17 ዓመት ☐

ከ18-20 ዓመት ☐ ከ20 ዓመት በላይ ☐

1.4 የክፍል ደረጃ 9ኛ ☐ 10ኛ ☐

1.5 በተጓዳኝ ክበቡ ውስጥ ያለህ / ያለሽ/ ሀላፊነት ሰብሳቢ ☐ ፀሀፊ ☐ አባል ☐

ክፍል ሁለት

የሚከተሉትን ጥያቄዎች ከተጓዳኝ ክበባት ተሳትፎ ጋር ተዛማች የሆኑትን መልሶች ከፊት ለፊት በተቀመጡት ሳጥኖች የራይት (√) ምልክት በማስቀመጥ መልስዎችን ያመልክቱ።

2.1 በናንተ ት/ቤት ውስጥ ክበብ አለ ወይ ? አዎ አለ ☐ አዎ አለ ነገር ግን በቂ አይደለም ☐ ምንም የለም ☐

2.2 በማንኛውምተጓዳኝ ክበብ ዓይነት ውስጥ ትሳተፋለህ/ሽ/? አዎ ☐ አልሳተፍም ☐

2.3 በአሁኑ ሰአት በተጓዳኝ ክበባት ውስጥ ትሳተፋለህ/ሽ/ ? አዎ ☐ አልሳተፍም ☐

2.4 በስንት አይነትተጓዳኝ ክበብ ውስጥ ትሳተፋለህ/ሽ/? በአንድ አይነት ብቻ ☐

በሁለት አይነት ☐ በሶስት አይነት ☐

2.5 በጥያቄ 2.3 መልስ አልሳተፍም ከሆነ ምክንያቱ ምንድን ነው?

በክበብ ውስጥ ለመሳተፍ ፍላጎት ስለሌለኝ ☐ በክበባት መሳተፍ ጥቅም ስለሌለው ☐

የጊዜ እጥረት በመኖሩ ☐ አይታወቅም ☐

2.6 በተጓዳኝ ክበባት እንቅስቃሴ ያለህ /ያለሽ/ የግንዛቤ ደረጃ

በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ዝቅተኛ ☐ በጣም ዝቅተኛ ☐

2.7 በአንተ/ቺ/ ግንዛቤ በተጓዳኝ ክበባት መሳተፍ ዋናው ትምህርት ይደግፈዋል?

አዎ ☐ አይደግፈውም ☐

2.8 በት/ቤት ውስጥ ተጓዳኝ ክበብ መመስረቱ ከፍተኛ አስተዋጽኦ አለው

እስማማለሁ ☐ በጣም እስማማለሁ ☐ መወሰን አልችልም ☐ አልስማማም ☐

በጣም አልስማማም ☐

2.9 በሳምንት በተጓዳኝ ክበብ ውስጥ የምትሳተፍበት የቆይታ በአማካይ

ከአንድ ሰአት በታች ☐ ከአንድ እስከ ሁለት ሰአት ☐ ከሁለት ሰአት በላይ ☐

2.10 በት/ቤትህ/ሽ/ ውስጥ በተጓዳኝ ክበብ የመምህራን ተሳትፎ ደረጃ

በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ዝቅተኛ ☐ በጣም ዝቅተኛ ☐

2.11 የተጓዳኝ ክበባት ዙሪያ ስልጠና ይሰጣል ? አዎ ይሰጣል ☐ አይሰጥም ☐

2.12. በተጓኝ ክበባት ውስጥ በመሳተፍ ችሎታን ወደሚፈለገው ደረጃ ማሳደጉ መቻሉ

በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ዝቅተኛ ☐ በጣም ዝቅተኛ ☐

2.13 በተጓኝ ክበባት ውስጥ በመሳተፍ አሉታዊ ግንኙነት በአወቂዎችና በተማሪዎች መሀከል መፍጠር መቻሉ

በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ዝቅተኛ ☐ በጣም ዝቅተኛ ☐

ክፍል ሶስት አስተያየት

1.የተጓዳኝ ክበባት ውስጥ የመምህራንን እና ተማሪዎች ተሳትፎ እንዴት መጨመር እንችላለን?

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ለ.----------

ሐ.----------

Annex- iv

Addis Ababa University

School of graduate studies

Collage of education and behavioral

Planning and management

Interview Guideline for supervisors

General direction

Dear; supervisors

The purpose of this interview is to collect data on "the determinant of teachers' participation in co-curricular activities". The information you provide in this interview will be kept confidentially and it would be used for academic purpose only. Therefore, you are kindly requested to precisely and carefully answer the question.

Thank you in advance!

Name ----------

Time of start of interview---------- --------

Sex ----------

Time of end of interview ----------

Age ----------

Date ----------

Educational level ----------

Work experience in a year ----------

1. Would you indicate, how the participation of co-curricular activities supported, monitored and evaluated? ----------

2. What is your view about the organization of co-curricular program in school reference to its importance for the school teachers, and students?

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3. What is the benefit of established co-curricular activities in the school to the curriculum/the main subject/? ----------

4. What the major factors that affect the participation of co-curricular activities in the school?

---

5. What are the possible recommendations to improve the participation of co-curricular activities in the school?

---

6. What are the main challenges of all teachers that participate in co-curricular activities in the school?----------

7. How can increase the participation of teachers in co-curricular activities?

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8. At supporting school , Are you get enough evidence/plan/ about co-curricular activities?

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9. If your answer is "NO" for question number 8, What would be the reason

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Annex -v

The School CCAs (School Clubs)

	Types of school clubs	Functional clubs	Not functional clubs
1	Information Technology	X	
2	Mini- Media	X	
3	Library	X	
4	Physics, Maths, Biology, and Chemistry	X	
5	Traffic Welfare		X
6	Anti HIV/AIDS	X	
7	Special needs and Counseling	X	
8	Literature, Music and Drama	X	
9	Red Cross	X	
10	Anti-Drugs	X	
11	Clever Students	X	
12	Let know your Country		X
13	History and Geography		X
14	Sport	X	
15	English Club	X	
16	Ethics and Civics	X	
17	Voluntary Service	X	
18	Keeping Nature	X	
19	Teachers of Tomorrow		X
20	Females club	X	
21	Science and Technology (Scines and creativity)	X	
22	Environmental Monitoring	X	
23	Gender	X	
24	Question and Answer	X	
			X

Annex-vi

Observation checklist form

A. General description

Name of the school---------- total numbers of clubs----------

Is there existing scenario of co-curricular activities in the secondary schools?

No.	Item	yes	no	Remark
1	Planning for CCAS -strategic plan -Annual plan	X		
2	Rule and regulation for club or non-club members		X	
3	Guideline and principle	X		
4	National flag and song	X		
5	Management of poll for flag hoisting	X		
6	Provision of uniform for student	X		
7	Provision of toilet and privacy for Male and Female student and teacher		X	
8	Provision of dust bin or garbage	X		
9	Provision of drinking water	X		
10	Office for clubs or non-clubs		X	
11	Available room e.g-laboratory, library, pedagogy center teachers" staff etc.	X		
12	Materials in laboratory"s ,pedagogy center ,library etc.	X		
13	Provision of guan for teacher	X		

Declaration

This thesis my original work and not been presented in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name	signature	date
Feleke Tafesse	----------	----------
Ato Demoz Degefa (Advisors)	----------	----------