

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES

THE CONTRIBUTION OF EXTRACURRICULAR ACTIVITIES TO
THE STUDENTS' LEARNING BEHAVIOR IN THE CLASSROOM: A
CASE OF BOKOJI PREPARATORY AND SECONDARY SCHOOL

BY
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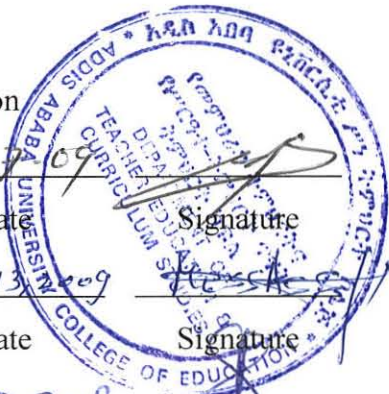
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Abbreviations

BERs	=	Board of Educational Regulations
BPSS	=	Bokoji Preparatory and Secondary School
CHE	=	Children's Health Encyclopedia
FGD	=	Focus Group Discussion
Hrs	=	Hours
MoE	=	Ministry of Education
VP	=	Vice-Principal
ት/ሚ	=	ትምህርት ሚኒስቴር

Abstract

The study was conducted mainly to assess the contribution of extracurricular activities to the students' learning behavior in the classroom in Bokoji Preparatory and Secondary School (BPSS). In line with this, it attempted to identify available extracurricular activities and its objectives, to examine how the activities were organized, to describe the responsible bodies to the proper functioning of the activities and to identify factors hindering the practice of extracurricular activities in the school. To this effect, descriptive survey method was employed. As source of information, Principal, vice-principal, teachers and students of BPSS were selected though the Principal did not participate. From the student population, grade ten and grade twelve students were selected through purposive sampling and table of random numbers was used to choose 200 students (157 grade 10 and 43 grade 12) though only 193 of them participated in the study. Besides, 8 club coordinators and 7 club facilitator teachers, the principal and VP were selected based on purposive sampling and lottery method was employed to select additional five teachers. To collect data from the sources, questionnaire with open-ended and close-ended items, interview, Focus Group Discussion and document inventory were employed. In order to validate the instrument for the study, different capable persons including the researcher and the assigned academic advisor examined it and pretest was conducted for the questionnaires; as a result, the necessary measures were taken. Then after, the data collected through questionnaire (close-ended items) and document inventory were computed in percentage, presented in table and followed by discussion. The results of open-ended items of the questionnaire, focus group discussion and interview were presented through descriptive statement. The study showed that though most of 17 extracurricular activities available in BPSS planned to develop the students' learning behavior in the classroom, the contribution is low. Lack of students' understanding on the purpose of the activities, absence of teachers' commitment and interest, absence of initiation and significant attention from the school administration, teachers' time constraint, lack of integration among club coordinators and failure of parents to play their role in extracurricular activities were attached with the result. Therefore, it was concluded that confluence factors that are associated with the school administration, teachers, students and parents resulted in low contribution of extracurricular activities in the school. Finally, it was recommended that all these concerned bodies should work jointly in such a way to solve the problems observed in the practice of extracurricular activities in BPSS.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The word education came from the Latin word “e-ducere” which means to lead out. This implies that education is about drawing out what was already within the student and its purpose is to develop the knowledge, skill and character of students by developing their mind and equipping them to deal with reality. Thus, education tends to teach individuals rather how to think than what to think (Yero, 2002).

From the above idea, it is possible to say that education enables students to think for themselves than to lead the memory of others with their thought. Therefore, the objective of education is to leave a man in a condition of continually asking questions in state of uncertainty.

Of course, education has no definition upon which all educators agreed. The meanings people attach to the word are complex beliefs arising from their own values and experiences (Aggarwal, 1981). In any case, true education leads to harmonious development of the physical, mental, moral and social aspects of an individual. In another saying, true education is important in order to create the desire to be a complete and meaningful person since it contributes for empowerment of people (Rosado, 2000).

As it is clearly known, education has contributed a great deal of asset for human kinds in different aspects to overcome their problems. It is a means to develop the intellectual, economic, social, political and cultural condition of one’s country in a better way. This is to mean that education is a means to overcome all changes. Thus, if education has such power, the central job of schools is to maximize the capacity of each student. In doing so, educators are responsible to enable learners, by means of self-critical awareness of their own interests and biases in connection with allied support, to be strengthened to achieve and display their maximum potential.

Besides, education is a complex endeavor that leads learning to occur through all life experiences. Certainly, learning takes place in different ways and conditions such as in classroom and outside the classroom by taking part in different school activities. Particularly,

involvement in these activities is a source of growth, development and empowerment of life. These activities are not new development; rather they are about old as organized education. Moreover, though different educators used different terms to refer to these activities, the concept expressed through these terms is similar. Thus, through out this thesis the term “extracurricular” is used to refer to these activities.

As Krug (1964) cited in Alkin (1992), the rationale of educational leaders calling for the enhancement of extracurricular program is cultivation in students’ of commitment to the value of teamwork and cooperation, accommodation of individual goals and interests for the integration of physical and mental health and appreciation for class and ethnic diversity.

Besides, the function of extracurricular activities at secondary school level reflects a concern with the development of the student in a manner complementary to the academic curriculum (Holland & Andre, 1987 cited in Alkin, 1992). Moreover, these activities provide a platform to the students to boost their confidence to participate in related activities and it can be an effective way to internalize the total educational experience of students and help to bring a cooperative to the classroom (Begawan, 2008; Knight & Dewit, 1999).

Likewise, as Finn (1993) and Lamborn et al. (1992) cited in O’Brien and Rollefson (1995), research conducted by united state national center for education statistics shows participation in extracurricular activities increases students’ sense of engagement or attachment to their schools, thereby decrease the likely hood of school failure, and drop out. In turn, this facilitates successful practice of classroom instruction.

Furthermore, Tirusew (2005) as cited in Dejene (2006) has explained that extracurricular activities are important parameters for unfolding the diverse potentials and talents of individuals. It is a means through which learners can lead out experience and develop their potentials hidden in their mind. In addition, Otto, Floyd and Rouse (1955) have revealed that extracurricular activities are supplementary to the more systematic type of classroom instruction.

One important point needs to be considered here is that the classroom instructional process can be benefited from the students’ experience acquired through participation in extracurricular activities. The students’ experience in solving problems individually and being with others, in reflecting their ideas regarding different affairs, their skill of time management

and leadership, the habit of social interaction they develop among themselves and with others will enhance their active participation in questioning, discussion and cooperation in group activities. This in turn, will lead them to take responsibility for their own learning. In addition, participation in extracurricular activities provides students opportunities to practice what is going in the regular class lesson and to integrate it with their activities outside the classroom.

On the other hand, researchers identified several barriers to students' participation in extracurricular activities: ranging from the more tangible including family or work responsibilities, limited resource for equipment or other expenses, to the more complex such as lack of interest in school and its activities (D'Onofrio & Kleese, 1994 cited in O'Brien & Rollefson, 1995).

Generally, it is possible to say that extracurricular activities serve a very important function in school and in education of young people. This is because while participating in the activities many positive lessons learned that could not be learned in the classroom. In this regard, it cannot be mistake if one refers to extracurricular activities as the other half of the regular curriculum. Thus, conducting extracurricular activities by the side of the regular curriculum gives opportunity for the learners to practice their feelings, interests, abilities and skills.

Even though, different researchers have revealed general functions and hindering factors of participation in extracurricular activities previously, it is important to have insight and understanding on the condition of these activities in specific environmental settings by conducting small-scale research. Accordingly, this research attempts to assess the contribution of extracurricular activities to the students' learning behavior in the classroom in line with identification of major factors hindering the practice of extracurricular activities in BPSS.

1.2. Statement of the Problem

Extracurricular activities provide a channel for reinforcing the lesson learned in the classroom, offering students the opportunity to apply academic skills in a real world context. Thus, it is considered as part of all-rounded education (O'Brien & Rollefson, 1995).

In addition, teachers can use these activities effectively to further the cause of their specific subjects. Ideally, students are encouraged to apply classroom developed concepts and skills

through participation in extracurricular activities. This concern for practical application of classroom learning is found in most areas of secondary school curriculum (Callahan, 1966).

Though the number of writings on extracurricular activities is limited, particularly in Ethiopian context, its importance is well accepted in instructional processes. Regarding the importance of extracurricular activities obtained in the school, ስብሳብ (1989) stated, "Extracurricular activities empower and develop classroom instruction." In addition, Ayele (2007), Mesayneh (2008), Nigussie (1982), Mulu Emebet (1999) and Dejene (2006) have conducted research on the practice, implementation, status, effectiveness and students' participation of extracurricular activities respectively. However, no one research tries to link extracurricular activities to the classroom instruction. Thus, research needs to be conducted to fill the gap observed in the studies conducted previously.

Besides, from the researcher's own experience or from what she has observed, the practice of extracurricular activities is given less attention by students; considering it as leisure activities rather than thinking that it is important as classroom lessons. It is not surprising for individual to see students who need to develop their knowledge, attitude and skill through the practice of the regular curriculum in specific time, which is very short.

On the other hand, extracurricular activity can be functional only if students and teachers have clear understanding and awareness on the benefits of participation in extracurricular activities. Besides, clear pictures of factors hindering the students' participation and the practice of extracurricular activities need to be identified for a particular context.

Therefore, based on the above rationale, the researcher realized the fact that the issue requires research to be conducted. Consequently, this study attempts to assess the contribution of extracurricular activities to the students' learning behavior in the classroom in BPSS and it is carried out on the consideration of answering the following basic research questions:

1. Which extracurricular activities are on practice in Bokoji Preparatory and Secondary School?
2. What are the objectives set in the practice of extracurricular activities in Bokoji Preparatory and Secondary School?
3. How are extracurricular activities organized in Bokoji Preparatory and Secondary School?

4. How can students' participation in extracurricular activities contribute in promoting their learning behavior in the classroom in Bokoji Preparatory and Secondary School?
5. Whose responsibility is facilitation of the proper functioning of extracurricular activities in Bokoji Preparatory and Secondary School?
6. What are factors hindering the practice of extracurricular activities in Bokoji Preparatory and Secondary School?

1.3. Objectives of the Study

This study mainly intended to:

1. Identify extracurricular activities, which are on practice in Bokoji Preparatory and Secondary School.
2. Describe the objectives set in the practice of extracurricular activities in Bokoji Preparatory and Secondary School.
3. Examine how extracurricular activities are organized in Bokoji Preparatory and Secondary School.
4. Explore the contribution of extracurricular activities in promoting the students' learning behavior in the classroom in Bokoji Preparatory and Secondary School.
5. Describe the responsible bodies in facilitation of the proper functioning of extracurricular activities in Bokoji Preparatory and Secondary School.
6. Identify factors hindering the practice of extracurricular activities in Bokoji Preparatory and Secondary School.

1.4. Significance of the Study

The study gives clear picture on the strength and weakness of the practice of extracurricular activities in BPSS and it values in identifying problems hindering the practice of extracurricular activities in the school. As a result, it will help students, teachers, the school administration and other concerned bodies to take measure for better practice in future. Moreover, it is expected to have significance in creating awareness for students and teachers on the importance of extracurricular activities and on how to practice it.

1.5. Delimitation of the Study

The study is delimited in terms of focal area: it focuses only on BPSS to accomplish the study with in the given timeframe and by the available resources. Furthermore, due to large number

of students in the school, the sample of the study is delimited to two purposively selected grade levels namely, grade ten and grade twelve students.

1.6. Limitation of the Study

The researcher faced minor limitations like shortage of reference materials particularly to review historical development of extracurricular activities in Ethiopian context. Thus, the researcher could not discuss thoroughly its starting point and the gradual development of the activities in Ethiopia perspective. Moreover, nine questionnaires were not returned back to the researcher: two teachers' and seven students' questionnaires. Similarly, interview was not conducted for the school principal due to time constraint he faced.

1.7. Operational Definitions of Terms

Academic Clubs- refer to clubs that are the extension of the regular subjects treated in the classroom.

Extracurricular Activities-refer to different clubs in which students participate to perform different activities outside of the regular instructional time.

Passive Participant-refers to students who are members of one or more clubs but who are not committed to their functions or roles.

School Administration- involves the school principal, VP and the local educational bureau.

School Community- refers to the school Principal, VP, Teachers, students and other staff members of BPSS.

Students' Learning Behavior -refers to the act of students in asking and answering questions, cooperating with others to share their ideas and materials, directing themselves, taking responsibility and commitment for their learning and respecting others' idea, being reflective, developing time management skill. In other words, it refers to the students' act that could facilitate classroom instruction.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definition of Extracurricular Activities

Different authors define the term extracurricular activities according to their interest, view and purpose giving emphasis on different points. Thus, since it is difficult and unnecessary to cover all definitions, the researcher reviewed only the definitions given by the following authors.

Extracurricular activities can be defined as activities that fall outside the realm of the credited regular curriculum and performed by the students to promote skills and high level of thinking (Durack, 2005; Children's Health Encyclopedia (CHE), 2006).

Additionally, Page, Thomas and Marshall (1977) defined it as activities conducted outside the usual duties of the regular course of studies but integrated with the regular curriculum.

Moreover, Douglass (1956) as cited in Nigussie (1982) specified that extracurricular activity is a program that provides significant learning experiences, which cannot be offered as effectively else where in the educational program of school for the student.

From the above definitions, one can say that extracurricular activities are organized and supervised activities that occur outside academic class time under the auspices of the school for which no credit is forwarded. These activities are vital part or an integral part of total educational program and primarily involve students. In addition, it serves as a means of developing wholesome attitude, good human relations as well as knowledge and skill. Thus, the status of extracurricular activities should not be underrated compared to the regular courses.

2.2. Concept of Extracurricular Activities

These days, it is possible to find extracurricular activities established at all levels of educational institutions. These activities contribute to the overall education and development of each individual who wish to associate themselves with others having similar general interests.

As Jackson (1996) confirmed, different writers use different terms to refer to these activities. Some of these are semi-curricular, intra-curricular, co-curricular, Para-curricular, school activities, student activities, the third curriculum, the other curriculum and the informal curriculum.

Though there are different terms that represent these activities, most of the time, the two terms, co-curricular and extracurricular, are used by various researchers.

However, it is explained that the two terms (co-curricular and extracurricular) denote different aspects in that the former involves activities happening during normal class time but performed outside the normal school time (CHE, 2006; Otto et al., 1955). On the other hand, Alkin (1992) described that the term extracurricular has negative concept in that the prefix “extra” indicates independence of activities.

Nevertheless, the same lists of activities are named as extracurricular activity at one time and as co-curricular activities at another time by different authors. For instance, activities like music, academic clubs, publications, hobby clubs, sport are some of them (O’Brien & Rollefson, 1995; Jackson, 1996; Mort & Vincent, 1950; CHE, 2006). Moreover, Gutek (1988) cited in Ayele (2007); Hicks (1964) showed that the two terms: extracurricular and co-curricular are often used interchangeably. In connection to this, Jackson (1996) stated that the former has been the most widely used designation in the professional and research literature.

In case of Ethiopia, the name “Teguadagn Timhirt” is used to refer to activity that supports the regular curriculum (MoE, 1974 as cited in Dejene, 2006).

Though different terms are used to refer to students’ activity, the concept is generally similar. All refer to program offered in schools for students to enrich the regular curriculum, to enable them to use their potentials and to facilitate them with useful skills and knowledge. Thus, since there is no significant difference in the categories of these activities as extracurricular and co-curricular, the term extracurricular is used to refer to such activities through out this study.

2.3. Historical Development of Extracurricular Activities

2.3.1. International Perspective

The development of extracurricular activities was slow in the beginning with many bearing in mind that would pass and quickly fadeout of style. One of the early philosophies behind extracurricular activities was that they should grow out of the regular curriculum activities and return to these activities to enrich them believing that school should focus solely on narrowly defined academic outcomes. Eventually, people including educators began to notice benefits of extracurricular activities but it took a while to engage themselves to the activities (Fujita, 2005).

At first, the attempt to incorporate learning activities directly related to students' interest came in the form of clubs and organizations for which free periods were given to them during the regular day (Klaus Meier, 1953).

According to CHE (2006), extracurricular activities are not new phenomena rather they are traced back to the history of formal education. Moreover, it made its first appearance in the 19th c in American colleges and student literary society, debate club, athletics and social clubs were the first extracurricular activities in these colleges. In addition, school newspaper and interschool programs have been part of American high schools since World War I.

Moreover, Rivlin (1961) disclosed that these activities originally found their ways in to secondary schools because of concern for personal and social development of students. In fact, these activities demonstrated the effectiveness of utilizing students' interest and the value of students' participation in the direction of their own learning activities they consider worth doing.

In general, extracurricular activities have gone through four distinct periods of development (Smith & McQuigg, 1969; Spears, 1950). The features of these periods are reviewed as follows.

Period 1:- it was during this period that extracurricular activities were ignored and disregarded entirely. Thus, it was called as period of ignorance.

Period 2:- it was before 1900 as Fujita (2005) indicated when extracurricular activities were opposed, often completely suppressed and forbidden. Educators thought that play and learning were completely incompatible; students' complete development could

be achieved only through the mastery of subject matter and they perceived that art of living and working with people would naturally follow when individuals acquired knowledge and ability to make decisions accurately and soundly from the regular curriculum. Thus, it was called as period of condemnation.

Period 3:- it was in 19thc as CHE (2006) indicated that educators tolerated certain amount of extracurricular activities under rigid continuous supervision and control. Particularly, athletics, debate, speech, social program, school newspaper, school yearbook and music activities were begun to be practiced; thus, it was called as period of tolerance.

Period 4:- this phase includes the period in which we are operating, since the beginning of 20thc as Nigussie (1982) stated it. Educators become eager to capitalize upon extracurricular activities, for their positive educational contributions to students. Since these activities have elevated to a status of nearly equal to that of the regular curriculum, high school without extracurricular activities is considered as negatively exception. Thus, it is considered as period of recognition.

From these revolutionary development stages, it is possible to trace that the gradual recognition of the pull of extracurricular activities and their inherent possibilities for education made the demand of these activities that they be capitalized rather than ignored at all levels of educational institutions in general and at secondary school in particular.

2.3.2. National Perspective

It is difficult to get comprehensive information that shows clearly when, how and where extracurricular activities was begun particularly in Ethiopia. However, it is possible to have insight to wards the practice of extracurricular activities in Ethiopia from recently documented information.

As ስቦታው (1989) indicated, the practice of extracurricular activities was started in Ethiopia in 20thc though the practice was not consistently fruitful due to many reasons.

Moreover, MoE pointed out that the attention of educational authorities to the satisfaction of students' need and development of all-rounded personality favored the expansion of extracurricular activities in Ethiopian secondary schools (ትምህርት ሚኒስቴር (ት/ሚ.) ፣ 1987).

As it is depicted, MoE developed a policy that articulates no classroom education can be complete by itself unless well-organized extracurricular activities are practiced in each school and proposed some extracurricular activities relevant to secondary schools. These activities were social science, sport, discussion and debating, natural science and mathematics, reading, journalism, photographic, agricultural science, technology, handcraft, home science, art, music club, library, traffic squad, drama and youth red cross association (ገ/ሚ፣ 1973 cited in Nigussie,1982).

From the above highlight, one can understand that extracurricular activities get its recognition in Ethiopia when modern education became functional. Due to its broad purpose, with out organization and expansion of extracurricular activities in terms of different clubs and organizations in schools, the classroom educational program cannot be fruitful in raising the quality of education hence to produce wholesome citizens.

Moreover, it is possible to extract that while organizing extracurricular activities in different levels of educational institutions (primary school, high school and college); it is valuable to examine the relevance of the activities for the particular level.

2.4. Objectives of Extracurricular Activities

According to the statements given by MoE (ገ/ሚ፣1987), the objectives of extracurricular activities are paraphrased as follows.

- To enable students to have more developed knowledge.
- To enable students to select future professional area based on their interest, ability and the goal of the country.
- To develop the student's behavior towards respecting any work and encourage students to give social services.
- To develop student's skill that cannot be obtained through classroom learning such as planning, coordinating, evaluating, taking responsibility, decision making and solving problems based on their creativity and self-initiation.
- To make student to pass his/her free time on activities that provides knowledge.
- To entertain and to encourage the student to perform creative activities individually and in-group.

- To create special love on the student towards schools to develop spirit of being learner and the student to be disciplined.
- To provide help for the student who is weak on classroom learning given in depth and width.

According to Flaum (1953), the objective of extracurricular activities is not to achieve perfection, rather to provide an outlet for interest of the student and develop a talent.

Generally, students can develop lots of skills and socially acceptable behavior through participation in extracurricular activities. For instance, teamwork, self-esteem, respect for self and others, physical and emotional skills, confidence, punctuality, integrity and loyalty, competitive fun, wise decision-making, critical thinking, positive assertiveness, positive academic and citizenship responsibility are some of them. However, as Mesayneh (2008) indicated, these all become true if the activity have goal that encourages students and teachers to achieve it and rules that hold participation accountable to certain standards to make the practice of extracurricular activities successful.

2.5. Importance of Extracurricular Activities

Miller et al. (1956) as cited in Van Til, Vars and Lounsbury (1961), examined the importance of extracurricular activities as general functions by classifying in to four major parts.

Contribution to Students: extracurricular activities provide opportunities for students to detect established interests, to exercise creative capacities, to develop new interests and school spirit. In addition, it educates citizenship, co-operation and independent action

Contribution to Curriculum Implementation: extracurricular activities supplement and enrich classroom experiences, enhance exploration of new learning experiences, provide additional opportunity for individual and group guidance and motivate classroom instruction. On this point, Jackson (1996) added that these activities enrich the curriculum by adding activities for which the class does not seem to find enough time during the regular sessions but which means a great deal for the students.

Contribution to More Effective School Administration: extracurricular activities foster teamwork among students, teacher and school administrative and supervisory personnel and since it integrates the several division of the school system, less restricted opportunities designed to assist students in the worthwhile utilization of their time. This in turn, enables

teachers to understand better the force that motivate students and problematic situations so that teachers strive to give solution for problems cooperatively.

Contribution to the Communities: extracurricular activities promote better school and community relationship. It builds good school spirit so it strengthens connection of students with their school and with the communities.

Since, the above discussion is too general to understand how it benefits particularly the students, it is better to discuss in relation to different aspects separately as follows.

2.5.1. Enhancing Academic Performance

According to Black (2002), Fredrick and Eccles (2006), Fujita (2006), Holloway (2002) all cited in Reeves (2008), a strong association was noticed between student involvement in extracurricular activities and improved attendance, behavior and academic performance.

In addition, studies conducted by Durbin (1984) cited in Hollrah (2001); Stephens and Schaben (2002) cited in Fujita (2005) showed that participants of extracurricular activities in high school received better grades when they participated than when they were not participating in activities. Participation in any of these activities develops behavior of self-respect, self-esteem, self-confidence and leading out their potentials for the students. Furthermore, it is explained that extracurricular activities help each student to develop his/her classroom knowledge based on his/her interest, inclination and ability (Fujita, 1980).

Moreover, as Mahoney, Larson and Eccles (2005), school based activity participation is associated with higher academic performance. Additionally, Marsh (1992) cited in McCormick and Pressley (1997) supported this idea.

Besides, the reason why participation in extracurricular activities benefits students academically is well explained by Hollrah (2001) as follows.

One of the reasons is that students learn character-building lessons that they can apply to their study habits and to their lives. Such activities teach students how to discipline themselves through drills, practices or rehearsals. Students learn life skills that benefit their studies through extracurricular activities; being involved teaches the students organization and time management skills. The students have responsibility to the activity, they must perform tasks assigned to them and activities take time out of the students' schedules. Thus, the involved

students must plan their time wisely and efficiently to complete the assigned task.

From the above point of view, it is possible to conclude that helping students move from no participation to participation in extracurricular activities enhances academic performance. In fact, one can make strong case that the positive peer and adult relationship, disciplined behavior, positive expectations and other positive influences associated with extracurricular activities are likely to improve performance.

Generally, in this competitive time students must strive for excellence. They need to develop a passion and pursue it as far as they can to become well-rounded in their development. Thus, they can demonstrate excellence, mastery, commitment and consistency. Therefore, participation in extracurricular activities is one of important inputs in this regard. Of course, the extent to which students will do in different subject areas will depend on the type of extracurricular activities in which they participate; so, students need to consider it.

2.5.2. Promoting Socialization

Regarding the role of extracurricular activities in promoting socialization, Hollrah (2001); Miller, Moyer and Patric (1959) cited in Nigussie (1982) stated that participation of students in extracurricular activities is an effective way to network and meet other students with whom they can study and perform different activities. This leads students to be socially cooperative and to have better school and community relationship.

Besides, O'Brien and Rollefson (1995) like to say that involvement in extracurricular activities offers opportunities for students to learn the value of teamwork and group responsibility. Thus, it teaches basic concepts and values of society as a whole.

Generally, participation in extracurricular activities affects the students' life positively because they learn and develop incredible experiences from their peers cooperatively. For example, they can learn how to compromise and work in-group of peers that may not be within their close groups of friends. In turn, the students' co-operation with others will create better environment for classroom instruction (even they will apply other behaviors that they developed while practicing extracurricular activities).

2.5.3. Minimizing Anti-Social Behavior

According to Mahoney et al. (2005), participation in school-based activities was negatively associated with anti-social behavior in high school. Activities help students to structure their peer group. Thus, students have friends that are more academic, fewer friends who skip school and use drug compared to students who do not participate in extracurricular activities.

In connection with this, research conducted by Reeves (2008) indicated that dramatic increase of students' participation in extracurricular activities resulted in improvements of students' discipline (fighting incidents were dropped), behavior, attendance and failure rates.

Since keeping students busy out of classroom keep them off streets, away from drugs, take care of them from different unwanted behavior, and keep them away from promiscuous behaviors. Moreover, participation in extracurricular activities encourages convectional social norms and increases social competency skill, all of which decrease a variety of problematic behavior.

From the above discussion, it is possible to infer that participation in extracurricular activities lays base for the improvement of relationship among teachers, administrators and students. This in turn, leads students to act in a way acceptable by others.

Generally, if the chief aim of education is to prepare individuals for effective citizenship, their education cannot be considered complete if it fails to establish with in them desirable social behavior. In this regard, extracurricular activities need to be emphasized in addition to the regular curriculum in order to fill the gap.

2.5.4. Creating Sense of Positive School Connection

Extracurricular activities offer children academic safety net and provide a sense of positive school connection. Regarding this, Page (2003) stated that involvement in extracurricular activities gives children something to do in their free time, promotes a positive sense of self and decreases the chance a child will drop out of school.

Additionally, Miller et al. (1959) as cited in Nigussie (1982), participation in extracurricular activities increases interest of the students in the school so that it motivates them in the classroom instruction. As well, it develops school moral that minimizes the students' interest to withdraw their schooling.

From this explanation, one can understand that the high potential that extracurricular activities have in developing the students' emotional aspects, which in turn give them the courage to wards classroom instruction.

2.5.5. Fostering Development of Leadership Skills

Eason (2008) verified that participation in extracurricular activities helps students to develop organizational skills, discipline and commitment – all of which are qualities that good leaders need. Participation in extracurricular activities could help students to develop leadership and decision making skills. These skills are vitality in guiding and directing activities, creating enthusiasm for others' own interests, developing interest in many things with ability to get along with others, guiding activities with out domineering, understanding others' problem, possessing sense of humor and adaptability (Page, 2003; Clark & Starr, 1959).

From the idea of these authors, it is possible to say that participation in extracurricular activities provide opportunity to realize leadership potentials. It presents students with the chance to understand diverse attitude, skill and talent. In addition, it teaches how to interact effectively with others while working to wards a common goal. This is because leadership has to do with collaboration of a group (leaning how to work cooperatively, resolving conflict and encouraging others). Thus, to foster whole-person development, the school should offer conditions through which extracurricular activities are designed and practiced.

2.6. Organization and Administration of extracurricular Activities

In relation to organization, Callahan (1966) confirmed that ranges of extracurricular activities should be organized to meet the varying needs and interests of the students to enable all of them to participate according to their interest. To do with this effect, students should be part of decision makers or take on leadership roles; being members of executive committee on how a program should be organized and conducted.

On the other hand, American educators recognized that carefully defined school policy, clear procedure to practice, appropriate scheduling of activities, mechanism to encourage broad-based students' participation and sufficient financial support are crucial for successful administration of these activities, (Jackson, 1996).

Generally, it is possible to say extracurricular activities as club or organization need to emerge when there is interest in the students. However, these activities can be organized if its necessity is clearly understood by the school administration and teachers. In addition, from the very beginning, students need to be familiar with the club official name, purposes, general objectives, coordinators and membership requirements. Furthermore, the practice of extracurricular activities will be real if the students are respective administrative bodies.

2.7. Classifications of Extracurricular Activities

These days, extracurricular activities found in high schools are numerous. Different educators classified these activities based on their beliefs. Thus, to put the different categories of extracurricular activities suggested by different writers in simplified form and for clear understanding, summary is presented as follows.

Summary of Classifications of Extracurricular Activities Suggested by Different

Authors.

Millard (1930), Terry (1930), Reavis and Van Dyke (1932), Gholson and Buser (1983) as Cited in Jackson (1996) have classified extracurricular activities as follows.



- **Academic/ Departmental Clubs:** History, Science, Foreign Language, Social Studies, Home economics Club, Mathematics and ecology
- **Special Interest Clubs:** Dancing, Chase, Photography, Riding and Judo Karate

Frederick (1959) as Cited in Nigussie (1982); Moe (1989) as Cited in Mulu Emebet (1999) have classified extracurricular activities as follows.



- **Semi-Curricular Activities** such as Assembly, Homeroom, Students council and Commencement
- **Large Technical Activities:** Athletics, sport, Music, Dramatics and Speech activities
- **Festivals:** Celebrating holly days, Considering the foundation day of the school and Commemorating patriots

Callahan (1966) has classified extracurricular activities as follows.



- **Semi-Curricular Activities:** assembly, Homeroom, Student council, and Commencement
- **Large Technical Activities:** involves Athletics, Music, Dramatics, Speech Activities and Publications.

- **Major Voluntary Organizations:**
Athletics/Sport Related Activities like Volleyball, Basketball, Cross-Country...etc; Music
- **Special event Day's Club:**
Award Program, Baccalaureate, Commencement/Festivals and Trips
- **Service Related Activities:**
library, usher club, national junior Red Cross, peace club, girls' scouts
- **Social Related Activities:**
Parties and Dances
- **Honorary Activities:**
National Honor Society, Beta Club and Key Club
- **Other Organizations:**
these require all of students to participate.
- **Government Related Activities**
- **Religious and Welfare Activities**
- **Social Activities**
- **Subject Related Activities**
- **Publications:** School advertisement, Booklet, Literary, magazines, Special publications, Department bulletin and Journals
- **Special Interest Clubs:** includes Trips and excursion, Receptions, Camping and other activities.
- **Cooperatively Sponsored Activities**
- **Students Council**
- **Other types of Extracurricular Activities:** Subject Related Activities, Special Interest activities, Social Activities, Scholarship Activities, Cooperatively Sponsored Activities, Pageants and Carnivals, Camping and Outdoor Activities, Trips and excursions, Fraternities and Special Senior Activities.

As it is clearly observed from the above table, there is no single standpoint based on which extracurricular activities are categorized. Moreover, there is an overlap in the classification of extracurricular activities in respective of different authors: One may take an activity as a major that holds other activities as sub elements whereas; others may hold the reverse truth.

2.8. The Relation between Extra Curriculum and the Regular Curriculum Activities

Though the regular curriculum and extra curriculum are viewed as separate domain of education, the line between them is a fuzzy one: there is no clear demarcation between the two. Extracurricular activities are related and integral with regular academic activities so that constructive attitudes of responsibility, initiative and pride in accomplishment carry over from one activity to the other.

In connection to this, Flaum (1953) stated that considering extracurricular activity program as independent to the regular curriculum is misunderstanding since it contradicts the fact that a functional curriculum may best be defined as the composite of vital experiences people have under supervision of the schools.

It is disclosed that extracurricular activities in schools are important in teaching and learning processes and harmonize the regular curriculum by providing a plat form for the students to boost their confidence to participate in related activities (Begawan, 2008; CHE, 2006).

Besides, Board of Education Regulations (BERs) (1999) stated that departmental club activities serve as an extension of the regular school curriculum. Their function is to enhance the participants' educational experience and supplement the course materials within the educational program of the school. The activities bear clear relationships to the regular curriculum.

Furthermore, Jackson (1996) recognized (through research conducted on American secondary schools) that overlap and interchange exists between extracurricular activities and regular curriculum domain. He pointed that academic clubs are a clear extension of regular curriculum into extra curriculum. Also certain activities are quickly incorporated into credit generating courses of the school.

From the writers' idea, it is possible to understand that extracurricular activity is an integral part of the vital learning situation, which makes up the whole curriculum. This is because extracurricular activities are the avenue that meets actual talents and needs of students and provide a channel for reinforcing the lesson learned in a classroom by offering students the opportunity to apply academic skills in a real situation. Though, extracurricular activities are

more flexible compared to the regular curriculum, it is difficult and impossible to distinguish clearly school activities as extracurricular and regular curriculum because there may be change in the status of the activity from extracurricular to regular curriculum and vice versa.

2.9. Guiding Principles for extracurricular Activities

Though involvement in extracurricular activities is a great way for students to learn new things and meet new people, it is important not to get in over ones' head. Thus, students need to remember that classroom activities are the number one priority. Strengthening this, Michael (2008) stated that students should give their all to each activity but most importantly to their regular class activities.

Once the need of extracurricular activity clearly understood and decided, it is necessary to have guiding principles in order to implement the activities successfully. These activities are the most likely to be successful when responsible bodies: teachers, administrators, students and parents are thoroughly acquainted with the operation of basic principles.

In connection with this, Miller et al. (1959) as cited in Mulu Emebet (1999) identified four major classifications of guiding principles for extracurricular activities and presented as follows by integrating it with others' ideas.

1.General Principles:

- 1.1. Extracurricular activities should be funny rather than stressful for students and school grades should not suffer due to time spent on extracurricular activities (CHE, 2006).
- 1.2. All students, teachers, administrators and parents should contribute to the promotion of extracurricular activities. They should consider teamwork as basic element in these activities.
- 1.3. In the practice of extracurricular activities, the process should take the prior importance than the product. As a result, advisors need to emphasize on improvement of students' development.

2. Principles Related to the Total Instructional Program

- 2.1. Extracurricular activities should furnish a rich source of motivation for classroom instruction and the reverse statement should be true.

- 2.2. Extracurricular activities must be considered as an integral part of the total instructional program rather than an independent program; they complement each other.
- 2.3. Students should not be excused from instructional program to participate in extracurricular activities. To facilitate the practice of these activities in school, it should be scheduled on time not to conflict with regular class schedule.

3. Principles Related to Leadership:

- 3.1. The degree of success of program depends to large extent upon the intelligent and wholehearted leadership from activity advisor and student leaders. Of course, teachers should remember that they are primarily advisors and counselors not dominator and students are the main actors of extracurricular activities. Accordingly, both should discharge their responsibility to contribute their share for fruitful practice.
- 3.2. Though teachers accept their full share for extracurricular activities, they must not be overloaded to the extent that they become extremely busy to practice activities in the regular curriculum.

4. Principles Related to School Administration.

- 4.1. School administration and others should demonstrate a favorable attitude towards the practice of extracurricular activities. Thus, they can provide essential facilities and equipments for the practice of these activities, as it is possible to do so.
- 4.2. In planning assignment of instructional responsibilities for teacher, the school administration should consider both regular curriculum and extracurricular activities in the assignment.

Generally, since these principles have their own contribution for the flourishing practice of extracurricular activities, it should not be over looked. Thus, teachers, parents, students, principals and others should give their consideration for its successful practice. Certainly, the justification for activities rests upon the extent to which they contribute to the fulfillment of the educational objectives and rules of the School. Thus, all of extracurricular activities are required to follow all School policies, guidelines and rules additional to these principles.

2.10. Scheduling and Planning Extracurricular Activities

Extracurricular activities must be scheduled at a time when they do not conflict with the regular academic schedule with sufficient frequencies to attract students and to encourage success. However, activities scheduled for non school day have definite limitations particularly for the students who live within walking distance (Callahan, 1966). Strengthening this, Beers (1999) indicate that all student organizations shall have the right to meet on school premises during non-instructional time.

Concerning Planning, Clark and Starr (1959) explained that it is the key to success in conducting extracurricular activities. The teacher must advise the responsible pupils from attempting more than they can manage and they should feel that activities are worthwhile.

Furthermore, Mahoney et al. (2005) show unstructured activities are those carry no agenda for how time is to be spent. The less structured an activity, the more likely the person to encounter opportunities for problematic behavior. Since leaders dictate that participants will engage in a highly specified series of activities, after-school activities would be highly structured.

From the discussion, it is possible to conclude that students develop higher problematic behavior when their after-school activities are less often supervised and less structured. Moreover, it is important to schedule the activities before and after the regular school time. While high standards are always desirable in extracurricular activities, they should not be maintained at the expense of the regular educational program. An activity can be described as structured to the degree that it places restrictions on how time is to be spent.

2.11. Issues Related to Participation in Extracurricular Activities

2.11.1. Who Should Participate in Extracurricular Activities?

Since schools are established to educate every one enrolled, each student should be given chance to participate, enjoy and exploit her/his interest and ability. There should no room in the school for activities, which bar students based on sex, academic performance, ethnicity and wealth. O'Brien and Rollefson (1995) said, "Since indeed participation in extracurricular activities can lead to success in school, the availability of these activities to students of all backgrounds becomes an important equity issue." Supporting this, Miller et al. (1959) as cited

in Mulu Emebet (1999) stated that organized extracurricular activities shall be open to all interested students and shall be voluntary.

From the above point of view, it is possible to realize that clubs that require considerable expenditure of money should not be justified in schools. This is because the expense automatically may neglect the participation of less wealth students. Thus, the school principals or club coordinators should guide the students into desirable social habits so that no pupil is barred because of race, religion and social status of any kind.

2.11.2. Risk of Over-Participation

In relation to this, Sitotaw (1994) as cited in Mulu Emebet (1999), the number of extracurricular activities in which the student participates and the size of members in a single extracurricular activity should be limited. Moreover, it is disclosed that student should not be involved in many extracurricular activities not to be over loaded (CHE, 2006; Van Til et al., 1961; page, 2003). Thus, there should be balance between extracurricular activities and the regular academic courses.

From this idea, the central message need to be understood is that pupils must be protected from over participation. This is because they spend their time and energy on extracurricular activities that they have little or no time left over to spend on their regular academic tasks. Since it causes students to neglect their studies and tends to limit the number of possible participants in the activities, they may need to limit their participation in extracurricular activities.

2.12. Factors Affecting the Practice of Extracurricular Activities

To make the practice of extracurricular activities successful, the necessary equipments, facilities and follow-ups need to be fulfilled, the principles need to be considered and adapted to the local situation and the responsible bodies' need to have commitment, positive attitude and active participation.

In connection with this, ስጦታው (1989) has identified deficiency in economic and financial potential, lack of strong and committed teacher advisor and low students' participation as factors hindering the practice of extracurricular activity. Moreover, O'Brien and Rollefson (1995) stated that barriers of participation in extracurricular activities that range from the

more tangible such as family work responsibility and limited resources for equipment and other expenses to the more complex like lack of interest in school and extracurricular activities. Furthermore, concerning factors hindering the practice of extracurricular activities, some points are discussed as follows.

2.12.1. Shortage of Financial Support

Extracurricular activities can obtain money in several ways. Allocation of money may be requested from the school community or may be raised through membership dues or fund raising projects. Any way, asking for the principal's advice on all matters concerning finance for extracurricular activities is a wise safety measure. In relation to this, Sitotaw (1994) as cited in Mulu Emebet (1999) identified that extracurricular activities should get the wholehearted support of all students in terms of finance, idea, materials and labor but failure to do this will result in weak practice of extracurricular activities.

2.12.2. Failure of Responsible Bodies to Play Their Role

Education is not the issue of one individual/organization. Rather it is the responsibility of the whole society: government organization, non-government organization, parents, teachers, students and the whole school community. Accordingly, the role of these different concerned bodies will affect the practice of extracurricular activities positively or negatively.

2.12.2.1. Failure of Parents to Play Their Role

Parents might fear that when students become busy with non-academic activities, they will lose their focus on schoolwork. However, the finding of research conducted by Reeves (2008) indicated that students who took part in three or four extracurricular activities would have dramatically better grades than those who did not participate in extracurricular activities. Therefore, it is important to bear in mind that not enough children participate in extracurricular activities but also it is important to make parents aware of how participation in extracurricular activities benefits students (Shumow, 2001 & Schwartz, 1996 as cited in Durack, 2005).

Moreover, ሰጦታው (1989) disclosed the responsibility of parents to facilitate the practice of extracurricular activities briefly as follows.

- ያላቸውን ልምድና ሙያ ለትምህርት ቤቶች ማካፈል፤
- የትምህርት ቤቶችን ቁሳዊ ችግሮች ማቃለል፤

- የተማሪዎችን ችግሮች መፍታትና የመማር ማስተማር ሂደትን ማሻሻል፤
- ከትምህርት ቤቶች ውጪ ያሉ ፋሲሊቲዎችን ትምህርት ቤቶች እንዲጠቀሙባቸው መፍቀድ

In general, the Amharic version indicates that parents are responsible in the practice of extracurricular activities to share their experience and knowledge, to solve material problem of the school, to solve students' problem and improving the teaching learning process and to permit schools to use facilities available outside of the school.

Likewise, Lowe (2005) stated, "Once a student becomes involved in extracurricular activities, parents should fully support them by showing interests, asking if they are enjoying the activity and what they are learning."

Since, the success of certain activities relies heavily on the availability of essential facilities and equipments, parents should do their best to support and encourage their children's successful participation and commitment to accomplish their responsibility. Failure of parents to discharge responsibilities mentioned above will affects the effectiveness of the practice of extracurricular activities negatively.

2.12.2.2. Failure of Students to Play Their Role

Regarding this, Callahan (1966) stated that the students have privilege and responsibility of selecting and conducting extracurricular activities. To supplement, Sitotaw (1994) as cited in Mulu Emebet (1999) said, "Students should share responsibility in planning and execution of extracurricular activities." To this end, students should make out schedule in advance of a semester that balances the regular curriculum activity, extracurricular activities and home life (CHE, 2006).

Moreover, it is understandable that being a member of extracurricular activities or clubs is not complete by it self; rather the students need to attend and participate successfully to contribute their own share and to be benefited from the practice. Otherwise, not only students who are not discharged their responsibility but also the practice of extracurricular activities in general will be affected negatively.

Generally, extracurricular activities able to provide students with valuable experiences, helps them to learn civic responsibilities and encourage responsible decision-making. Thus, all extracurricular activities need to be open to all students. To do with this effect, the student

should be ready to make the necessary effort expected of them in turn this can be true if all concerned bodies facilitate conditions through which the students acquire basic skills in their life.

2.12.2.3. Failure of School Administration to Play Their Role

As the school administration is responsive for any practice in the school, it is expected to play its role in respect of extracurricular activities.

In connection to this, it has been said that the success of the program often depends on the concern of the school administration for extracurricular activities and it has the final responsibility for determining the workload, the degree of responsibility and supervision of particular activity required. Hence, to fulfill their managerial responsibility, the school administration (principals) need to assign advisors from teachers to each program based on their interest and inclination (Elicker, 1968 & Miller et al., 1959 as cited in Mulu Emebet, 1999). They added that if possible, it is better if the school administration finds ways and means of financing extracurricular activities and shall develop guidelines for the practice. BERs (1999) expressed that early in the school year the school principals shall notify students regarding opportunities to participate in extracurricular activities of the school.

From this, it is possible to be aware of that the school principals needs to be very capable of, who has clear conception of extracurricular activities and make sure that teachers and students have clear understandings on the importance of extracurricular activities. If the school administration fails to play these roles, the school's extracurricular activities will be affected undesirably.

2.12.2.4. Failure of Teachers to Play Their Role

Extracurricular activities have inescapable importance in the development of secondary school students' experience that has contribution to their total learning. To make this true, teachers should know how extracurricular activities could benefit students. To this effect, teachers must be familiar with the nature of these activities and know how to use them and assist students in their practice.

Concerning this, Reeves (2008) stated that to create the most positive classroom environment possible, educational leaders and teachers must consider not only what happens inside the classroom but also everything that affects students through out the day. Extracurricular

experiences are an important ingredient in this recipe. Clark and Starr (1959) strengthened this idea by saying that teachers' work is not limited to the classroom because they are responsible to help pupils over the hard parts.

Moreover, explaining the role of teachers, Glassman (2000) puts as "When teachers encourage students to pursue activities that interest them, they empower them to make decisions." This implies that teachers are expected to direct extracurricular activities and to check whether students are carrying out their responsibilities (Umstattd, 1953; Rivlin, 1961).

Stating that teachers as advisor for extracurricular activity, they must be aware of the activity for which they are responsible. Since it is difficult for oneself to direct many extracurricular activities, she/he should select certain extracurricular activities. Moreover, in order to gain proper perspective, they must see how their extracurricular activities related to the total educational offering of the school.

In order to guide extracurricular activity effectively, the teacher must possess broad intellectual curious and emotionally stable interest in what students can do with their talents. This is vitally important because the students who participate in a particular activity may vary greatly in their ability, talent, interest and maturity. Here, what the teacher needs to be conscious is that increasing students' responsibility to direct activities increases the development of their self-direction. This is as an end toward which extracurricular activity guidance must strive.

What is more, emphasizing the role of teacher Aggarwal (1997) argued, "Extracurricular activities should form an integral part of education imparted in the school and teachers should devote a definite time to such activities."

Of course, it is clear that there might be skilled students as well who lack skill of any kind but who has interest in the activity. There are also students who are somewhere between the two extremes. Therefore, the teacher must be willing and accept the right of others to experiment and practice.

The important thing is that the teachers' willingness to work and learn with students. In addition, it is possible to understand that perfectionist, too highly skilled conservative and

academic minded teachers whose sole end is perfection of achievement, may be a deterrent rather than a help to the students in relation to extracurricular activities.

More over, from what Flaum and Aggarwal discussed above ,one can realize that teacher who is to be supervisor or coordinator for extracurricular activity should be the one who opposes blind acceptance and blind rejection of others opinion-who has open mind to learn from and to help each other so that both teacher and students will benefit mutually. The teacher is responsible of guiding both extracurricular activity and the regular curriculum and must be flexible enough to help students to experiment their need.

Generally, though there are difficulties faced while practicing extracurricular activities, all stated responsible bodies and others should make all possible efforts to organize and administrate these activities by considering its value in producing all-rounded individuals.

2.13. Evaluation of Extracurricular Activities

According to **ሰጦታው (1989)**, evaluation of extracurricular activities is conducted in respect of ensuring the well-being and overall development of students. According to him, development of the classroom learning, assignment of interested and capable teachers to advise the practice, consideration of teachers' classroom teaching load and their responsibility in the practice and creating conducive environment for the students to participate points need to be considered.

Concerning evaluation of extracurricular activities, BERs (1999) identified the following three important points as follows.

1. Each year the principal, in cooperation with teachers and students should evaluate the practice of extracurricular activities to determine whether the activities are sufficiently meeting the needs of students.
2. All rights and responsibility of students, such as equal opportunities to participate, shall be carefully reviewed during the annual evaluation of the program.
3. All opportunities for the participation of professional personnel in a stipend activity shall be reviewed during the annual evaluation of the program.

In general, the above explanations give emphasis on how the practice of extracurricular activities as a program can be controlled and guided. In this regard, evaluation needs to be

considered from aspect of teachers' interest and task load, contribution of the activities to develop the classroom learning and the school practice to initiate students for participation in extracurricular activities.

On the other hand, evaluation of participant students in extracurricular activities is not a matter of competition of students with other students. Rather, every individual needs to be evaluated based on her/his own performance. In connection to this, Flaum (1953) has to say the following.

Primarily, evaluation of extracurricular activities is measurement of an individual skill....Perfection of achievement is not a goal of extracurricular activity program but increasing interests, curiosity and satisfactions. Each individual must be evaluated in terms of whether or not she/he has achieved satisfaction and made growth in skills as well as developed new and more constructive behaviors in the activity.

Generally, evaluation of extracurricular activities is criteria referenced by which students are going to be evaluated based on certain set criteria rather than comparing with other students.

Moreover, in order to achieve improvement in practice of extracurricular activities, coordinators and leaders may find it advisable to plan a specific program of evaluation. To this purpose, the following devices were suggested (Callahan, 1966; ስሎታው፣ 1989).

1. Questionnaire-this instrument can be prepared concerning several aspects of extracurricular activities.
2. Checklist-through which student may quickly rate feature of the organization's operation or the practice of extracurricular activities.
3. Discussion-through this technique helps Members of organization or club discusses its strength and weakness and suggests possible comments for improvement.
4. Interview-this is conducted to specific questions in which teachers, students, school principals and other concerned bodies are asked to indicate in their own words how they feel about the activity they involved in.
5. Observation-in this technique, it is possible to evaluate one's own practice of extracurricular activities by visiting the practice of other schools. According to them, these evaluation judgments should be guided, focus on specific points, adjusted to the size and impact of the activity. At the end, these judgments expected to lead to suggest actions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Method of the Study

The concern of the study was to assess the contribution of extracurricular activities to the students' learning behavior in the classroom. To this effect, research design that mirror the philosophical framework and method of the study needs to be determined based on the type of research question(s) the researcher seeks to address, the type of research objective(s) and the size of population (Johnson & Christensen, 2004).

Accordingly, the nature of the research questions and the research objectives required to be treated by employing both qualitative and quantitative approaches at different phases of the study. Moreover, the researcher wanted to collect ample information using different data gathering techniques, to triangulate and to get elaboration and clarification of information resulted from these techniques.

Based on the above rationale, mixed methods research design particularly triangulation design was employed. From this, it is clear to imply that the philosophical framework the study holds is pragmatic orientation, which permits flexible way of data collection and analysis to address the research questions.

Generally, since mixed methods research design was employed, descriptive survey method was suitable and applied in the study. As Creswell and Plano Clark (2007) indicated, method of the study deals with techniques of sample selection, data collection, analysis and validation in the study process. Accordingly, the detail of these themes described in the following sections.

3.1.1. Target Population, Sampling Techniques and Sample Size

3.1.1.1. Target Population

The target school of the study was BPSS. This school was selected due to the researcher's experience that could facilitate conditions in the process of the study for its success and the area was untouched regarding this issue through studies. Accordingly, Principal, vice-

principal (VP), teachers, students and record of extracurricular activities available in the school in 2008/09 academic year were used as sources of information.

3.1.1.2. Sampling Technique and Sample Size

Different sampling techniques were applied in order to collect relevant and detail information. It can be understood that the longer the students attend their learning in the school, the more their realization and cognition of their school settings. So, the students will have chance to recognize extracurricular activities available in their school and to participate in it. Therefore, they could have clear information concerning the condition in which the practice of extracurricular activities is in their school. Thus, grade ten and grade twelve students from general secondary and preparatory level respectively were selected through purposive sampling. Since the number of sections in these grade levels is large, stratified random sampling was employed to decide on sections of grade ten and grade twelve from which representative students were selected. Thus, 15 sections having 1057 students and 3 sections having 207 students were selected from grade 10 and grade 12 respectively.

Furthermore, stratified random sampling (table of random numbers) was used to select representatives from the selected sections. Accordingly, 200 students (157 from grade 10 and 43 from grade 12) were selected as a source of information.

On the other hand, as a source of information 20 teachers out of which, 8 club coordinators and 7 club facilitators were selected through purposive sampling and five club member teachers were selected through random sampling. In addition, the principal and VP were selected as a source of information for the study through purposive sampling.

Table-1. Sample Categories and Sample Size

Categories	Population Number	Sample Size
Students		
-Grade 10	1570	157
-Grade 12	420	43
Teachers		
-Club coordinators	17	8
-Club facilitators	17	7
-Club members	38	5
Principal and VP	2	2
Total	2064	222

3.1.2. Instruments of Data Collection and Data Collection Procedure

3.1.2.1. Instruments of Data Collection

3.1.2.1.1. Questionnaire

In order to collect data, questionnaires were developed for the students and for teachers having open-ended and close-ended items. Some items were used being modified from Ayele (2007) in addition to the items that the researcher developed. The instruments were prepared in English. Then, the students' questionnaire was given to students in foreign language studies and in Ethiopian language studies and translated it into Afan Oromo and Amharic language in order to avoid language barrier; so that to augment clear understanding of the required issues on the part of respondents.

The questionnaire was categorized into five sections such as background characteristics of students, adequacy and availability of extracurricular activities, students' participation, organization, administration and evaluation of extracurricular activities, contribution of students' participation in extracurricular activities for their learning behavior in the Classroom and factors hindering extracurricular activities. To summarize, the students' questionnaire contains 25 items consisting 13 open-ended and 12 close-ended items (for more information look at Appendix-A₁).

On the other hand, teachers' questionnaire classified in to six sections, which covered background characteristics of respondent teachers, availability and adequacy of extracurricular activities, participation in extracurricular activities, organization, administration, financial support and evaluation of extracurricular activities, contribution of extracurricular activities for the students in general and for students' learning behavior in the classroom in particular. The last section dealt with factors that hinder the practice of extracurricular activities. Generally, teachers' questionnaire contains 23 items consisting 12 open-ended and 11 close-ended items (for more information look at Appendix-B).

3.1.2.1.2. Interview

Interview-guiding questions were prepared for the school principal and VP (9 items) and for club coordinator/facilitator teachers (7 items). Of course, the kind of interview was Semi-structured focusing on different aspects of the practice of extracurricular activities in BPSS (for more information look at Appendix-C and Appendix-D).

Table-2. Interview Participants and Time Consumed

Participants' category	Participants' Club	Number of Participants	Time Consumed
Teachers	English Club	2	2Hrs
	Chemistry Club	1	
VP	No club participation	1	
	Total	4	

3.1.2.1.3. Focus Group Discussion (FGD)

Focus Group Discussion (FGD) was conducted for 2:30Hrs in two sessions with 12 participants that are selected from the 222-sample population who participated in filling the questionnaires. Specifically, 5 club coordinator and 1 facilitator teachers, 2 club leader and 4 active club member students were participated in the discussion (for more information look at Appendix-E₁).

Table-3. Clubs from which Participants were selected for Focus Group Discussion.

Participants Category	Participants' Club	Number of Participants			Time Consumed
		M	F	Total	
Teacher	Anti HIV/AIDS Club	1	0	1	2:30Hrs
	Biology Club	1	0	1	
	Civics and ethical education Club	1	0	1	
	Geography & Environmental Protection Club	1	0	1	
	“Hog-Baru Afan Oromo”- Oromo language literature Club	1	0	1	
	Physics Club	1	0	1	
Student	Amharic Club	-	1	1	
	Biology Club	1	-	1	
	Chemistry Club	1	-	1	
	English Club	1	-	1	
	History Club	-	1	1	
	Mathematics Club	1	-	1	
Total	11 clubs	10	2	12	

3.1.2.1.4. Document Inventory

Document inventory was conducted in order to look into clubs available in the school, the total number of members identifying female and male member students and club coordinator and facilitator teachers in each club at the begging of data collection procedure (for more information look at Appendix-F).

3.1.2.2. Data Collection Procedure

Students were oriented on the purpose of the study, on how to fill and when to return questionnaire back to the homeroom teachers. Following this, the questionnaire was administered to 200 students out of which 193 (96.5%) returned it back to the homeroom teachers after two days and then the researcher collected the questionnaires from them. On the same day, questionnaire was administered to 22 teachers (including the principal and VP) out of which 20 (90.9%) returned it back to the researcher with in two days.

Then after, interview was conducted for 2Hrs with the school VP, two club coordinator and one club facilitator teachers in their office individually. Finally, FGD was held with the selected teachers and students in two sessions for 2:30Hrs.

3.1.3. Validation of Data Collection Instruments and its Procedure

To collect accurate information, the first draft of the questionnaires was tested before its use in the main study. Primarily, the researcher's colleagues were invited to look into the instruments and forwarded their comments. In addition, the academic advisor suggested his remarks on all instruments. According to the given comment, amendment was made.

In addition, 19 respondents (14 students from grade 10 and grade 12 and 5 teachers) from BPSS were selected for try out and oriented on the purpose of the study, on how to fill the instruments and when to return it.

The questionnaires (23 items) were administered while students were in their classroom and while teachers were in the VP's office. Then the administered questionnaires were returned back to the researcher after two days.

Because of the tryout, 4 questions were modified since it conveyed different meaning on the respondent students. Moreover, two questions were added in part 2 and part 3: one question

on each part. Furthermore, editorial problems were observed and corrective action was taken accordingly.

As it is stated above, five teachers were selected through available sampling to fill the questionnaire (20 items) prepared for them. As a result, two questions were modified because of information gap observed. Two questions were discarded since they focused on students' interest: 75% of the respondent teachers left them unfilled and one teacher suggested that the question better to be presented to students. Moreover, three questions were added on part one, three and four: one question at each part. In addition, two questions were added at part five. Furthermore, some editorial problems were resolved.

3.1.4. Data Analysis

At the beginning, the students' response for open-ended items of the questionnaire and results of FGD were translated in to English language by the researcher being with colleagues.

To present and analyze the data collected from respondents through different data gathering instruments and method, descriptive statistical technique was employed. With regard to close-ended items, the responses were tallied, counted and computed in percentage and presented in table form each of which was followed by discussion. Similarly, data obtained from document inventory were presented in table form.

On the other hand, results of interview, FGD and open-ended items of the questionnaire were presented by summarizing the main idea of the respondents through descriptive statements. Doing this, responses of related items cited on different instruments were treated together.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

In this part, data that were collected from sample population through different techniques and instruments were presented, analyzed and discussed. A descriptive statistical table, which includes percentage, raw data and mean (on parts that dealt about the contribution of and factors affecting extracurricular activities) was employed to present and analyze the responses gained through close-ended items of the questionnaires and document inventory. The data resulted from open-ended items of the questionnaires, interview and discussion were stated qualitatively to supplement and enrich information gained through close-ended items of the questionnaires. Accordingly, data obtained from different sources were presented and discussed in the following pages.

4.1. Background Characteristics of the Respondents

Table-4. Background characteristics of the Respondents

Categories	Alternatives	Respondents			
		Students		Teachers (including VP)	
		N ^o	%	N ^o	%
Sex	A. Female	75	38.9	0	0
	B. Male	118	61.1	20	100
	Total	193	100	20	100
Grade levels	A. Grade 10	152	78.8	-	-
	B. Grade 12	41	21.2	-	-
	Total	193	100	-	-
Year of Stay in the School	A. 1 year	3	1.6	-	-
	B. 2-3 years	157	81.3	-	-
	C. 4 years	33	17.1	-	-
	D. More than 4 years	0	0	-	-
	Total	193	100	-	-
educational qualification	A. Diploma holders	-	-	7	35
	B. Degree holders	-	-	13	65
	Total	-	-	20	100
Teaching experience in the school	A. less than 2 years	-	-	0	0
	B. 2-7 years	-	-	14	70
	C. 8-13 years	-	-	4	20
	D. 14-19 years	-	-	2	10
	E. greater than 19 years	-	-	0	0
	Total	193	100	20	100

Bearing in mind that most of the respondent teachers are club coordinators and facilitators and from table 4, one can notice that female teachers are not participating adequately in the practice of extracurricular activities especially as club coordinator or facilitator in BPSS. Thus, the school administration (by discussing with teachers) should facilitate conditions (consider the regular teaching load) and encourage them to participate in extracurricular activities as coordinators or facilitators.

Concerning giving administration role for female teachers in schools, Ministry of Women Affair (2006) stated that giving especial priority for females in general and for those who are powerful to take position of administration in particular is important. Similarly, one can realize that encouraging female teachers to participate in extracurricular activities as coordinator can initiate particularly female students to participate actively in different

activities because female teachers become more close to students when they are club coordinators than school administrators.

Regarding grade level of the respondent students, 152 (78.8%) of them are grade 10 and 41 (21.2%) of them are grade 12. With reference to educational qualification of teacher respondents, 13 (65%) of them (including VP) were degree holders but 7 (35%) of them were diploma holders.

In relation to teachers' educational qualification, it is stated that since secondary school students are matured enough in their age and thought compared to students in primary school, teachers who treat these students should be trained in degree level (ገ/ማ, 1999). However, it is possible to imply from the description that educational qualification of teachers in the school is not maintained inline with the guideline. Therefore, government (the local educational bureau) needs to maintain the capacity of teachers who teach in the school and whose qualification is under the standard according to the requirement stated above through in-service training.

Concerning teaching experiences, 14 (70%) of teachers (including VP) have been teaching in the school 2-7 years. 4 (20%) of teachers have been teaching for 8-13 years and 2 (10%) of them have been teaching for 14-19 years in BPSS. On the other hand, 3 (1.6%) of the students and 157 (81.3%) of them have stayed in the school for 1 and 2-3 years and 33 (17.1%) of them have stayed for 4 years in the concerned school.

Generally, this can indicate that most of the respondents are well informed and can recognize experiences of the school concerning extracurricular activities because of their longer existence in the school. Therefore, it is believed that information gathered from the respondents probably holds high level of credibility.

4.2. Availability and Adequacy of Extracurricular Activities and Students' Satisfaction in it

Table-5. Available Extracurricular Activities and Member Students

N ^o	Name of Clubs	Club Member students					
		Male		Female		Total	
		N ^o	%	N ^o	%	N ^o	%
1	English Club	180	78.3	50	21.7	230	100
2	Amharic Club	30	60	20	40	50	100
3	“Hog-Baru Afan Oromo”- Oromo language literature Club	150	60	100	40	250	100
4	Mathematics club	460	50	460	50	920	100
5	Physics Club	120	54.5	100	45.5	220	100
6	Chemistry Club	230	50	230	50	460	100
7	Biology Club	270	54	230	46	500	100
8	History Club	80	80	20	20	100	100
9	Geography and environmental Protection Club	100	55.6	80	44.4	180	100
10	Civics and ethics Club	100	50	100	50	200	100
11	Anti-HIV/AIDS Club	180	52.9	160	47.1	340	100
12	Red-Cross Club	94	58	68	42	162	100
13	Library Science Club	165	78.6	45	21.4	210	100
14	Information Technology Club	72	60	48	40	120	100
15	Physical education Club	185	75.2	61	24.8	246	100
16	Economics Club	20	40	30	60	50	100
17	Females' Club	0	0	305	100	305	100

Source: - Record of Extracurricular Activities Available in BPSS in Academic Year 2008/09.

As table-5 shows, there are 17 clubs having members counted in hundreds with the exception of Amharic club and economics club each of which holds only 50 member students.

Besides, from the table, one can clearly understand that although there are clubs in the school, non-academic clubs are small in number: that are only six. This implies that while organizing clubs, teachers and the school principals considered and gave emphasis for students who are interested in academic subjects.

However, it is expected that all students to get chance to develop their various skills through participation in extracurricular activities in which they are fascinated. Supporting this, BERs (1999) disclosed that the total program of extracurricular activities in school should be comprehensive and well-balanced, providing many and varied opportunities for all students.

Thus, the school administration, teachers, students and all stakeholders should consider all students while organizing clubs so that the students' social, intellectual, emotional and physical development could be enhanced.

Besides, as it is clearly indicated in the table, there is large number of member students in mathematics club with equal number of male and female students. This shows the presence of equal encouragement and acceptance for both sex by coordinators and facilitators of the club. Therefore, other clubs better to follow the experience of Mathematics club to encourage participation of female students.

The other exceptional club is females' club that holds 305 female students, which means (100%) of member students. It is clearly observed that no male students are registered as member of the club. Of course, even the name given to the club makes male students not to be registered as club members. However, all students regardless of their sex need to be given opportunity to participate in the club since the purpose of all clubs is to direct students towards development in all aspects though priority needs to be given for female students. As one way to encourage male students to join the club, renaming its name as Gender club would be essential.

Moreover, compared to other clubs, in English and library science clubs there are small number of female students that is, 21.7% and 21.4% of member students respectively. Thus, club coordinators and facilitators need to clarify students on how participation in these clubs helps them in their academic performance not only in one subject but also in other subjects.

Table-6. Adequacy of Extracurricular Activities

Item	Alternatives	Respondents			
		Students		Teachers (including VP)	
		N ^o	%	N ^o	%
Are the extracurricular activities available in your school adequate?	A. Yes it is Adequate	75	38.9	7	35
	B. No it is not Adequate	118	61.1	13	65
	Total	193	100	20	100

As it is indicated in table 6, 7 (35%) of teachers and 75 (38.9%) of students responded that the varieties of extracurricular activities available in the school are adequate whereas, 13 (65%) of teachers (including VP) and 118 (61.1%) of students reported that they are not adequate.

The respondent supported their idea by saying that both the number of the clubs and their actual practices are not adequate: it is not practiced strictly as to result in all-rounded development on the students. In addition, they argued that most of the clubs available in the school are academic related ones.

From this, one can see that the verities of extracurricular activities in general and non-academic activities in particular available in BPSS lack to fit the students various needs. Even, there is weakness like hesitation to start the activity early and absence of communication of club objectives for the students that leads them not to participate in and satisfy their interest to wards development. This may be caused by how extracurricular activities are organized which is made on the school teachers' and principals' inclination and due to minimum role of students generally in the practice of these activities.

As Aggarwal (1982) cited in Ayele (2007), variety of extracurricular activities are required to produce variety of pupils with variety of skills, attitudes and knowledge. To wards attaining these, the students and the school community need to organize extracurricular activities in which they are interested. Concerning this, BERs (1999) pointed that students and schools have the right to suggest and organize any extracurricular activities for which there are sufficient interest and support.

Table-7. Students' Satisfaction in Extracurricular Activities

Item N ^o	Items	Alternatives	Respondent Students	
			N ^o	%
5.	Do you think that the practice of extracurricular activities being offered in your school satisfies your interest?	A. Yes	43	22.3
		B. No	150	77.7
		Total	193	100

As it is shown in table 7, 43 (22.3%) of the respondent students replied that the practice of extracurricular activities satisfies their interest. Whereas, 150 (77.7%) of them responded that their interest is not satisfied by the practice of extracurricular activities.

Respondents suggested (item 6,) that increasing varieties of extracurricular activities, raising teachers' commitment and punctuality, periodical control and follow-up, providing students leadership role, allowing participation of misbehaving and academically weak students, adequacy of materials, practicality of what students learned than repeating it, increasing

teachers', students' and parents' understanding on the objectives of extracurricular activities and clarity of the role of these responsible bodies could increase the students' participation and satisfaction in club practices.

Moreover, the respondents indicated (open-ended items, interview and FGD) that the school administration should consider extracurricular activities as one way through which educational goals could be addressed. If so, it could provide additional teachers, materials required, financial and ideological supports for practicality of extracurricular activities, as they said. Teachers indicated (FGD) that for better practice of extracurricular activities in BPSS, the school community, administration and parents should work hand in hand.

Furthermore, students indicated (item 22) that defining role of students, strong follow-up for extracurricular activities by the school VP, integrated mobility of teachers with in department and across departments with member students and provision of equal chance for any interested students to participate could lead extracurricular activities to be practiced better.

From what the respondents indicated as options to satisfy their interest, it is possible to understand the limitations (problems) in the practice of extracurricular activities in the school. Consequently, one can imply that these confluence factors hindering the practice of extracurricular activities to be resolved all stakeholders have responsibility.

Conclusively, one can understand that interest of most respondents is not satisfied in extracurricular activities in BPSS. The emphasis of the activities on the repetition of lessons learned in the classroom, domination of teachers in leading and practicing the activities and designed criteria to select students as club member; good academic standing and good discipline, lack of periodical control and follow-up, unclearness of intentions of extracurricular activities are cases of the students' dissatisfaction in the activities. Rather, since slow learners may find success in extracurricular activities through meaningful repetition of activities that they cannot achieve in the classroom, setting criteria that rejects such students is unnecessary and is locking their chance of learning (Callahan, 1966).

Of course, repetition of classroom learned issues could be one of merits of extracurricular activities but should not be considered as if it is the primary one. In principle, extracurricular activities are organized and practiced by interested students as to satisfy their interest. In

addition, it is not necessary to set criteria for the students to participate in extracurricular activities; it should be open for all interested students.

Concerning this, Rivlin (1961) recommended that extracurricular activities should offer the most complete illustration of equality of opportunity in the school; No need of setting entrance requirements. Moreover, Miller et al. (1956) as cited in Van Til et al. (1961), participation in extracurricular activities provides students with opportunities to satisfy their gregarious urge.

Finally, permission to take part in extracurricular activities should not be employed as a reward or punishment and teachers and the school administration are required to carry out their role in line with satisfying the students' needs.

4.3. Participation in Extracurricular Activities

Table-8. Students' Participation in Extracurricular Activities

Item N ^o	Item	Alternatives	Respondent Students	
			N ^o	%
7.	Had you been participating in the practice of extracurricular activities in your primary school?	A. Yes	159	82.4
		B. No	34	17.6
		Total	193	100
9.	Are you participating in extracurricular activities currently in your school?	A. Yes	173	89.6
		B. No	20	10.4
		Total	193	100
12.	On what base have you joined extracurricular activities in which you are participating?	A. on voluntary base	153	88.4
		B. on the school request	20	11.6
		Total	173	100
13.	How do you evaluate your participation in extracurricular activities?	A. Active participant	73	42.2
		B. passive participant	100	57.8
		Total	173	100
14.	While You are participating in the practice of extracurricular activities, what is your position?	A. Leader	9	5.2
		B. Secretary	10	5.8
		C. Only Member	154	89
		Total	173	100

As it is clearly indicated in table 8 (item 7), 159 (82.4%) of students had experience in the practice of extracurricular activities in their primary schools; whereas, 34 (17.6%) of them did not participate in any of such activities in their previous educational level.

The students signified (item 8) that lack of understanding on the objectives and benefits of extracurricular activities, long distance linking home and school, emphasis on collection of membership due, lack of school principals' initiation and inadequate variety of extracurricular activities were some of the reasons hindering students' participation in extracurricular activities in their primary schools.

From what has been said it is possible to imply that most of the students had opportunity to know what is expected from them as club member, what benefits could be obtained from participation in extracurricular activities if they were really playing their role in the practice. If so, it was little effort that was required from teachers of BPSS to guide extracurricular activities because they could delegate much of the roles they are playing to the students; so, the students could get chance to develop spirit of responsibility and self-direction. Thus, it is possible to guess that students had not clear understanding on how to conduct extracurricular activities while they were in primary school level. If not so, students could strive to exercise their trained of primary schools and there could be chance for them to play dominant role in the practice of extracurricular activities in BPSS.

As it is clearly indicated in table 8 (item 9), 173 (89.6%) of the respondent students are participating in extracurricular activities available in BPSS. Whereas, 20 (10.4%) of them are not participating in the activities. As they exposed (item 11), insignificance of club activities, principals' lack of attention and initiation to these activities and inconvenience of schedule designed for the practices are some of the reasons hindering their participation.

From the above description, it is possible to understand that there were some common problems (particularly, lack of students' understanding on the purpose of extracurricular activities, lack of attention and initiation to the activities from the school administration) that hinder the practice of extracurricular activities in BPSS and in the surrounding primary schools.

Moreover, it is possible to understand that some students, who were non-participant in extracurricular activities while they were in primary schools, have started to participate in the activity in BPSS. This is because the data shows that 17.6% of the respondents were not participating while they were in primary schools but only 10.4% of them were non-participant while they were in BPSS. Of course, this can be attributed to the learning of non-participant

students from the participants while they were in primary schools, decrement of factors hindering the students' participation while they were in primary schools compared to BPSS and the increase of maturity level of students as they proceed to BPSS.

As it is observed in table 8 (item 12), 153 (88.4%) of students have joined clubs on their voluntary basis. On the other hand, 20 (11.6%) of the participants have joined clubs based on the school requests.

From this, one can realize that some students participate in the practice of extracurricular activities in a restricted condition. This is to mean that some times students are limited in their choice of clubs to take part in; however, the students' interest and inclination is the issue needs to be emphasized as far as extracurricular activities are concerned.

From table 8 (item 13), individuals can see that 73 (42.2%) of participant students are active in their participation in extracurricular activities. However, 100 (57.8%) of the respondent students indicated that they are passive attendant of what is going on by the name of their club.

From the above description, it is possible to extract that though most 153 (88.4%) of the students participated in extracurricular activities on voluntary basis, majority of them are passive attendant of what is practiced by club coordinators and facilitators. Additionally, one can say that beyond the interest of the students other factors have potential to discourage their active participation. In other saying, though the students joined clubs by their own interest, what is going on in club activities can lead them to be passive in the practice. Thus, more emphasis is required from all concerned bodies to enhance participation level of students in extracurricular activities in line with controlling hindering factors to extracurricular activities.

As it is indicted in table 8 (item 14), 9 (5.2%) and 10 (5.8%) of the respondent students are assigned on leadership position as leader and secretary respectively in the practice of extracurricular activities and 154 (89%) of them are on a position of only member. From this description, one can realize that most of club member students are not given leadership position. However, as to Rivlin (1961), involving most of member students in executive committee of extracurricular activities is important to encourage the students' participation.

Of course, it is possible to say that the position given to the students in the practice of extracurricular activities can help them to exercise managerial responsibility. Supporting this, Mesayneh (2008) said that students should take on leadership role on how a program should be conducted. However, students reflected (FGD) that leadership position given to them was not practical and they were not exercising the skill. In addition, teachers (interview) indicated that there is problem of delegation of leadership role from teachers to the students.

From the above discussion, it is possible to say that even teachers are not clear on their and students' role in the practice of extracurricular activities. This, in turn may be resulted from the absence of guideline and any training concerning extracurricular activities. Therefore, the school administration should provide materials required for the practice to the club coordinator teachers and conduct discussion on how to process club activities.

Table-9. Participation of Teachers (including VP) in Extracurricular Activities

Item N ^o	Item	Alternatives	Respondent Teachers (including VP)	
			N ^o	%
6.	Have you been participating in the practice of extracurricular activities in this school as coordinator?	A. Yes, at least once	16	80
		B. No, at all	4	20
		Total	20	100
8.	If your answer for question number 6 is "A," is your role in the practice of extracurricular activities considered while the school administration assigns regular teaching load?	A. Yes	6	37.5
		B. No	10	62.5
		Total	16	100

From table 9 (item 6), one can clearly distinguish that 16 (80%) of the respondent teachers (including VP) have served as coordinator in the practice of extracurricular activities at least once in BPSS. This shows that most of the respondent teachers have tested the overall condition of extracurricular activities being coordinator. Thus, it is possible for them to recognize and identify good starting and problems existing in the practice of extracurricular activities in the target school.

As teachers indicated (item 7), club coordinator teachers play role of registering member students and teachers, designing club regulation and plan, preparing topics/questions for students' lesson and following its implementation, guiding and managing students, preparing

quarterly and annual reports, giving additional support for the students, setting leadership committee and arranging program to teach member students.

From the above description, it can be understood that teachers are playing roles suppose to be delegated for club member students. As a result, in the existing condition students are forced to follow what teachers are doing which in turn leads them to develop behavior of passiveness and not to develop important skills through exercise in the practice of extracurricular activities.

Club coordinator teachers pointed (item 10) that since time given for club activities was very short and in convenient, some teachers sometimes used time allotted for regular instructional process. In this case, the regular lessons to be offered for the students were not completed on time. As they reflected, to resolve this problem, sometimes club activities were scheduled on Saturday and Sunday, which in turn increased absence of member students from attending practices of extracurricular activities. Concerning this, Miller et al. (1959) as cited in Mulu Emebet (1999) stated that activities should be scheduled on school day but not on regular class time.

Besides, they indicated that some member students faced problem of differentiating club activity from the regular classroom lesson activities so that they failed to do assignments and other activities on time and this in turn hindered pace of instructional process. However, teachers mentioned that there were no measures taken to solve the problem.

From this, one can see that the presence of extreme similarity between lessons given in the classroom and in the name of club may have its own contribution for the problem. Thus, at least club activities should be different in that it centers on the practice of what is learned in the classroom.

On the other hand, 4 (20%) of the respondents indicated that they did not play role of coordinating extracurricular activities at all. As they forwarded (item 9), the reasons are failure of school administration to consider the roles (due to scarcity of teachers in each department), obligating teachers to do extracurricular activities, teachers' reluctance not to do what is expected from them and assigning teachers who have been teaching for longer years as club coordinator frequently (prohibiting chance for newly employed teachers).

As it is observed in table 9 (item 8), 6 (37.5%) of teachers having experience of coordinating extracurricular activities have responded that their role of coordinating extracurricular activities is considered while the school administration assigned regular teaching load. Whereas, 10 (62.5%) of them (including VP) reflect that their role is not considered. As club coordinator teachers disclosed (interview), the school administration considered the role if the teachers had additional duties such as unit leader and department head: they are assigned to teach only 15 to 20 credits.

In relation to this, it is clearly cited that the school is responsible to consider the role of coordinator teachers in the practice of extracurricular activities (አጠቃላይ፣ 1989). Of course, since the problem is resulted from shortage of teachers in the school, additional teachers shall be assigned by the local educational bureau to alleviate the problem.

4.4. Organization and Administration of Extracurricular Activities

Table-10. Reasons for Organization of Extracurricular Activities.

Item No	Item	Alternatives	Respondent Teachers (including VP)	
			No	%
12.	Extracurricular activities are organized in your school because of the demands of:-	A. Students	0	0
		B. The school principals	2	10
		C. Teachers	1	5
		D. Teachers and school principals.	17	85
		E. Any other	0	0
		Total	20	100

As it is indicated in table 10, 2 (10%) and 1 (5%) of respondent teachers answer that extracurricular activities were organized in BPSS because of the demand of school Principals and teachers respectively. Also, 17 (85%) of the respondents (including VP) reflected that it was organized due to joint demand of teachers and school principals.

From this, it is possible to understand that no or little attention is given to the students' demand in organization process of extracurricular activities in BPSS because no one replied that the students' demand was taken in to consideration. Moreover, students indicated (item 16) that kinds of extracurricular activities to be organized were determined by the school

principals and teachers. Thus, no opportunity is given to students to organize the kind of extracurricular activities in which they are interested.

In this manner, it is possible to say that probably only students who joined by chance club in which they were interested could have active participation but others become passive attendants. Thus, it is impossible to get full attention of students towards extracurricular activities. In turn, the students' social, intellectual, emotional and physical development that they are expected to acquire from their active participation can be hindered.

Moreover, respondent teachers reacted (item 13) that the idea of club organization in BPSS primarily came from the school principal and VP due to orientation given to them from the local educational bureau. As they indicated, the school VP first assigns club coordinator teachers to register club member teachers and students. Subsequently, teachers decide on the number of member students to be registered based on their capability and divide number of students for all sections in all grade levels as they said. They added that teachers register club member students followed by nomination of club committee and they make decision on time of meeting. Finally, teachers adjust program for extracurricular activities according to their convenience as they verify.

According to them (item 11), though interested students are initiated to be member of club(s), mostly, chance is given for students who have good academic performance and good discipline.

This implies that there is unfairness in the process of member selection. Of course, extracurricular activities need to involve students who are interested regardless of their academic and personal backgrounds. Supporting this, Callahan (1966) confirmed that ranges of extracurricular activities should be organized to meet the varying interest of the students to enable all of them to participate according to their interest. In addition, Mesayneh (2008) indicated that students should be leadership committee to decide on organization and administration of extracurricular activities. Moreover, O'Brien and Rollefson (1995) stated that participation of students from all backgrounds in extracurricular activities becomes an important equity issue.

Table-11. Administration of Extracurricular Activities

Item N ^o	Item	Alternatives	Respondent Teachers (including VP)	
			N ^o	%
14.	Who is in-charge of administrating extracurricular activities in your school?	A. Students	0	0
		B. Teachers	4	20
		C. The school VP	7	35
		D. Teacher and school VP	9	45
		E. Any other	0	0
		Total	20	100

As it is clearly observed in table 11, 4 (20%) of the respondents (including VP) indicated that teachers are administrators of the practice of extracurricular activities in BPSS. Besides, 7 (35%) and 9 (45%) of the respondent teachers reflected that the school VP and teachers with VP are in-charge of administrating extracurricular activities in BPSS respectively.

Supporting this, most of the respondent students (item 19) disclosed that teachers, the school principal and VP have the power to administrate the practice of extracurricular activities.

This shows that students are not role players in this regard. However, in principle, extracurricular activities to be effective and successful all concerned bodies, especially students are responsible to take part in every decision of extracurricular activities. Pertaining to this, Miller et al. (1959) as cited in Mulu Emebet (1999) revealed that teachers should remember that they are primarily advisors and counselors not dominator and students are the main actors in the practice of extracurricular activities.

4.5. Financial Sources for Extracurricular Activities

Table-12. Financial Sources for Extracurricular Activities

Item N ^o	Item	Alternatives	Respondent Teachers (including VP)	
			N ^o	%
15.	The financial source for the practice of extracurricular activities secured in this school by:-	A. Membership due	15	75
		B. Support of School administration	1	5
		C. Combination of the two	4	20
		D. No financial source	0	0
		E. Any other	0	0
		Total	20	100

As it is evident from table 12, 15 (75%) of teachers (including VP) indicated that financial source for the activities is membership due. On the other hand, 1 (5%) and 4 (20%) of the

respondents reacted that the sources of finance for extracurricular activities are support of the school administration and combination of membership due and school administration respectively. No one respondent selected the alternative “no financial source.”

Moreover, it is indicated (FGD) that though the school administration direct club coordinators to propose club activities with the required financial budget, it is not practical. With reference to this issue, Miller et al. (1959) and Elikor (1968) as cited in Mulu Emebet (1999) deduce that it is better if the school administration finds ways and means of financing extracurricular activities in the school.

From the description, what can be understood is financial source of extracurricular activities in BPSS is mainly membership due. Thus, the number of students registered in clubs is financially deciding factor to mobilize club activities. This may be why some clubs register students to the extent that facilitators cannot follow them whether they are participating or not. Moreover, students reflected (FGD) that members who do not pay club fee would be concealed from member position. Generally, though there is lack of support for club activities from other sources, students' membership due should not be taken as primary criteria for the students to participate in extracurricular activities. This does not mean that students are not responsible to take part in supporting their club financially.

4.6. The Contribution of Extracurricular Activities

Table-13. Contribution of Extracurricular Activities to the Students' Learning Behavior

Item n ^o	Items	Respondents															
		Students								Teachers (including VP)							
		L		UD		H		Total		L		UD		H		Total	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	Reconsideration of classroom learning.	32	16.6	10	5.2	151	78.2	193	100	4	20	2	10	14	70	20	100
2	Reduces incidents to develop misbehavior.	146	75.6	11	5.7	36	18.7	193	100	11	55	4	20	5	25	20	100
3	Develops self-direction	150	77.7	14	7.3	29	15	193	100	13	65	3	15	4	20	20	100
4	Reduces absence from the classroom learning	133	68.9	15	7.8	45	23.3	193	100	10	50	5	25	5	25	20	100
5	Develops familiarity between teacher and students	158	81.9	10	5.2	25	13	193	100	13	65	1	5	6	30	20	100
6	Increases attention to the classroom learning activities.	20	10.4	9	4.7	164	85	193	100	5	25	2	10	13	65	20	100
7	Develops self-confidence	167	86.5	6	3.1	20	10.4	193	100	16	80	1	5	3	15	20	100
8	enhances deep understanding of classroom learning	30	15.5	13	6.7	150	77.7	193	100	3	15	4	20	13	65	20	100
9	Reduces fear of making mistake in the classroom	155	80.3	10	5.2	28	14.5	193	100	16	80	0	0	4	20	20	100
10	Promotes respectful communication among students	155	80.3	15	7.8	23	11.9	193	100	13	65	2	10	5	25	20	100
11	Directs students to take responsibility for their learning.	153	79.3	15	7.8	25	13	193	100	11	55	4	20	5	25	20	100
12	Builds motivation to the classroom instruction.	25	12.9	15	7.8	153	79.3	193	100	7	35	2	10	11	55	20	100
13	Helps to respect the idea of each other in the classroom.	143	74.1	20	10.4	30	15.5	193	100	11	55	3	15	6	30	20	100
14	Builds love to the classroom learning.	149	77.2	15	7.8	29	15	193	100	10	50	4	20	6	30	20	100
15	Develops leadership skill in the classroom learning.	173	89.6	16	8.3	4	2.1	193	100	15	75	0	0	5	25	20	100
16	Encourages exchange of experiences.	-	-	-	-	-	-	-	-	13	65	1	5	6	30	20	100
17	encourages the practice of classroom learning	148	76.7	15	7.8	30	5.5	93	100	-	-	-	-	-	-	-	100
18	Promotes respectful relationship between teachers and students	155	80.3	15	7.8	23	11.9	193	100	-	-	-	-	-	-	-	100
	Mean	123.1	63.8	13.2	6.8	56.8	29.4	193	100	10.7	53.4	2.4	1.9	6.9	34.7	20	100

Key→ L=Low; UD=Undecided; H=High

As it is indicated in table 13 (item 1), most of the respondents which means, 151 (78.2%) of the students and 14 (70%) of teachers (including VP) reflected that extracurricular activities

available in BPSS have high contribution for the students to reconsider classroom learning. Whereas, least of them, 32 (16.6%) of students and 4 (20%) of teachers showed that the contribution of the activities is low in reconsideration of classroom learning. Concerning item 6, as far as the development of students' attention to the classroom instruction is concerned, 164 (85%) of students and 13 (65%) of teachers indicated that extracurricular activities have high contribution. Whereas, 20 (10.4%) of students and 5 (25%) of teachers (including VP) showed that it is low.

In relation to item 8, 150 (77.7%) of students and 13 (65%) of teachers (including VP) indicated that the contribution of extracurricular activities is high in enhancing deep understanding of classroom learning on the students' part. On the other hand, 30 (15.5%) of students and 3 (15%) of teachers indicated that the contribution of the activities to the underlined issues is low. Concerning item 12, in increasing the students' motivation to the classroom instruction, 153 (79.3%) of the students and 11 (55%) of teachers reflected that the contribution of extracurricular activities is high. On the contrary, 25 (12.9%) of the students and 7 (35%) of teachers (including VP) indicated that the contribution is low.

Concerning item 2, reduction of incidents in which students develop misbehavior, most of the respondents that is 146 (75.6%) of students and 11 (55%) of teachers (including VP) indicated that the contribution of extracurricular activities is low. On the other hand, 36 (18.7%) of the students and 5 (25%) of teachers said it is high.

With reference to item 3, in developing sense of the students' self-direction, most of the respondents, 150 (77.7%) of students and 13 (65%) of teachers (including VP) showed that the contribution of extracurricular activities is low. However, 29 (15%) of the students and 4 (20%) of teachers revealed that the contribution is high. On related issues, item 7, regarding the contribution of extracurricular activities to develop the students self-confidence, 167 (86.5) of students and 16 (80%) of teachers (including VP) indicated that it is low; on the contrary, 20 (10.4%) of students and 3 (15%) of teachers showed that the contribution is high. Concerning item 9, 155 (80.3%) of students and 18 (80%) of teachers (including VP) indicated that the contribution of extracurricular activities in reducing fear of students in making mistakes in the classroom instruction is low. On the contrary, 28 (14.5) of students and 4 (20%) of teachers showed that the contribution of extracurricular activities is high.

From this, it is possible to say that the contribution of the practice of extracurricular activities in BPSS is not satisfactory in relation to developing the underlined issues. However, according to Hollrah (2001), active participation in extracurricular activities has potential to enhance sense of self-respect, self-esteem and self-confidence.

Concerning item 4, in reducing absence of students from the classroom learning, 133 (68.9%) of students and 10 (50%) of teachers (including VP) indicated that the contribution of extracurricular activities is low in BPSS. Whereas, 45 (23%) of students and 5 (25%) of teachers indicated that the contribution of extracurricular activities is high. On related issues, item 14, 149 (77.2%) of students and 10 (50%) of teachers (including VP) showed that extracurricular activities have low contribution in building love to the classroom learning on the part of students. On the other hand, 29 (15%) of students and 6 (30%) of teachers indicated that the contribution of extracurricular activities to develop love to the classroom learning is high.

Though the majority of the respondents for both items (4 and 14) indicated the contribution is low, Miller et al. (1959) as cited in Ayele (2007) stated that participation in extracurricular activities increases the students' interest to be in school and it motivates them not to miss classroom instruction.

Pertaining to item 5, in enhancing familiarity between teachers and students, 158 (81.9%) of students and 13 (65%) of teachers (including VP) have indicated that the contribution of extracurricular activities is low. Whereas, 25 (13%) of students and 6 (30%) of teachers indicated that its contribution is high.

Concerning item 10, 155 (80.3%) of students and 13 (65%) of teachers (including VP) indicated that the contribution of extracurricular activities in enhancing respectful communication among students is low. However, 23 (11.9%) of students and 5 (25%) of teachers showed that the contribution is high. Concerning item 13, to enhance the students' respect of others' idea, extracurricular activities contributed low according to 143 (74.1%) of students and 11 (55%) of teachers. On the other hand, 30 (15.5%) of students and 6 (30%) of teachers showed that its contribution is high. Regarding item 13, the position of VP is undecided. Moreover, for item 18, 155 (80.3) of students showed that the contribution of extracurricular activities to promote respectful relationship between teachers and students is

low; whereas, 23 (11.9%) of them indicated that it has high contribution. As it is clearly observed, all these items are related to socialization of students among themselves and with teachers. From the idea of the majority of the respondents, it can be clearly understood that data found in relation to these items support each other, which indicates the contribution of extracurricular activities is low.

In relation to item 11, 153 (79.3%) of students and 11 (55%) of teachers (including VP) indicated that the contribution of extracurricular activities in developing the students' sense of responsibility is low. Whereas, 25 (13%) of students and 5 (25%) of teachers showed that extracurricular activities contributed high in developing the students' sense of responsibility. Concerning item 15, the contribution of extracurricular activities to develop leadership skill on the students' P the classroom instruction is low as 173 (89.6%) of students and 15 (75%) of teachers (including VP) indicated. On the contrary, 4 (2.1%) of the students and 5 (25%) of teachers pointed that its contribution is high in developing leadership skill on the students' part. According to the school VP (interview), teachers are the main actors in extracurricular activities in BPSS additional to their responsibility in the regular instructional activities.

From this description, one can say that if students were given leadership position and if they were encouraged to exercise it, taking responsibility in any case would be the trained of the students. However, since students were not given the chance to practice leadership in the activities and they are required only to contribute membership due and to attend lessons prepared in clubs. Thus, they missed chance to exercise these important skills and lack to develop them.

With reference to item 16, 13 (65%) of teachers (including VP) indicated that extracurricular activities enhanced the exchange of experiences among students and between teachers and students highly. However, 6 (30%) of them showed that the contribution is low concerning the under lined issue.

Regarding item 17, in encouraging the practice of classroom learning, extracurricular activities has low contribution according to 148 (76.7%) of students; whereas, 30 (15.5%) of them showed that it has high contribution.

As it is observed in table 13, averagely 123.1 (63.8%), 13.2 (6.8%) and 56.8 (29.4%) of respondent students reply that the contribution of extracurricular activities in the concerned

school to develop the students learning behavior in the classroom is low, undecided and high respectively. On the other hand, 10.7 (53.4%), 2.4 (11.9%) and 6.9 (34.7%) of the respondent teachers respond that the contribution of the practice of extracurricular activities in the concerned school to develop the students learning behavior in the classroom is low, undecided and high respectively.

Generally, from the above descriptions, one can see that in both cases the majority of the respondents reflected that the contribution of extracurricular activities to the students learning behavior in the classroom is low. Particularly, in case of promoting good relationship between teacher and students, developing leadership skill, building love towards the school, promoting respectful communication among students, directing students to take responsibility for their learning, reducing fear of making mistakes, developing self-confidence, in shaping students misbehavior the respondents agree that the contribution of extracurricular activities is very low. However, as Karlin and Berger (1971) cited in Mesayneh (2008), extracurricular activities provide opportunity for teachers and students to work together in friendly relationship. This fosters them to work more effectively in the classroom instruction. Moreover, extracurricular activities cause participant students to stay in school and to attend classroom instructions regularly (Ayele, 2007).

This does not mean that the practice has no contribution to the students leaning behavior in the classroom. For instance, the practice contributed in case of reconsidering classroom lessons, increasing attention of students, deep understanding of classroom learning, and motivating students for the classroom.

Respondents indicated (open-ended items, interview and FGD) that extracurricular activities supported students to have deep understanding of classroom learning since it led them to dig out unclear points learned in the classroom. They added that it helped students to show behavior of activeness in the classroom situation because they learn facts that appear in classroom learning. As they attach, though it is little some clubs initiate students to put what they learned in the classroom on to the ground.

Furthermore, teachers stated (interview) that the practice of extracurricular activities was helping students, especially active participants, in clarifying concepts that was not understood during plasma instruction. As they explained, for instance, the time left for discussion after

plasma instruction is too short to understand on what points that the students faced difficulty of understanding; this problem is resolved during extracurricular activities. Supporting this, Jackson (1996) has indicated that extracurricular activities enrich classroom instruction by adding activities for which the regular session does not seem to find enough time.

Besides, as the school VP and teachers explained in interview and FGD respectively, certain clubs such as Afan Oromo literature club, English club, Biology club, Geography and environmental protection club were exerting important and inevitable effort to help students to be strong in their classroom learning and to practice what they learn in classroom. Therefore, other clubs need to follow the experience of these clubs to increase contribution of extracurricular activities for students in BPSS to bring overall development on the students' part.

4.7. Factors Affecting the Practice of Extracurricular Activities

Table-14. Factors Affecting the Practice of Extracurricular Activities

N ^o	Items	Respondents															
		Students								Teachers (including VP)							
		D		UD		A		Total		D		UD		A		Total	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	Inconvenient schedule of extracurricular activities.	90	46.6	11	5.7	92	47.7	193	100	8	40	1	5	11	55	20	100
2	Absence of teachers' interest	78	40.4	14	7.3	101	52.3	193	100	8	40	2	10	10	50	20	100
3	Parents failure to play their role	33	17.7	20	10.4	140	72.5	193	100	1	5	1	5	18	90	20	100
4	Unclear objectives of extracurricular activities	31	16.1	12	6.2	150	77.7	193	100	5	25	2	10	13	65	20	100
5	Failure of the school administration to initiation student	21	10.9	14	7.3	158	81.9	193	100	5	25	2	10	13	65	20	100
6	Lack of students' self-confidence	70	36.3	25	13	98	50.8	193	100	6	30	4	20	10	50	20	100
7	lack of Students' understanding on the benefits of extracurricular activities	14	7.3	10	5.2	169	87.6	193	100	2	10	1	5	17	85	20	100
8	Inadequacy of extracurricular activities	61	31.6	10	5.2	122	63.2	193	100	8	40	0	0	12	60	20	100
9	Absence of teachers' commitment	36	18.7	18	9.3	139	72	193	100	8	40	3	15	9	55	20	100
10	Absence of material support from the school administration	42	21.8	15	7.8	136	70.5	193	100	3	15	3	15	14	70	20	100
11	Absence of financial support from the school administration	29	15	31	16.1	133	68.9	193	100	2	10	2	10	16	80	20	100
12	Unavailability of guideline	8	4.1	21	10.9	164	85	193	100	6	30	4	20	10	50	20	100
13	Lack of announcement about the available extracurricular activities.	44	22.8	9	4.7	140	72.5	193	100	6	30	1	5	13	65	20	100
14	Absence of periodical evaluation	10	5.2	16	8.3	167	86.5	193	100	4	20	0	0	16	80	20	100
15	Unwillingness of students to participate in extracurricular activities	136	70.5	18	9.3	39	20.2	193	100	-	-	-	-	-	-	-	-
16	Insignificant attention of the school administration	30	15.5	21	10.9	142	73.6	193	100	-	-	-	-	-	-	-	-
17	Miss-perception of the school community to extracurricular activities	125	64.8	12	6.2	56	29	193	100	-	-	-	-	-	-	-	-
	Mean	50.5	26.2	16.3	8.4	126	65.4	193	100	5.1	25.7	1.9	9.5	13	65	20	100

Key→ **D**=Disagree; **UD**=Undecided; **A**=Agree

As it is observed in table 14, item 1, 92 (47.7%) of the students and 11 (55%) of teachers indicated their agreement on the schedule of extracurricular activities as it is inconvenient; whereas, 90 (46%) of the students and 8 (40%) of teachers disagreed with the above idea. Regarding this item, the position of VP is undecided.

In case of item 2, as 78 (40.4%) of students and 8 (40%) of teachers indicated, absence of teachers' interest to wards the practice of extracurricular activities is not hindering factor. On

the other hand, 101 (52.3%) of students and 10 (50%) of teachers (including VP) showed that teachers are not interested towards extracurricular activities to advise students. Regarding item 9, 139 (72%) of students and 9 (45%) of teachers (including VP) indicated that they agreed on that absence of teachers commitment is one factor that hinders the practice of extracurricular activities; on the other hand, 36 (18.7%) of students and 8 (40%) of teachers showed their disagreement on the above idea.

Concerning item 3, 140 (72.5%) of students and 18 (90%) of teachers (including VP) agreed with that parents' failure to play role in extracurricular activities affected its practice; whereas, 33 (17.7%) of students and 1 (5%) of teachers indicated the opposite.

In connection to Parents' participation, the school VP and teachers (interview) indicated that there was no room for the students' parents to play role in facilitating extracurricular activities as well the regular instructional process in BPSS. Moreover, they stated that this led some club member students to face problem of continuous participation in club activities. Likewise, Ayele (2007) stated that parents' consideration of extracurricular activities as unnecessary leads them to instruct their children only to concentrate on classroom instructional processes.

However, if the school administration communicated and informed parents concerning extracurricular activities, they could give permission and motivate the students to participate in it. Thus, parents to play their role and to have effective practice of club activities, this communication barrier should be discarded. Gallagher (2001) as cited in Mesayneh (2008) confirmed that effective communication between the school and parents develops further sensitivities to social needs and problems. This in turn leads the school to get better public support and functional ideas that will help teacher and student in educational process. Indicating the responsibility of parents, Lowe (2005) states "once a student becomes involved in extracurricular activities; parents should fully support them by showing interests, asking if they are enjoying the activity and what they are learning."

With reference to item 4, 150 (77.7%) of students and 13 (65%) of teachers (including VP) agreed on that unclearness of objectives of extracurricular activities for the students is one of the factors that hinders the practice; however, 31 (16.1%) of students and 5 (25%) of teachers indicated their disagreement on the above idea. Regarding objectives of extracurricular activities in BPSS, the students and the school VP indicated in item 15 and in the interview

respectively that the objective of most clubs was increasing the students' academic success in related subject areas by developing students' learning behavior in the classroom. Reduction of harassment on students (on female students), protection of environmental degradation, encouraging acceptable behavior and discouraging misbehavior were the unique objectives stated by some clubs. Students added that though the intentions were planned at the beginning of the academic year, they were not clarified for the students and they were not achieved. They attached, "even not on the way to be attained if the observed confluence problems will not be solved as soon as possible."

Generally, what one needs to bear in mind is that the practice of extracurricular activities in the school may be valuable and has its own contribution for the participant students to be at the level they are now though it is not that much beneficial. However, related to the contribution that could be resulted from the practicality of the objectives what the students benefited is little.

In relation to item 5, 158 (81.9%) of students and 13 (65%) of teachers (including VP) agreed on the failure of school administration to initiate students towards participation as hindering factor to the practice of e extracurricular activities in BPSS. On the other hand, 21 (10.9%) of students and 5 (25%) of teachers disagreed on the above description.

Pertaining to item 10, concerning absence of material support from the school administration as one factor hindering the practice of extracurricular activities, 136 (70.5%) of students and 14 (70%) of teachers (including VP) agreed but 42 (21.8%) of students and 3 (15%) of teachers disagreed. In relation to item 11, concerning absence of financial support from the school administration as one factor hindering the practice of extracurricular activities, 133 (68.9%) of students and 16 (80%) of teachers (including VP) agreed but 42 (21.8%) of students and 3 (15%) of teachers disagreed. In case of item 16, on the insignificant attention of the school administration to extracurricular activities as hindering factors to practice the activities, 142 (73.6%) of students indicated their agreement; but, 30 (15.5%) of them showed their disagreement. According to the VP response (interview), the only thing the school VP did was assigning club coordinator teachers, collecting quarterly and annual reports of different clubs and preparing report for the local educational bureau concerning this issue. As he attached, though he was responsible to follow-up the practice of each club in the school, due to the school managerial task over load he could not do this.

From the above description, though the school VP was responsible to follow the practice of each extracurricular activity, the responsibility could not be discharged as expected.

Regarding item 6, according to 98 (50.8%) of students and 10 (50%) of teachers, lack of the students' confidence is factor that hinders the practice of extracurricular activities in BPSS; whereas, 70 (36.3%) of the students and 6 (30%) of teachers (including VP) indicated the contrary of the above idea. In case of item 7, as far as lack of students' understanding towards the benefit of extracurricular activities is concerned, 169 (87.6%) of students and 17 (85%) of teachers (including VP) agreed on that it is factor hindering the practice of extracurricular activities in BPSS. In contrast, 14 (7.3%) of students and 2 (10%) of teachers indicated their disagreement on what is stated above. With reference to item 15, 136 (70.5%) of students disagreed on unwillingness of students to participate in the practice of extracurricular activities is hindering factor; on the other hand, 39 (20.2%) of them indicated their agreement on the above idea.

Concerning, item 8, as 122 (63.2%) of students and 12 (60%) of teachers (including VP) agreed, inadequacy of extracurricular activities found in BPSS is one factor that affects the practice of the activities; however, 61 (31.6%) of students and 8 (40%) of teachers indicated their disagreement with above description.

Regarding item 12, 164 (85%) of students and 10 (50%) of teachers (including VP) agreed on that unavailability of guideline for extracurricular activities is one factor that hinders the practice of extracurricular activities in BPSS; whereas, 44 (22.8%) of students and 6 (30%) of teachers disagreed on the above idea.

In case of item 13, lack of announcement concerning extracurricular activities available in the school is indicated as hindering factors of the practice of extracurricular activities by 140 (72.5%) of students and 13 (65%) of teachers (including VP); but, 44 (22.8%) of students and 6 (30%) of teachers disagreed on what is said above.

Concerning item 14, absence of periodical evaluation is one factor hindering the practice of extracurricular activities according to 167 (86.5%) of students and 16 (80%) of teachers (including VP). Whereas, 10 (5.2%) of students and 4 (20%) of teachers disagreed on that absence of periodical evaluation of extracurricular activities is hindering factor. Concerning evaluation, teachers indicated (item 16 and interview) that club coordinators, facilitators and

member teachers discuss and conduct observation once in four months to evaluate the overall practice and conditions of extracurricular activities. As to them, they employ those mechanisms based on what they planned to be achieved in the club activities. As result of the discussion and observation, they identify how many percent of the planned activities were achieved and failed and suggest measures to be taken to tackle the problem as they forwarded. In this regard, teachers reflected that some club coordinators prepared reports, which were not based on the real practice of the clubs: only to make the club impressive and to get mark. However, according to them, the outcome of the evaluation shows improvement on the practice of some clubs but no in others. Moreover, the VP mentioned (interview) that once club coordinator teachers submitted their report to the VP, no evaluation conducted on the reports.

As Callahan (1966) and አጦታው (1989) suggested, questionnaire, checklist, interview, discussion and observation can be employed to evaluate the practice of extracurricular activities to achieve improvement in the future.

As clearly cited in the above discussion, club member students are not involved in evaluation process of extracurricular activities. However, the central message of encouraging students to participate in extracurricular activities is not only to develop learning behaviors in the classroom but also to learn skills that could not be developed in the process of classroom instruction. Some of these skills are planning, evaluating and other managerial skills. Moreover, the above description indicates that the purpose of report submitted to the school VP is not more than using it to develop another report to be presented for the local educational bureau though it is important input for the school to provide feedback for the improvement of extracurricular activities practiced in the school.

Generally, since students are the expected actors in the practice of extracurricular activities, they should play their role in all aspects of the practice including evaluation; so, the school community needs to encourage them to do so. In addition, the VP needs to react to the presented reports and conduct periodical follow-up on extracurricular activities by examining it for its improvement rather than accepting it as it is.

In case of item 17, as 125 (64.8%) of students indicated, they disagree on miss-perception of the school community as hindering factors to extracurricular activities; whereas, 56 (29%) of them indicated the opposite.

Generally, it is indicted in table 14 that averagely, 50.5 (26.2%), 16.3 (8.4%) and 126 (65.4%) of the respondent students and 5.1 (25.7%), 1.9 (9.5%) and 13 (65%) of the respondent teachers have reflected their disagreement, doubt and agreement respectively on the listed factors that they are hindering the practice of extracurricular activities in BPSS.

The majority of the respondents pointed out that from the listed factors, mainly absence of teachers interest, parents' failure to play their role, unclear objectives, absence of initiation and significant attention from the school administration, students' lack of understanding benefits of extracurricular activities, absence of teachers' commitment, absence of material and financial support from the school administration, unavailability of guidelines, lack of announcement concerning the available clubs in the school, inadequacy of extracurricular activities and absence of periodical evaluation are hindering the practice of extracurricular activities in BPSS.

On the other hand, the data revealed that absence of teachers' interest, inconvenient schedule of extracurricular activities, unwillingness of students to participate in extracurricular activities were minor factors that contributed to the fruitlessness of the practice.

In addition, respondents exposed (FGD) that one of factors hindering the practice of extracurricular activities was lack of continuous follow-up from the school administration.

Regarding hindering factors, **አጠቃላይ (1989)** has pointed out that deficiency of financial and economic potential, absence of strong and committed teacher advisors and low student participation can hinder the practice of extracurricular activities. Moreover, activity cost, parental disapproval of participation, domination of activities by teachers, lack of activities relevant to their needs and interests are reasons for non-involvement of students in extracurricular activities (Jackson, 1996).

In general, one can conclude that though the extent of the effects of the listed factors in hindering the practice of extracurricular activities differs, all factors have their own contribution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The study was initiated to assess the contribution of extracurricular activities to the students' learning behavior in the classroom in line with identification of major factors hindering the practice of extracurricular activities in Bokoji Preparatory and Secondary School. To attain these, the following basic research questions were formulated.

1. Which extracurricular activities are on practice in Bokoji Preparatory and Secondary School?
2. What are the objectives set in the practice of extracurricular activities in Bokoji Preparatory and Secondary School?
3. How are extracurricular activities organized in Bokoji Preparatory and Secondary School?
4. How can students' participation in extracurricular activities contribute in promoting their learning behavior in the classroom in Bokoji Preparatory and Secondary School?
5. Whose responsibility is facilitation of the proper functioning of extracurricular activities in Bokoji Preparatory and Secondary School?
6. What are factors hindering the practice of extracurricular activities in Bokoji Preparatory and Secondary School?

In order to address these questions, mixed methods research design in which mainly descriptive survey method was employed. Accordingly, 200 students (157 grade 10 and 43 grade 12 students) and 22 teachers including the school principal and VP were selected by employing purposive and random sampling techniques though data were collected only from 213 subjects.

In order to collect data from the subjects, questionnaire, interview and FGD were employed. In addition, document inventory was conducted to gather data on clubs available in the school.

To present and analyze the data collected through close-ended items of the questionnaire and document inventory, descriptive statistical table was employed. Moreover, the data resulted from interview, open-ended items in the questionnaires and FGD were stated qualitatively. As a result, the following major findings were extracted:

1. As the study showed, though there are 17 different clubs in BPSS, 65% of teachers and 61.1% of students indicated that they are not adequate: the varieties of extracurricular activities available in the school could not fit the students' needs and its practice is not satisfying their interest. Only 42.2% of students who joined in these different clubs on voluntary basis were active participants. Particularly, the clubs are English, Amharic, "Afan Oromo," Mathematics, Physics, Chemistry, Biology, History, Geography and environmental Protection, Civic and ethical education, Anti-HIV/AIDS, Red Cross, Library Science, Information Technology, Physical education, economics and Females' club.
2. The study disclosed that some students, who were non-participant in extracurricular activities while they were in primary schools, started to participate while they are in Bokoji Preparatory and Secondary School. Because, 17.6% of the respondents were not participant while they were in primary schools but only 10.4% of them are non-participant while they are in BPSS.
3. It was also found out that teachers are the main actors in organization and administration processes of extracurricular activities. 85 % of the respondent teachers extracted that the idea of organizing extracurricular activities is initiated by teachers, the school principal and VP due to the order given by the local educational bureau and its kind is determined by them. In addition, 100% of the respondent teachers reflected that teachers and/or VP are in-charge of administrating the activities.
4. The responsibility to lead, to facilitate and to practice extracurricular activities is left on the shoulder of teachers. Even, the school administration beyond assigning teachers to coordinate club activities does not pay significant attention for the practicality of club activities: no follow up and no solution for the problem encountered in the practice.

5. The study extracted hindering factors in the practice of extracurricular activities in BPSS. Some of the factors frequently mentioned were unclear objectives; students lack understanding on the intention of the clubs which leads students to delay from active participation, absence of teachers commitment and interest to help students; their delay to begin club activities at the beginning of the year after registration of club member students and teachers, parents failure to play their role in the practice, absence of initiation and significant attention from the school administration, absence of financial and material support from the school administration, time constraint on the part of teachers, extreme teaching load and lack of integration among club coordinators which leads to overlap in the schedule of different clubs.
6. The study depicted that participation in some extracurricular activities contributed to the students in developing some learning behaviors for the classroom instruction. The development is in case of increasing their attention, motivation and active participation in the classroom instructional process. These behaviors could lead the students to strengthen their academic ground. However, the contribution of extracurricular activities in promoting good relationship between teachers and students, developing students' leadership skill, sense of responsibility in their learning, self-confidence and shaping misbehaving students was low.
7. The study revealed that the different clubs available in BPSS have different objectives to be achieved. Most of the clubs have objectives of strengthening the students' academic success by developing students' learning behavior in the classroom. The objectives are formulated at the beginning of each academic year but most of the clubs in the school cannot achieve their objectives due to hindering factors mentioned above under the fifth findings. However, English club, Afan Oromo Literature club, Geography, environmental Protection club and Biology club are on the track to develop the students' learning behavior in the classroom instruction.
8. The study extracted that the clubs available in BPSS use observation and discussion to evaluate their practice. Evaluation is conducted by the club coordinator, club facilitator and club member teachers once in four months. Since club practice is begun in November, the evaluation is conducted twice a year. However, students and the school principal and VP are not participants of the evaluation process.

9. As the study showed, the educational qualification of teachers who are teaching in BPSS is not maintained strictly according to the stated educational guideline since 35% of them are diploma holders.
10. The study released that the financial source of extracurricular activities in BPSS is mainly membership due. Thus, club coordinators take it in to consideration to decide the students to continue as member of clubs.
11. The study showed that 20 (100%) of male teachers were participating in the practice of extracurricular activities available in BPSS but, none of female teachers were participating especially, as club coordinator.
12. The study revealed that there was no room for the students' parents to play their role in facilitating the practice of extracurricular activities as well the regular instructional process in BPSS. This hindered them not to support the instructional process in the school in general and led some club member students to face problem of continuous participation in club activities in particular.

5.2. Conclusions

From the result of data analysis and major findings of the study, the following conclusions were warranted.

1. Though there are different extracurricular activities in BPSS, they were found to be inadequate in their verities and practices. Thus, one can conclude that students in the school could not participate actively in the practices because the activities do not tone with their needs and considerable number of them would be affected because of the dissatisfaction of their interests in the activities.
2. No opportunity is given to the students to play their role in organizing extracurricular activities in which they are interested and in administrating it. Thus, the students' role is limited to attending and following activities in which others are interested, and this in turn leads to the development of passivity on the part of the students.
3. Though the school administration left the responsibility to facilitate the proper functioning of extracurricular activities on the shoulder of teachers, they could not

work because of the regular teaching overload. Thus, due to lack of sharing responsibility of practicing the activities among the school community, the benefit that the students would get from the practice is underestimated.

4. Most of the problems mentioned as hindering factors of extracurricular activities in BPSS are attributed to insignificant attention of the school administration in controlling and facilitating conditions in which its proper functioning is secured. The other influential factor is lack of teachers' commitment and interest to play their role and inadequacy of knowledge on how to practice extracurricular activities. Thus, it could be possible to conclude that weakness of handling managerial tasks on the part of the school administration and extreme teaching load on the part of teachers limited the better practice of extracurricular activities in the school.
5. There are some common problems or factors (particularly, lack of students understanding on the purpose of extracurricular activities and lack of attention and initiation to wards extracurricular activities from the school administration) that hinder the practice of extracurricular activities in BPSS and in primary schools surrounding this school. From this, it is possible to conclude that irrespective of the level of educational institutions (primary and secondary schools) the local educational bureau committed failure in creating awareness on the school administrations concerning extracurricular activities.
6. There was lack of smooth relationship between students and teachers and behaviors such as leadership skill, self-confidence and self-directedness that could not be developed in the regular classroom were not practice well in BPSS. Hence, it can be concluded that the contribution of extracurricular activities to enhance the students' learning behavior in the classroom was low.
7. Female teachers are not adequately participating as club coordinator in the practice of extracurricular activities available in BPSS. Thus, they could not be role models for female students. Therefore, it is possible to conclude that motivation of female students to participate in the practice could be affected.
8. In BPSS, the educational processes in general and extracurricular activities in particular are practiced with absence of cooperation with students' parents. Thus, the

effectiveness of extracurricular activities in the school is affected due to lack of sharing parents' knowledge, experiences, materials and financial supports.

5.3. Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations were suggested to all concerned bodies to give due attention for the effective practice of extracurricular activities that is to serve as supplementary source of all-rounded development for the students.

1. Weakness of handling managerial tasks and extreme teaching load are crucial problems that hindered the contribution of extracurricular activities to the development of students' useful behaviors in BPSS. Thus, the local educational bureau is required to assign well-experienced teachers as school heads or short-term training could be provided on the task they are assigned to achieve. Moreover, additional teachers required to be assigned to resolve teachers' difficulty created due to extreme teaching load to practice extracurricular activities.
2. Extracurricular activities available in the school are inadequate and the practice is unsatisfactory for the students' needs. Thus, the school administration, teachers, students and parents should discuss, identify the students' interest and organize additional extracurricular activities in which students are interested. Moreover, all of them need to practice the activities in a committed manner for the success of the students in the school.
3. Teachers are the main role player in organization and administration of extracurricular activities in BPSS. However, mainly extracurricular activities play irreplaceable role in developing leadership skill on the students especially while they are in secondary school level. This could be true if opportunity is given for them in organizing and administrating the activities. Thus, as they are the owner of the activities, students need to be part of the initiatives and main actors in the organization and administration of extracurricular activities. To do with this effect, it is necessary to organize students' council. On the other hand, teachers need to play role of advising and controlling students in the process of extracurricular activities.

4. The responsibility to lead, to facilitate and to practice extracurricular activities is left on the shoulder of teachers in BPSS. However, by sharing the responsibility among the school community and facilitating conditions to have proper function of extracurricular activities, the school administration should follow and take part in resolving problems encountered in the practices of extracurricular activities.
5. No opportunity is given for the students' parents to play their role in BPSS concerning regular educational process and extracurricular activities. Consequently, sometimes they forbid their children from participation in extracurricular activities rather than encouraging them to participate and monitoring how they spend their time. Hence, the school administration ought to organize parents' committee and prepare conference concerning educational activities in the school in general and extracurricular activities in particular. This is to orient parents on the influence that these activities could have on the students' life and to inform them play role in initiating students and supporting the practice of extracurricular activities.
6. The school administration, by discussing the benefits of extracurricular activities for the students with female teachers, should facilitate conditions in which female teachers participate in extracurricular activities as coordinators hence to encourage them to be role model particularly for female students in the school.
7. Since problems hindering the practice of extracurricular activities in primary schools could hinder the students' motivation and active participation in secondary schools, the local educational bureau should conduct study on the surrounding schools to identify barriers in the practice of extracurricular activities from its root for its better practice.
8. Though failure of clubs to achieve the objectives of their extracurricular activities could be attributed to many factors, lack of awareness on the part of students was one of the major problems. Hence, the school administration should work in collaboration with all stakeholders to raise the awareness of the students about the objectives of extracurricular activities in the school.

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Appendix-A₁

Addis Ababa University

College of Education

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Questionnaire for Students

This questionnaire is designed to gather data on the contribution of extracurricular activities to the students' learning behavior in the classroom in Bokoji Preparatory and Secondary School. The data to be collected through this questionnaire are highly valuable to address the objectives of this research. The information you supply through this questionnaire will be kept strictly confidential and it will be used for academic purpose **only**. Therefore, you are kindly requested to carefully fill in and return the questionnaire back to the researcher!!

Thank You in Advance for your cooperation!

General Instruction:

- Please, do not write your name!
- Please, for questions given under part 1, 2 and 3 indicate your response by circling from the given alternatives or fully write your idea where necessary!
- Please, for tables presented under part 4 and 5 follow the given general directions!

Part 1: Items related to Background Information of the Respondents

1. Sex: A. Female B. Male
2. Grade level: A. Grade 10 B. Grade 12
3. For how many Years have you been attending your learning in Bokoji Preparatory and Secondary School?
A. 1 year B. 2-3 years C. 4 years D. More than 4 years

Part 2: Items Related to the adequacy of Extracurricular Activities and the Students'

Participation in Bokoji Preparatory and Secondary School.

4. Are the extracurricular activities available in your school adequate?
A. Yes, it is Adequate B. No, it is not adequate

17. Generally, in what aspects have you benefited from your participation in extracurricular activities _____

Part 3: Items Related to Organization and Administration and Evaluation of Extracurricular Activities.

18. How extracurricular activities are organized in Bokoji Preparatory and Secondary School? please, explain the procedure shortly _____

19. Who is in-charge of administrating extracurricular activities in your school? - _____

20. Whose role is organizing extracurricular activities is in your school? _____

21. In what mechanism the over all condition of the practice of extracurricular activities is evaluated in Bokoji preparatory and secondary school? _____

22. What need to be done to practice extracurricular activities in a good condition in this _____ school?

23. If you have general idea regarding the practice of extracurricular activities in Bokoji preparatory and secondary school, state it shortly _____

Part 4:-Items, which focus on the contribution of students' participation in Extracurricular Activities for their Learning behavior in the Classroom.

• **General directions:-**Please indicate the extent that the student's participation in extracurricular activities develops the students learning behavior in the classroom based on the following Likert-scale by putting this mark "√" in the column provided.

VL=Very Low

L=Low

UD=Undecided

H=High

VH=Very High

Nº	24. Please, indicate that to what extent your participation in the practice of extracurricular activities in this School contributed the following to your learning behavior in the classroom.	VL	L	UD	H	VH
1.	Students' participation in the practice of extracurricular activities helps them to reconsider what they learn in the regular instructional process.					
2.	Students' participation in the practice of extracurricular activities reduces incidents in which the students develop misbehavior.					
3.	Students' participation in the practice of extracurricular activities develops spirits of self-direction on the part of students.					
4.	Students' participation in the practice of extracurricular activities reduces sense of absentees from their regular class on the part of the students.					
5.	Students' participation in the practice of extracurricular activities develops familiarity between teachers and students so that creates good relationship.					
6.	Students' participation in the practice of extracurricular activities increases their attention on the classroom learning activities					
7.	Students' participation in the practice of extracurricular activities develops students' self-confidence in the practice of classroom activities.					
8.	Students' participation in the practice of extracurricular activities enhances deep understanding of what was learned in the classroom.					
9.	Students' participation in the practice of extracurricular activities reduces students' fear of making mistake in the classroom.					
10.	Students' participation in the practice of extracurricular activities promotes respectful communication among students.					
11.	Students' participation in the practice of extracurricular activities directs students to take responsibility for their own learning.					
12.	Students' participation in the practice of extracurricular activities builds up motivation of students to be active in the classroom instructional process.					
13.	Students' participation in the practice of extracurricular activities helps students to respect the different idea of each other in the classroom.					
14.	Students' participation in the practice of extracurricular activities It develops the student's love towards their classroom learning					
15.	Students' participation in the practice of extracurricular activities develops the student's leadership skill in the classroom practice.					
16.	Students' participation in the practice of extracurricular activities encourages them to practice what they learn in the regular instructional process.					
17.	Students' participation in the practice of extracurricular activities leads the relationship between teachers and students to be based on respect.					

Part 5: Items Related to Factors hindering the Practice of Extracurricular Activities,

General directions: - The following lists are possible factors hindering the practice of extracurricular activities. Please, indicate your level of agreement or disagreement based on the following Likert-scales by putting this mark “√” in the column provided.

SD=Strongly Disagree

D=Disagree

UD=Undecided

A=Agree

SA=Strongly Agree

N ^o	25. Please, indicate your level of agreement/ disagreement to what extent these factors affected the Practice of the of extracurricular activities in your school	SD	D	UD	A	SA
1.	The schedule of extracurricular activities is inconvenient for students to have participation in the activities.					
2.	Teachers' are not interested to play their role or to direct students in the practice of extracurricular activities.					
3.	Parents failed to encourage their children to play their role in the practice of extracurricular activities in the school.					
4.	Since extracurricular activities established in this school show unclear objectives, students do not want to participate in.					
5.	The school administration does not initiate students to participate actively in the practice of extracurricular activities.					
6.	Students lack self-confidence to participate in the practice of extracurricular activities					
7.	The students lack clear understanding of the benefit that could be obtained due to participation in extracurricular activities.					
8.	The extracurricular activities practiced in the school are inadequate for the students to participate according to their interest.					
9.	Since students perceive that participation in extracurricular activities affect their regular instructional process, are not Willing to participate.					
10.	Teachers are not committed to play their role by supervising students' in the practice of extracurricular activities					
11.	The school administration gives insignificant attention to extracurricular activities.					
12.	Absence of material support from the school administration for the Practice of extracurricular activities.					
13.	Absence of financial support from the school administration for the practice of extracurricular activities					
14.	There is no guideline that clearly indicates how to practice extracurricular activities.					
15.	No announcement for students concerning the practice of extracurricular Activities available in the school					
16.	No periodical evaluation on the practice of extracurricular activities in this school					
17.	The school community perceives Extracurricular activity gives little benefits for the students compared to the regular curriculum.					

THANK YOU AGAIN!

*Bakki duwwaan deebi itti barressudhaaf keename yoo hanqate bakka duwwaa waraqaa duuba jiru irratti fayyadamuu ni dandesu!

Appendix-A₂

Yunvarsitii Finfinnee

Faakaaltii Barnootaa

Mana Barnootaa Maastersii

Muummee Kaarikilamii

Gaaffannoo barattootaaf qopha'ee

Sababin guddaan gaaffannoon kun itti qopha'ee, sochiin barnoota wal-maddessaa adeemsa barnoota kutaa keessati adeemsifamuf barataa irratti amala barachuu akkamii horachuu akka dandesisuu ilaalchisee odeeffannoo gahaa ta'e waliti qabu dhaaf. Odeeffannoon karaa kanaan waliti qabamu Kun qorannaa adeemsifamu kana galmaan ga'uuf shora guddaa qaba. Kanaafuu, odeeffannoon isin gaafiilee armaan gadiif haala deebiin kennitan qorannaa geggeefamu kanaaf hedduu faayidaa qabeessa. Deebiiwwan isin gaafiilee kaneeniif kennitan iccittummaan isaanii ciminaan eeggamaa ta'uu isaa nan mirkaneesa. Kana waan ta'eef, gaaffiiwaan armaan gadittii dhiyaataniif yaada dhugaa irraatti hundaa'uudhaan odeeffannoo keessan akka kennitan kabajaan isin gaafadha.

Gargaarsa keessaniif baayy'ee isin galateefadha!

Qajeelfama Waliigalaa

- Maqaa barressuun hin barbachisu!
- Gaaffiiwaan Kutaa 1, 2 fi 3 jalatti barrefamanif filannoo taa'aan keessaa filachudhaan ykn bakka barbaachissuti berrefammaan yaadda kessan ibsaa.
- Gabateewaan kutaa 4 fi 5 jalatti kenneman gutuudhaaf Qajeelfama ibsamn hordofi!

Kutaa 1:-Gaafiwaan Dhimma Dhuunfaa Barataa Irratti Xiyyeeffatan.

1. Saala: A. Dhalaa B. Dhiira
2. Sadrkaa kutaa A. Kutaa 10^{ffaa} B. kutaa 12^{ffaa}
3. Mana barumsaa kana kessatti waggaa meeqa turte?
A. Woggaa 1 B. Woggaa 2-3 C. Woggaa 4 D. Woggaa 4 oli

Kutaa 2:-Gaafiwaan Hirmaannaa Barattootaa Fi Barnoota Wal-Maddeessaa Gahaan Mana Barumsaa Kana Keessa Jirachuu Irratti Xiyyeeffatan.

*Bakki duwwaan deebi itti barressudhaaf keename yoo hanqate bakka duwwaa waraqaa duuba jiru irratti fayyadamuu ni dandesu!

Kutaa 3:-Gaaffiiwaan Haala Hundeeffama, Hooggansaa fi Madaallii Barnoota Wal-Maddeessaa irratti Xiyyeefatan.

18. Mana barumsaa kana keessatti sochiin barnoota wal-maddeessaa akkamiti hundeeffama? adeemsa isaa gababsii ibsi. _____

19. Mana barumsaa kee keessatti sochii barnoota wal-maddeessaa kan hangafummaan hoogganu eenyu, ykn qaama kamii? _____

20. Mana barumsaa kee keessatti sochii barnoota wal-maddeessaa ijaaruun gayee enyuuti? _____

21. Mana barumsaa kana keessatti sochiin fi haalii waligala barnoota wal-maddeessaa mala maaliin madaalama? _____

22. Mana barumsaa kana keessatti Barnoota wal-maddeessaa haala gaarii dhaan adeemsisuuf maal godheemuu qaba jeta? _____

23. Sochiilee fi haalleen barnoota wal-maddeessaa mana barumsaa kana keessatti adeemsifaman ilaalchisee yaada wali galaa yoo qabaatee ibsii _____

Kutaa 4: Sochii Barnoota Wal-Maddeessaa Keessatti Hirmaachuun Barnoota Daree Keessaati adeemsifamuuf bu'aa inni amala barachuu barataa irratti Qabu ilaala.

- **Qajeelfama:**—Barnoota wal-maddeessaa keessatti sochii gochuun barnoota kutaa keessatti adeemsifamuuf amala barachuu armaan gaditti tareefaman akka horatuu hangam akka sigargaare qabxiilee madaallii armaan gaditti kennaman irratti hundaa'u dhaan mallatto kana “√” bakka duwwaa irratti gochuun yaada kee mul'isi!

BX=Baayyee Xiqqaa

X=Xiqqaa

H=Hin Murteessine

G=Guddaa

BG=Baayyee Guddaa

*Bakki duwwaan deebi itti barressudhaaf keename yoo hanqate bakka duwwaa waraqaa duuba jiru irratti fayyadamuu ni dandesu!

L.k		BXX	H	G	BG
24.	Sochii barnoota wal-maddeessaa keessatti Hirmaachuu keetiin barnoota kutaa keessatti adeemsifamuuf amala barachuu armaan gaditti ibsaman akka horatu hangam sigargaare?				
1.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan akka barnoota gola keessatti barate irra debi'ee qooratu taasisa.				
2.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan barnoota daree keessatti barate akka hojii dhaan agarsiisu carraa uumaaf.				
3.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan gola keessatti amala barbaachisaa hin taanee akka hin guddifanne shoora mataa isaa qaba.				
4.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun adeemsa barnoota gola keessatti barataan akka of hoogganu jajjabeessa.				
5.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan akka barnoota golaa irraa hin hafne godha.				
6.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataa fi barsiisaan akka wal barataniif fi walitti dhufeenya gaarii qabaatan ni godha.				
7.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan akka barnoota gola keessaatiif xiyyeeffannoo kennu ni gargaara.				
8.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barnoota golaa keessatti barataan akka offitti amantummaa qabaatu ni taasisa				
9.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan akka barnoota golaa irratti hubannoo gad-fageenya qabu akka horatu taasisa.				
10.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan sochii barnoota golaa keessatti soda dogongora hojjachuu hir'isaafi.				
11.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan akka barattoota kaan waliin waliin-haaswa kabaja irratti hunda'ee uumu keessatti shoora mataa isaa qaba.				
12.	Hirmaannaan barnoota wal-maddeessaa keessatti godhamu sochiilee barataan barnoota daree keessatti taasisu irratti akka itti gaafatamummaa fudhatu daandii saaqa.				
13.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan barnoota gola keessaatiif akka hirmaanaa ho'aa ta'ee godhu kaka'umsa ni uuma.				
14.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan adeemsa barnoota golaa keessatti yaada barattoota kaanii akka kabaju ni godha.				
15.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun barataan barnoota gola keessaa akka jaalalaan baratu ni taasisa.				
16.	Sochiin barnoota wal-maddeessaa barataan dalagu kun akka barataan barnoota gola keessaa irratti amala hooggantummaa horatu gargaara.				
17.	Sochii barnoota wal-maddeessaa keessatti hirmaachuun walitti dhufeenyi barataan barsiisaa waliin qabu wal-kabajuu irratti kan hundaa'e ta'a.				

Kutaa 5: Sababeen Sochii Barnoota Wal-Maddeessaa Irratti Rakkoo Uumuu danda'an irratti Xiyyeezata.

- **Qajjeelfama:**-sababeen armaan gaditti kaa'aman sochii barnootaa wal-maddeessaa irratti dhiibaa fidu jedhamee yaadama. Kanaafuu, barnoota wal-maddeessaa ati keessatti hirmatuu irratti sababbeen kunniin rakkoo hangam akka uuman

*Bakki duwwaan deebi itti barressudhaaf keename yoo hanqate bakka duwwaa waraqaa duuba jiru irratti fayyadamuu ni dandesu!

qabxiilee madaallii armaan gadiitti kennaman irratti hundaa’uu dhaan mallatto kana “√” bakka duwwaa irratti gochuu dhaan yaada kee mul’isi!

- 1=BM=Baayyeen Morma
- 2=M=Nan Morma
- 3=H=Hin Murteesine
- 4=W=Nan Waligala
- 5=BW=Baay’een Waligala

L.k		BM	M	H	W	BW
25.	Himootni Kunniin Sababbeen sochii barnoota wal-maddeessaa irratti rakkoo uumuu danda’u jedhamee yaadaman mul’isu. Kanaafuu, sochii barnoota wal-maddeessaa mana barumsaa keessan keessa godhaman irratti hangam rakkoo akka uman mul’isi.					
1.	Akka barataan sochii barnoota wal-maddeessaa keessatti hirmaannaa guddaa hin goone sagantaan barnoota wal-maddeessaa mijaa’aa miti.					
2.	Barsiisonni sochii barnoota wal-maddeessaa keessatti ga’ee isaanii gumaachuuf fedhii hin qaban.					
3.	Hawaasni mana barumsaati ala jiran barataan akka barnoota wal-maddeessaa keessaatti sochii oo’aa godhuu hin jajjabeessan.					
4.	Barnootni wal-maddeessaa mana barumsaa kana keessatti ijaaraman kaayyoo ifa ta’e waan hinqabneef barattootni hirmaachuu hin barbaadan.					
5.	Barataan akka barnoota wal-maddeessaa keessatti haala gaarii dhaan hirmaannaa godhu gara bulchiinsa mana barumsaatiin kaka’uumsi hin uummamu.					
6.	Ofittii amantummaan barataa xiqqaa ta’uu irraa kan ka’ee sochii barnoota wal-maddeessaa kessatti hirmaanaa guddaa akka hin taasisne godheera.					
7.	Sochii barnoota wal-maddeessaa keessatti hirmachuu dhaan faayidaa argamuu danda’u irratti barataan hubannoo xiqqaa qaba.					
8.	Barnootni wal-maddeessaa ga’aa ta’ee barataa hirmaachisuu danda’u mana barumsiicha keessa hin jiru.					
9.	Barataan sochii barnoota wal-maddeessaa keessatti hirmaachuun barnoota daree keessaa irratti rakkoo ni uuma jedhee waan yaaduuf hirmaannaa gochuu dhaaf fedhii hin qabu.					
10.	Sochii barnoota wal-maddeessaa irratti gorsaa barattootaa ta’uu dhaan hojachuuf Barsiisonnii kutannaa hin qaban.					
11.	Bulchiinsi mana barumsaa sochii barnoota wal-maddeessaatiif xiyyeeffannaa barbaachisaa hin godhu.					
12.	Sochii barnoota wal-maddeessaaf meeshaalee barbaachisan bulchinsi mana barumsaa gargaarsa gahaa hin godhu.					
13.	Sochii barnoota wal-maddeessaaf maallaqa barbaachisu bulchinsi mana barumsaa gargaarsa hin kenuu.					
14.	Akkaataa barnootnii wal-maddeessaa ademsifamuu qabu ilaalchisee qajeelfamni ifa ta’e hin jiru.					
15.	Sochii barnoota wal-maddeessaa mana barumsaa kana keessatti adeemsifaman ilaalchisee beksisni hin hojjetamu.					
16.	Sochii barnoota wal-maddeessaa mana barumsaa kana keessatti adeemsifaman irratti madaalliin yeroo adda addaa hin godhamu.					
17.	Hawaasa mana barumsichaatiin barnootni wal-maddeessaa barnoota daree keessaa irra barattootaaf faayidaa xiqqaa qaba jedhamee yadama.					

GALATOOMAA!!

ለቀረቡት ጥያቄዎች መልስ መስጫ ቦታ ካነሰዎት በወረቀቱ ጃርባ ላይ መጠቀም ይችላሉ።

5. በዚህ ትምህርት ቤት ውስጥ ያለው የተጓዳኝ ትምህርት እንቅስቃሴ የአንተን/ያአንችን ፍላጎት ያሟላል?

ሀ. አዎ፣ ያሟላል ለ. አያሟላም

6. ለጥያቄ ቁጥር 5 መልስህ/ሽ “ለ” ከሆነ ፍላጎትህን/ሽን እንዲያሟላ የተጓዳኝ ትምህርት እንቅስቃሴ እንዴት መካሄድ አለበት ትላለህ/ሽ። _____

7. አንደኛ ደረጃ ትምህርት ቤት ተማሪ በነበርሽበት/ክበት ወቅት የተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ትሳተፊ/ፍ ነበር?

ሀ. አዎ፣ አሳተፍ ነበር ለ. አልሳተፍም ነበር

8. ለጥያቄ ቁጥር 7 መልስሽ/ህ “ለ” ከሆነ ምክንያቱ ምንድን ነበር? _____

9. በአሁኑ ሰዓት ትምህርት ቤትሽ/ህ ውስጥ ባሉት የተጓዳኝ ትምህርት እንቅስቃሴዎች ውስጥ እየተሳተፍሽ/ህ ነው?

ሀ. አዎ፣ እየተሳተፍኩ ነው ለ. እየተሳተፍኩ አይደለም

10. ለጥያቄ ቁጥር 9 መልስህ/ሽ “ሀ” ከሆነ በየትኛዎቹ የተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ነው እየተሳተፍህ/ሽ ያለኸው/ሽው? _____

11. ለጥያቄ ቁጥር 9 መልስሽ “ለ” ከሆነ ምክንያቱ ምንድን ነው? _____

12. በአሁኑ ሰዓት በትምህርት ቤትህ/ሽ ውስጥ ባሉት የተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ የምትሳተፈው/ፊው ምንን መሰረት በምድረግ ነው?

ሀ. በራስሽ/ህ ፍቃድ ነው። ለ. በትምህርት ቤቱ ጥያቄ ነው።

13. የተጓዳኝ ትምህርት ተሳትፎሽን/ህን እንዴት ትገመግመዋለሽ/ህ?

ሀ. ንቁ ተሳትፎ ደርጋለሁ። ለ. ንቁ ተሳትፎ አላደርግም።

14. በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ተጠያቂነትሽ/ህ ምንድን ነው?

ሀ. መሪ ለ. ጸሐፊ ሐ. አባል ብቻ መ. ሌላ _____

15. አንተ/አንቺ የምትሳተፈበት የተጓዳኝ ትምህርት አላማ ምንድን ነው? ይህ አላማ ግቡን መት ቷል ወይ? _____

16. በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍህ/ሽ በክፍል ውስጥ ለሚካሄደው ትምህርት ምን አይነት የመማር ባህሪ አንድታጎለብት አስተዋጽኦ አበረከተልህ/ሽ?

17. በአጠቃላይ በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ በመሳተፍህ/ሽ በምን መልኩ ተጠቃሚ ሆኛለሁ ትላለህ/ሽ? _____

ለቀረቡት ጥያቄዎች መልስ መስጫ ቦታ ካነሰዎት በወረቀቱ ጃርባ ላይ መጠቀም ይችላሉ።

ክፍል 3: የተጓዳኝ ትምህርት ምስረታ፣ አመራር ና ግምገማ ላይ የሚያተኩሩ ጥያቄዎች።

18. በዚህ ትምህርት ቤት ውስጥ የተጓዳኝ ትምህርት እንቅስቃሴ እንዴት ነው የሚመሰረተው? አካሄዱን ባጭሩ ግለጽ/ጨ። _____

19. በትምህርት ቤት/ሽ የተጓዳኝ ትምህርት እንቅስቃሴን በዋናነት የሚመራው ማነው ወይም የትኛው አካል ነው? _____

20. በትምህርት ቤት/ሽ የተጓዳኝ ትምህርት እንቅስቃሴን መመስረት የማን ድርሻ ነው? _____

21. በዚህ ትምህርት ቤት የተጓዳኝ ትምህርት እንቅስቃሴና አጠቃላይ ሁኔታ የሚገመገመው በምን ዘዴ ነው? _____

22. እዚህ ትምህርት ቤት ውስጥ የተጓዳኝ ትምህርት እንቅስቃሴን በጥሩ ሁኔታ ለማካሄድ ምን መደረግ አለበት ትያለሽ/ህ? _____

23. በዚህ ትምህርት ቤት ውስጥ የሚካሄዱትን የተጓዳኝ ትምህርት እንቅስቃሴና አጠቃላይ ሁኔታ አስመልክቶ መጨመር የምትፈልገው/ገው አጠቃላይ ሀሳብ ካለሽ/ህ _____

ክፍል 4: የተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ለክፍል ውስጥ የመማር ሂደት ላይ በተማሪዎች የመማር ባህሪ ላይ የሚኖረው አስተዋጽኦ ላይ ያተኩራል።

• መመሪያ -የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በክፍል ውስጥ ለማካሄደው ትምህርት በተማሪው ላይ ከዚህ በታች የተዘረዘሩትን የመማር ባህሪያት እንዲያጎለብት ምን ያህል አስተዋጽኦ እንዳበረከተ በሚከተለው መለኪያ መሰረት በተሰጠው ክፍት ቦታ ይህንን ምልክት “√” በማስቀመጥ ሀሳብህን/ሽን አሳይ/ዩ!

በዝ=በጣም ዝቅተኛ

ዝ=ዝቅተኛ

እአ=እርግጠኛ አይደለሁም

ከ=ከፍተኛ

በከ=በጣም ከፍተኛ

ተ.ቀ	24. በዚህ ትምህርት ቤት ውስጥ በሚገኙት የተጓዳኝ ትምህርት እንቅስቃሴዎች ውስጥ በመሳተፍ/ሽ በክፍል ውስጥ ለሚካሄደው ትምህርት የሚከተሉትን የመማር ባህሪያት እንድታጎለቡት/ች ምን ያህል አስተዋጽኦ እንዳበረከተልህ/ሽ አመልክት/ች።	በዝ	ዝ	አ	ከ	በከ
1.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው በክፍል ውስጥ የሚሰጠውን ትምህርት መልሶ እንዲመረምር ረድቶታል።					
2.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው በክፍል ውስጥ ያልተፈለገ ባህሪ እንዳያጎለብት የራሱን አስተዋጽኦ አበረክቷል።					
3.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ የተማሪውን በራስ የመመራት መንፈስን ያበረታታል።					
4.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው ከመደበኛ የትምህርት ገበታው እንዳይቀር ያደርገዋል።					
5.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በመምህሩና በተማሪው መካከል የመላመድ ስሜትን ስለሚፈጥር በመካከላቸው ጥሩ ግንኙነት እንዲኖር ያደርጋል።					
6.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው በክፍል ውስጥ ለሚደረጉ የትምህርት እንቅስቃሴዎች ትኩረት እንዲሰጥ ያግዘዋል።					
7.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በክፍል ውስጥ በሚደረጉ ትምህርታዊ እንቅስቃሴዎች ላይ የተማሪውን በራስ የመተማመን ብቃት ያጎለብታል።					
8.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በክፍል ውስጥ የሚሰጥ ትምህርትን ጥልቅ የሆነ መረዳት ያስከትላል።					
9.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በተማሪው ላይ በክፍል ውስጥ ስህተት የመስራትን ፍርሀት ይቀንሳል።					
10.	ተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በተማሪዎች መካከል በመከባበር ላይ የተመሰረተ የመግባባት (የውይይት) ባህሪ እንዲጎለብት አስተዋጽኦ ያበረክታል።					
11.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው በክፍል ውስጥ ለሚያካሄዱት የትምህርት እንቅስቃሴዎች ሃላፊነት እንዲወስዱ መንገድ ይጠርጋል።					
12.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪዎች በክፍል ውስጥ በሚካሄዱ እንቅስቃሴዎች ውስጥ ንቁ ተሳታፊ እንዲሆኑ መነሳሳትን ይፈጥራል።					
13.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ በክፍል ውስጥ እንቅስቃሴ ተማሪዎች በመካከላቸው የሚኖረውን የሀሳብ ልዩነት እንዲያከብሩ ይረዳል።					
14.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪዎች የክፍል ውስጥ ትምህርትን በፍፍቆትና በፍቅር እንዲክታተሉ ያበረታታል።					
15.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው በክፍል ውስጥ እንቅስቃሴ ወቅት የመሪነት ባህሪ እንዲላበስ ይረዳዋል።					
16.	ተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ተሳታፊ በመሆኑ በክፍል ውስጥ ከመምህሩ ጋር ያለው ቀረቤታ በመከባበር ላይ የተመሰረተ ይሆናል።					
17.	የተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ መሳተፍ ተማሪው በክፍል ውስጥ የተማሪውን ትምህርት በተግባር የሚያሳይበት እድል ፈጥሮለታል ።					

ክፍል 5: የተጓዳኝ ትምህርት እንቅስቃሴን ሲያስተጓጉሉ የሚችሉ ምክንያቶችን የተመለከቱ

ዓረፍተ-ነገሮች ላይ ያተኩራል።

- መመሪያ ከዚህ በታች የተጠቀሱት ምክንያቶች ምን ያህል በተጓዳኝ ትምህርት እንቅስቃሴ ላይ እክል ወይም ችግር እንደሚፈጥሩ ከዚህ በታች በተመለከተው መለኪያ መሰረት በተሰጠው ክፍት ቦታ የጭረት ምልክት “√” በማድረግ የስምምነትህን/ሽን መጠን አሳይ/ዩ!

ለቀረቡት ጥያቄዎች መልስ መስጫ ቦታ ካነሰዎት በወረቀቱ ጃርባ ላይ መጠቀም ይችላሉ።

በአ=በጣም አልስማማም
 አ=አልስማማም
 እአ=እርግጠኛ አይደለሁም
 እ=እስማማለሁ
 በእ=በጣም እስማማለሁ

ተ.ቁ	25. የሚከተሉት ዓረፍተ-ነገር በተጓዳኝ ትምህርት እንቅስቃሴ ላይ ችግር/አክል ይፈጥራሉ ተብሎ የሚታሰቡ ምክንያቶችን ያሳያሉ። እናም፣ በዚህ ትምህርት ቤት ውስጥ በሚካሄዱት የተጓዳኝ ትምህርት እንቅስቃሴዎች ላይ ምን ያህል ችግር እንደፈጠሩ አመልክት/ች።	በአ	አ	እአ	እ	በእ
1.	ተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ለመሳተፍ እንዲችል የተጓዳኝ ትምህርት እንቅስቃሴ ፕሮግራም ምቹ አይደለም።					
2.	መምህራን በተጓዳኝ ትምህርት እንቅስቃሴ ዙሪያ ማድረግ ያለባቸውን ያህል አስተዋጽኦ ለማበርከት ፍላጎት ላቸውም።					
3.	ማህበረሰቡ በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ተማሪዎች ንቁ ተሳታፊ እንዲሆኑ አያበረታቱም።					
4.	በትምህርት ቤቱ ውስጥ የተመሰረቱ የተጓዳኝ ትምህርት እንቅስቃሴዎች ግልጽ የሆነ አላማ ስለሌላቸው ተማሪው ተሳታፊ መሆን አይፈልግም።					
5.	ተማሪው በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ በንቁነት እንዲሳተፍ በትምህርት ቤቱ አመራር በኩል በተማሪው ላይ ተነሳሽነት አይፈጠርም።					
6.	በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ለመሳተፍ የተማሪው በራስ የመተማመን ብቃት አናሳነው።					
7.	በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ በመሳተፍ ሊገኝ ስለሚችለው ጥቅም የተማሪው ግንዛቤ አናሳ ነው።					
8.	ተማሪውን የሚያሳትፍ በቂ የተጓዳኝ ትምህርት እንቅስቃሴ በትምህርት ቤቱ ውስጥ የለም።					
9.	የመደበኛውን ትምህርት እንቅስቃሴ ያውካል ብሎ ስለሚያስብ በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ለመሳተፍ ተማሪው ፍቃደኛ አይሆንም።					
10.	በተጓዳኝ ትምህርት እንቅስቃሴ ውስጥ ተማሪዎችን በማማከር የራሳቸውን ማና ለመጫወት መምህራኑ ቁርጠኝነት የላቸውም።					
11.	ለተጓዳኝ ትምህርት እንቅስቃሴ የትምህርት ቤቱ አስተዳደር ተገቢውን ትኩረት አይሰጥም።					
12.	ለተጓዳኝ ትምህርት እንቅስቃሴ የትምህርት ቤቱ አስተዳደር አስፈላጊውን የቁሳቁስ እርዳታ አያደርግም።					
13.	ለተጓዳኝ ትምህርት እንቅስቃሴ የትምህርት ቤቱ አስተዳደር አስፈላጊውን የገንዘብ እርዳታ አያደርግም።					
14.	የተጓዳኝ ትምህርት እንቅስቃሴ እንዴት መከናወን እንዳለበት በግልጽ የሚያስቀምጥ መመሪያ የለም።					
15.	በትምህርት ቤቱ ውስጥ የሚካሄዱ የተጓዳኝ ትምህርት እንቅስቃሴዎችን በተመለከተ የማስተዋወቅ ስራ አይሰራም።					
16.	በትምህርት ቤቱ ውስጥ በሚካሄዱ የተጓዳኝ ትምህርት እንቅስቃሴዎች ላይ በየጊዜው ግምገማ አይካሄድም።					
17.	በትምህርት ቤቱ ማህበረሰብ የተጓዳኝ ትምህርት እንቅስቃሴ ከመደበኛው ትምህርት ጋር ሲነጻጸር ለተማሪዎች የሚሰጠው ጥቅም አናሳ ነው ተብሎ ይታሰባል።					

ስለትብብርዎ በድጋሜ አመሰግናለሁ!!

Please, use the back side of the paper to write and illustrate your response where you faced shortage of blank space!

13. How extracurricular activities are organized in Bokoji Preparatory and secondary School? please, explain the procedure shortly_____
- _____
14. Who is in-charge of administrating extracurricular activities in your school?
A. Students
B. Teachers
C. The school vice-principal
E. Teachers and the school Vice-Principal
F. Any other_____
15. The financial source for the practice of extracurricular activities in Bokoji Preparatory and secondary School secured by:-
A. Member ship due
B. The school administration support
C. Combination of the two
D. No financial source
E. Any other_____
16. What mechanisms do you use to evaluate the fruitfulness and over all condition of extracurricular activities in this school?_____
- _____

Part 5: Questions Related to contribution of Extracurricular Activities for Students in General and for the Students' learning in the Classroom in Particular.

17. Have you witnessed the contribution of extracurricular activities to the students' learning behavior in the classroom? In what aspects: explain it please?

18. In this school to practice extracurricular activities in a good condition what need to be done? _____

19. If you have general idea regarding the practice of extracurricular activities in Bokoji preparatory and secondary school, state it shortly_____
- _____

Please, use the back side of the paper to write and illustrate your response where you faced shortage of blank space!

General direction:-Please indicate the extent of the contribution of the participation of students in extracurricular activities to their classroom learning behavior in particular and for themselves in general based on the following Likert-scales by putting this mark “√” in the column provided.

VL=Very Low

L=Low

UD=Undecided

H=High

VH=Very High

Nº	20. Please, indicate that to what extent the students' participation in the practice of extracurricular activities contributed the following to them.	VL	L	UD	H	VH
1.	It enhances the reconsideration of classroom learning.					
2.	It encourages the exchange of experiences between teachers and students and among students.					
3.	It reduces incidents in which the students develop misbehavior in the classroom learning process.					
4.	It develops spirits of self-direction on the part of students.					
5.	It reduces absence on the part of the students from the regularly offered classroom learning.					
6.	It develops familiarity between teachers and students: so that creates good relationship.					
7.	It increases students' attention on the classroom learning activities.					
8.	It develops students' self-confidence in the practice of classroom activities.					
9.	It enhances deep understanding of learning offered in the classroom.					
10.	It reduces students' fear of making mistake in the classroom learning activities.					
11.	It promotes respectful communication (discussion) among students on the classroom learning activities.					
12.	It directs students to take responsibility for their own learning in the classroom.					
13.	It builds up motivation of students to be active in the classroom situation.					
14.	It helps students to respect the idea of each other in the classroom.					
15.	It builds up the student's love towards their classroom learning.					
16.	It develops the student's leadership skill in their classroom learning practice.					

Part 6: Questions Related to Factors that hinder the Practice of Extracurricular Activities

21. What are the factors hindering the participation of teachers as supervisor in the practice of extracurricular activities? _____

Please, use the back side of the paper to write and illustrate your response where you faced shortage of blank space!

22. What factors are affecting the practice of extracurricular activities in Bokoji preparatory and secondary schools? _____

- **General direction:** - the following table consists of statements that indicate factors that can affect the practice of extracurricular activities. Thus, please, indicate your level of agreement or disagreement based on the following Likert-scales by putting this mark “√” in the column provided.

SD=Strongly Disagree

D=Disagree

UD=Undecided

A=Agree

SA=Strongly Agree

N ^o	23. Please, indicate to what extent the following list of factors affected the Practice of extracurricular activities in Bokoji Preparatory and secondary School.	SDD	UD	A	SA
1	The schedule of extracurricular activities is inconvenient for students to have participation in the activities.				
2	Teachers' are not interested to play their role or to direct students in the practice of extracurricular activities.				
3	Parents failed to encourage their children to play their role in the practice of extracurricular activities in the school.				
4	Since extracurricular activities established in this school show unclear objectives, students do not want to participate in.				
5	The school administration does not initiate students to participate actively in the practice of extracurricular activities.				
6	Students lack self-confidence to participate in the practice of extracurricular activities				
7	The students lack clear understanding of the benefit that could be obtained due to participation in extracurricular activities.				
8	The extracurricular activities practiced in the school are inadequate for the students to participate according to their interest.				
9	Teachers are not committed to supervise students in the practice of extracurricular activities.				
10	The school administration does not provide material support for the practice of extracurricular activities.				
11	The school administration does not offer financial support for the practice of extracurricular activities.				
12	Absence of guideline that directs how extracurricular activities can be put on practice.				
13	Lack of announcement for the students about extracurricular activities, which are on practice in the school.				
14	Absence of periodical evaluation on the practice of extracurricular activities				

Thank You!

Appendix-C

Addis Ababa University

College of Education

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Interview-Guiding Questions for Club Coordinator/ facilitator Teachers

These questions are designed to gather data on the contribution of extracurricular activities to the students' learning behavior in the classroom in Bokoji Preparatory and Secondary School. Thus, the data to be collected through this interview are highly valuable to address the objectives of this research. The information you supply through this interview will be kept strictly confidential and it would be used for academic purpose **only**. Therefore, you are requested kindly to provide genuine information freely for the raised questions.

Thank you in Advance for your cooperation!

Interview-Guiding Questions

1. Does the activity of club that you are coordinating /facilitating create problem in your teaching practice? If so, to what extent does it affect? What mechanisms have you taken to resolve these problems?
2. Is the club you are coordinating directly related to the subject you are teaching? If “**so**”, what benefit it forwards in relation to facilitating the students' learning in the classroom? If “**No**” what negative effect has it on your teaching activities.
3. What kind of mechanisms do you use to evaluate the over all condition of extracurricular activities? How many times do you evaluate the club activity annually? Please, state the procedure? What does the out come show?
4. What major problems (hindering factors) have you observed in the practice of your club activities?
5. How could parents participate to play their role in the practice of extracurricular activities in your club?
6. In general, what do you say on the benefit that the students' participation in the practice of extracurricular activities provide to them? What do you want to comment for non-participant students?
7. What do you want to comment for the better practice of extracurricular activities in this school in the future?

Appendix-D

Addis Ababa University

College of Education

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Interview-Guiding Questions for the School Principal and VP

These interview-Guiding questions are designed to gather data on the contribution of extracurricular activities to the students' learning behavior in the classroom in Bokoji preparatory and secondary School. Thus, the data to be collected through these questions are highly valuable to address the objectives of this research. Thus, the information you supply through this interview will be kept strictly confidential and it would be used for academic purpose **only**. Therefore, you are kindly requested to listen carefully and respond to the questions.

Thank You in Advance for your cooperation!

Interview-Guiding questions

1. What are the intentions to be achieved in the practice of extracurricular activities in this school in general? Are the intentions on the way to be achieved?
2. Who is (are) responsible to facilitate the proper functioning of extracurricular activities in Bokoji Preparatory and secondary School?
3. Has a guideline for extracurricular activities been used and put into effect in this school?
4. How could parents participate to play their role in the practice of extracurricular activities in this School?
5. What kinds of mechanisms are used to evaluate the over all condition of extracurricular activities? How many times is the club activity evaluated annually? Please, state the procedure. What does the out come show?
6. What is the responsibility or the role of the school principal/vice-principal in the practice of extracurricular activities in general? How much does the school principal provide support to the practice of extracurricular activities?
7. On what condition is the practice of extracurricular activities in this school? Please explain the track on which ECAs is to develop the students' learning behavior in the classroom?

8. What are the major factors that contribute for devastation and confinement of extracurricular activities in this school?
9. What do you comment for the better practice of extracurricular activities in the future in this school?

Appendix-E₁

Addis Ababa University

College of Education

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

FGD-Guiding Questions for Students and Teachers

These questions are prepared to gather data on the contribution of extracurricular activities to the students' learning behavior in the classroom in Bokoji Preparatory and Secondary School. The data to be collected through this discussion are highly valuable to address the objectives of this research. Thus, the information you supply through this discussion will be kept strictly confidential and it would be used for academic purpose **only**. Therefore, you are kindly requested to participate in the discussion freely.

Thanks for your cooperation in advance!

1. On what condition is the practice of extracurricular activities in this school?
Please explain the track on which ECAs is to develop the students' learning behavior in the classroom?
2. What are the problems observed or faced in the practice of extracurricular activities in different clubs available in Bokoji preparatory and secondary school?
3. What measures should be taken to resolve these problems and to have better practice of extracurricular activities in Bokoji preparatory and secondary school in the future?

Appendix -E₂

Afan Oromo Version of the FGD-Guiding Questions

1. Mana barumsaa kan keessatti haali sochiin barnoota wal-maddeessaa irra jiru maal fakaata? Haali irra jiru amala barachuu baratootaa dagaagsuuf dandheetii qabaa?
2. Sochii barnoota wal-maddeessaa mana barumsa kana keessatti addemsifaman keessatti rakkoleen mul'atan maal faa?
3. Rakkolee sochii barnota wal-maddeessaa keessatti mul'atan fuuruu fi sochii haala gaarii dhaan ademsisuuf toftaa akkamiituu fudhaatamuu qaba jeta?

Extracurricular Activities Available in BPSS in the Year 2001 E.C.

Roll Number	Clubs	Number of Member Students		
		Female	Male	Total Number
1.	Amharic Club	20	30	50
2.	Anti-HIV/AIDS Club	160	180	340
3.	Biology Club	230	270	500
4.	Chemistry Club	230	230	460
5.	Civics and ethics Club	100	100	200
6.	Economics Club	30	20	50
7.	English Club	50	180	230
8.	Females' Club	305	0	305
9.	Geography and Environmental Protection Club	80	100	180
10.	History Club	20	80	100
11.	Hog-Baru Afan Oromo Club	100	150	250
12.	Information Technology Club	48	72	120
13.	Library Science Club	45	165	210
14.	Mathematics club	460	460	920
15.	Physical education Club	61	185	246
16.	Physics Club	100	120	220
17.	Red-Cross Club	68	94	162

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources used for the thesis have been dully acknowledged.

Meskeven Chenu

Candidate's Name

[Signature]

Signature

07/11/2021

Date

This thesis was submitted for examination with my approval as a university advisor.

Messeret Assefa (PhD)

Advisor's Name

[Signature]

Signature

19/06/09

Date