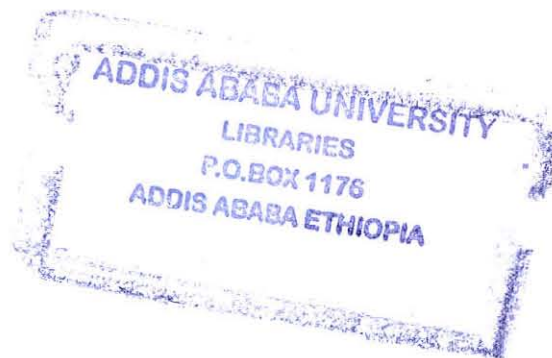




**THE IMPLEMENTATION OF CO-CURRICULAR  
ACTIVITIES IN SECOND CYCLE PRIMARY SCHOOLS OF  
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BY

**MESAYNEH ESHETU**



**JUNE, 2008  
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**THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
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## Abstract

The major objectives of the study were to assess the implementation of Co-Curricular Activities (CCA) in second cycle primary schools. To achieve the purposes descriptive survey method was applied. In the study, 4 sample groups encompassing 36 regular teachers, 114 students, 5 principals and 3 personnel of Woreda Education Office (WEO) were participated. Questionnaires, checklists and interview were instruments used to collect data. After data were collected, analysis was made qualitatively and quantitatively. Hence, the results revealed that the majority of participants had no clear awareness on the CCAs except Clubs. Moreover, the chi-square test employed confirmed that Age, Grade level and Sex significantly affected the participation of students in CCAs. Additionally, it was found that the CCAs were not properly organized in the schools. However, 14 types of clubs and 9 non-club activities were found in the schools (of these only five clubs were commonly found in the schools). Regarding factors affecting the implementation of CCAs, the major problems identified were: Lack of budget and material, low motivation level of teachers, absence of facilities, absence of trained and skilled personnel at WEO and school level, lack of effective communication, low interest of students, extra-works of students in home, absence of supportive material for teachers and work load of principals. Hence, the findings showed that the implementation of CCAs was not undergoing in normal condition (not good). Based on the findings, the following important measures were suggested: awareness creation activities for the school communities, trainings for teachers and principals, use reward system to motivate teachers, systematically organize CCAs to attract the interest of the students, establish effective communication mechanism between implementers and higher education officials, encourage using local resources or income generating scheme to reduce budget constraints. Furthermore, building net-work with Non-Governmental Organization (GOs) and Community Based Organization (CBOs) classifying scientifically and limiting numbers of CCAs according to the need, Age, sex, developmental characteristics and feasibility of the school facilities are very important measures should be considered to have effective CCAs. Lastly, in order to create competitive atmosphere among implementers the establishment of effective continuous assessment and evaluation mechanism need to be considered.

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background**

The concerns of Great philosophers like Plato, Aristotle and Jon Dewey indicated that the historical development of CCAs begins with the emergence of formal education (Sadhu, n.d: 1).

For example, “Plato, one of the known philosophers of 4<sup>th</sup> century, believed that children are born with a great many ideas that remain dormant until stimulated by experience (theory of innate).” (Sadhu, n.d: 2).

Similarly, Jon Dewey, as cited in (Derebssa, 2004: 38-39), regarded education as social process he stated “*Education has two sides: Psychological and Social side; neither can be neglected or subordinated to the other without evil results follow.*” He was one of the famous advocator of learning by doing. Hence, the Activity Program of Education, which is derived from his theory, stressed on the educational development of the child in terms of individual needs and interests. It was the major method of instruction for most of the 20<sup>th</sup> century in elementary schools of the United States and most of European countries (Ibid).

Today, the program becomes more systematic and practiced in different countries starting from elementary (primary) schools. However, the perception and the emphasis given to the CCAs may be different from country to country. For instance, in American education system the activities experienced outside the classroom has classified as Co-curricular and Extracurricular Activities. Hence, in this way CCAs refer to the activities related to formal classroom program but delivered outside the normal school day and participation is on voluntary basis while Extra-curricular activities for them refers to the activities that fall outside the formal curriculum (curricular Program) provided in the

class, examples of such activities are: Sport team, Art club, students' news paper etc. However, the Privilege of the students to participate in both programs is the same (Wikipedia, 2007).

On the other side, in education system of Singapore, the terms Co-curricular Activity is more accepted and frequently used to indicate activities organized outside the classroom that have supplementary or complementary roles to the Curricular program. But on the basis of time and resource required, they are classified in to two. These are the core and the merit activities. The core CCAs normally take up more time and resource and have more emphasis placed on them. Some lists of the core CCAs are: Band, Rugby, Boys' Brigade, Track and field, Singapore youth flying club and the like where as the chess club, Gardening, Library club and others are classified under the Merit or optional CCAs. Students can participate in any of the Merit CCAs without obligation but participation at least in one core CCAs in secondary school is compulsory opposed to voluntary (Ibid).

In Ethiopia, the activities that have been taken as CCAs in modern education were deep-rooted in traditional education of the Orthodox Church. Typical examples were: Painting, Hand craft, Book binding (*metsehaf digosa*), Agriculture, Debating and Discussion etc. Ridley B. and Bridge D, (2005) confirmed the above fact by stating "*Unless you understand traditional education in Ethiopia you cannot understand the modern education.*"

Some of the common activities practiced before 1974 in modern schools were: Sport and Games, School Bands, Painting, Hand craft, Book binding, Film-shows, Meteorological observations, Activities like Excursion and Picnic, Debating and Discussion, Student Council, Boy Scouts, Girls' Movement, important Clubs like Art and Drama and field related Clubs such as Geography, History, Agriculture etc.(Setotaw, 1998).

Regarding the term, the guideline prepared for the implementation of CCAs indicated that the term CCA is preferable to show its supplementary or complementary role for the classroom program (MoE, 1997:3).

Thus, the above evidences showed that different countries classified activities outside the classroom in different ways, but they considered as an important part of the total educational program (curriculum).

## **1.2 Statement of the Problem**

There are more than enough evidences that showed the strong desire to have CCAs in the past and present Ethiopian education system.

For example, *the Guidelines of schools General Administration* prepared by the then Ministry of Education and Fine Arts (1966: Article 12), as cited by (Setotaw, 1998) stated “*students have to be encouraged to participate in the school clubs.*” The Guidelines prepared by Ministry of Education (MoE) for *Internal School Administration* also indicated how CCAs were organized and coordinated in the school (MoE, 1981, 1982). Later after six years, updated *Guideline of Internal School Administration* issued by MoE showed the structure and job descriptions of CCA committee (MoE, 1988). The recently prepared Guide line for *The School Administration, Community participation and Finance* also indicated how CCAs are organized and financially supported in the school context (MoE, 2002).

Besides, The Education and Training Policy (ETP) of Ethiopia described some important issues related to CCAs under specific objectives (ETP, 1994: 7-11).

Additionally, the guideline was prepared and published by MoE in 1997 for CCAs in titled “*The implementation of Co-curricular Activities*”. ESDP document also described the clubs that particularly organized through the schools like: girls, environmental protection and anti-AIDS clubs (ESDP III, 2005). These showed that there was an extended wish to implement CCAs in the schools.

According to Setotaw (1998), after the establishment of regional education bureau, the Co-curricular program was coordinated by Physical Education and Co-curricular Program section at MoE level while at Regional, Zonal and Woreda levels the responsibilities were given to the Examination and Student Service Section. Similarly, at the school level the responsibility was given to the Co-curricular Coordinating Committee.

On the other side, there were rumors that indicated the reverse situation with that of Setotaw's findings. The critics indicated that there is no responsible skilled personnel and structural position for CCAs at WEO, Zonal, Regional Education Bureau and MoE levels.

Moreover, there were strong critics that indicated Even though schools often organized different CCAs at start of annual schooling time in the schools, most of them unable to function properly and became unsuccessful.

The statement on the ESDPIII document also clearly stressed that the capacity level of lower management was one of the main problems to realize educational goals.

*Inadequate planning and management capacity at the lower levels of the organizational structures (e.g. Woredas), is a critical problem in realizing the goals of education especially with regard to primary education (ESDPIII, 2005).*

However, there is limited research works that may show the existing practices of CCAs particularly at the Second Cycle Primary Schools (5 to 8 grades).

For instance, Unpublished MA theses of (Ayele Eshete, 2007) and (Dejene Tefera, 2006), and research works of (ICDR, 2001) and (Setotaw, 1998) indicated that the status of Co-curricular Activities under different area of the

In *A Survey study on the status of CCAs in the Ethiopian schools* that conducted by Setotaw in 1998 involved 38 Regional and Zonal coordinators, 96 secondary school directors and 300 high school teachers of five Regions. Even though there were limitations in inclusion of primary schools and students, and bias due to sampling technique (inherent of convenient sampling method) the findings indicated that status of CCAs was not good.

The *Summative Evaluation of the Implementation of primary school new Curriculum* that conducted at national level by Institutes of curriculum Development and Research (ICDR) indicated that the participation of teachers and students in Co-curricular Activities was not very bad or not very good (ICDR, 2001:220-232). But, the study did not properly address the status of co-curricular activities and the participation was not seen in different angles.

Similarly, the findings of unpublished MA theses of Ayele Eshete (2007) under the topic "*The practices of Extracurricular Activities in higher education*" and Dejene Tefera (2006) "*The Participation of Students with Special Needs in Extracurricular Activities*", that were conducted on students of Addis Ababa University and Ghimbo Woreda (Kefa Zone) respectively confirmed that the participation level of students in CCAs was low.

Even though the research works of Dejene Tefera and Ayele Eshete were specific to the participation level of students with special needs and students of higher education respectively, the findings may indicate the participation levels of students at second cycle primary schools too.

Unfortunately, none of the above researches examined the actual situations in primary school in general or Second Cycle (5-8 grades) in particular because the existing practices of CCAs were not properly quantified by the above mentioned research works.

A number of literatures also confirmed that the complexity of the implementation of Co-curricular Program in the ground because it requires the involvement of various bodies, more time and high commitment of coordinator as well as administrators. Hence, to assess the implementation status of CCAs, it needs attention to consider human, material and structural factors.

Karlin and Berger (1971) stressed on the process of coordination by describing the prerequisite to be considered before organizing Co-curricular Activities. Accordingly, determining the interest of the student, the effectiveness of the assigned sponsor, the availability of resources and environment that encourages voluntary activity is the prerequisite to have effective implementation of the Co-curricular Program.

The implementation of Co-curricular Activities is different from classroom teaching learning process because it needs more time and may takes place outside the normal schooling time. Thus, factors like Socio-economic Status, Gender, educational Level, budgetary and material conditions, availability of trained and motivated man power, and the presence of continuous monitoring mechanism may influence the Implementation of the Program.

Chamberlain and Kindered (1966) supported this idea by emphasizing the success or failure of the Co-curricular Program depends most upon the quality of leadership provided by faculty members.

According to the new Education and Training Policy of Ethiopia, the general primary education will be provided at second cycle of primary school (ETP, 1994). Berliner, David C., (2005) explained that this stage is the stage at which the students physically become ready and psychologically eager to interact with their environments. Gallagher, Bagin and Moore, (2001) also indicated that to maintain all rounded development, this is the crucial place to start the educational program by providing more opportunities for the students to participate in CCAs because it

provides an outlet to brush against reality, develop further sensitive to social needs and problem, and acquire a deeper sense of civic responsibility.

Neville (1997) stated educational aim that emanated from the educational policy serves to determine what should be taught in the school and how school life should be organized. There may be weaknesses to materialize the written document and policy intention in the ground due to different problems.

In general, the CCA/program is expected to be implemented in line with classroom curricular program starting from the Primary school.

From the above point of view, conducting research that focused on the implementation of CCAs in second cycle primary schools was undeniably very essential. Hence, the study was designed to fill the gap through assessing the existing practices of CCAs in Second Cycle Primary School context.

### **1.3 Objective**

The objective of this study is to examine the implementation of CCAs and identify its major problems in Second Cycle Primary Schools of Gursum Woreda.

To meet the major objective, the following specific objectives were included in the study:

- To explore the existing practices of co-curricular activities.
- To identify the implementation problems of co-curricular activities in second cycle primary schools.

Generally the study concentrated on the following research questions:

1. What are the existing practices of Co-curricular Activities in Second Cycle Primary Schools of Gursum?

2. What are the major problems of the implementation of Co-curricular Program in Second Cycle Primary Schools?

### **1.4 Significance of the Study**

The result of this study may not be comprehensive to provide solution for the problems. However, it is credible to have the following significances.

1. It will enable educational personnel to recognize the actual practices and problems of implementing CCAs so that possible interventions that alleviate the situation can be taken.
2. It provides basic information for further studies.
3. It may also draw the attention of supporters (GOs and NGOs) to alleviate the working conditions of CCAs in second cycle primary schools.

In the case of beneficiaries, students, teachers, principals and community at the grassroots levels are expected to be the beneficiaries, because the findings have a contribution to strengthen the school community relation through improving the implementation of the co-curricular program as well as the formal curricular program.

### **1.5 Delimitation of the Study**

The scope of the study is delimited to Second Cycle Primary Schools of Gursum Woreda, one of the eighteen districts of East Harar Zone, of Oromia Regional State.

The delimitation is also made to the implementation of CCAs by taking its Administration, teachers, and students related factors as a frame of reference. Because the research would not be manageable if all factors and all the schools were included. Hence, the schools included under the study were: Funganbira, Awbare, Awdale, Melkaroba and Onaya second cycle primary schools.

## **1.6 Limitation of the Study**

The study is intended to examine the implementation of CCAs in Second Cycle Primary Schools. If nongovernmental schools, proportional numbers of urban schools and the opinions of parents were included in the study, the findings could have a comprehensive result.

The limitation is also in regards to limited related research works to see the consistency of the present findings.

## **1.7 Operational Definitions of Terms**

**Co-curricular Activities:** important educative practices or program that will be arranged in the schools in order to provide more opportunities for all-round development of the pupil (MoE, 1997:3-4).

**Equipment:** material which may be a part of the permanent construction such as goal post in foot ball or laboratory Apparatus, materials in pedagogical center (Jha et al, 2004).

**Physical facilities:** - in or out door station (area) like play ground, laboratory, toilet, cafeteria (canteen) etc.

**Principal:** headmaster/director or administrator of the school (Jha et al, 2004).

**Second cycle primary school:** educational structure consists of grades 5 to 8 (ETP, 1994).

**Sponsor:** teachers or person who is appointed or assigned to co-ordinate co-curricular activities (MoE.1997:51).

**Supplies:** those expendable materials that need to be replaced in frequent interval (examples, ball, paint, brush, chemicals etc) (Jha et al, 2004).

**Woreda:** district or lower administrative structure in Federal Democratic Republic Government of Ethiopia.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In order to provide theoretical context to the study, review of related literature has been made the review is based on the theoretical concepts and available research works on co-curricular activities.

#### ***2.1 Scope and Meaning of Education***

The term education is hard to define because it is wide in its scope. However, scholars have tried to provide meaning of education in different ways.

Aggarwal (1990) stated a pupil gets one-fourth of his/her education from his/her teacher, another fourth from his/her own intellectual efforts, another fourth from his/her fellow students and the rest in the course of time through life and experience.

On the other side, G.S Millar, as cited in Aggarwal (1990), argued that education is a conscious and deliberate process well planned to modify the behavior of the students in desirable and socially approved channels and to bring about in the students specific knowledge and skills.

#### **2.1.1 Education and Learning Modality**

Scholars argue on how effective learning takes place. Hence, some focused on identifying relevant stimuli that may influence learning others recommend varying teaching strategies. The rest focused on how peoples' personality affect the way they interact with in the learning environment. However, all agreed up on the following common learning modality:

- ↳ *Kinesthetic learning – based on hands on work and engaging in activities.*
- ↳ *Visual learning- based on observation what is being learned.*

↳ *Auditory learning – based on listening to instructions* (Wikipedia, 2007).

Educational progressivists, advocates of unschooling, often oppose measuring of student competency using tests and assign letter grade or percentage for their performance. For them this grading system does not necessarily reveal the strength and weakness of students because students may receive poor marks due to external factors (e.g. poverty, extra work, incompetent teacher etc.). In support of their argument they stated that:

*Albert Einstein, the most famous physicist of the twentieth century, who is credited with helping us understand the universe better, was not a model school student. He was uninterested in what was being taught and he did not attend class all the time, but his gifts eventually shone through added to the sum of human knowledge* (Ibid).

## **2.2 Concept and Definition of Co-curricular Activities**

As described above, the aim of education is to help children to achieve all-round development. Therefore, curriculum experts and educational administrators have to give attention for the CCAs need to be available in the schools. It is important for the development of pupil and can not be seen separately from the curriculum.

Kochhar (1993:286), as cited in (Jha et al, 2004:2), stated “we conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in the school or outside, that are covered on under its supervision.”

Similarly, module prepared by national academy of higher education of Pakistan described “curriculum as all the activities which are provided inside or outside the institution for achieving the predetermined goals”. (Iqbal et al, 2007: 9).

Hence, curriculum includes not only curricular centered activities but also other curriculum activities (CCAs) that help children to develop mentally, spiritually, socially and physically. So, understanding the interwoven relationships of the CCAs with curriculum and defining the term CCA is clearly vital.

Chamberlian and Kindred (1966) and MoE (1997) showed different terms that used to describe the same thing. According to them currently due to an increasing acceptance of the wide function of school and broad definition of curriculum the term co-curricular activities become more useful rather than using terms like “extra-curricular activities”, “Semi-curricular”, “ Student activities” and “School activity” because of having undermining implication on the program.

Minehira and Marlaw (n.d) indicated clearly that co-curricular activity is one of the five concepts of curriculum. These are:

1. The official curriculum, which is document.
2. The operational curriculum, which is implemented in classroom.
3. The Hidden curriculum, both social and academic expectation and unwritten norms in school.
4. The Null curriculum which consists of subjects that are consciously omitted from the school’s official and or operational curriculum.
5. The co-curricular Activities, which include all of the experiences engaged in by students and teachers, before, during, and after the regular school hour/ day/.

On the other side, School board of Minnesota, under procedure 510, as cited in Jha et al (2004: 12), defined

*“Co-curricular activities are activities sponsored by the district and approved by the school board and are designed to provide*

*opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of Skills”.*

Thus, Co-curricular activities in America have one or more of the following characteristics:

- They conducted at regular and uniform times during school hours or at other times established by the school administration.
- Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses, offered to credit.
- They are partially funded by public money for general instructional purposes under the direction and control of the school Board (Jha et al, 2004).

Similar document indicated that Extra-curricular activities are small activities sponsored by students or groups and approved by the administration. Extracurricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, extra-curricular activities have all of the following characteristics:

- They are not offered for school credit
- They are generally conducted out-side school hours or if agreed by the participants and approved by school administration, It can be conducted during school hours.
- The content of the activities is determined primarily by the students' participation under the guidance of teachers.

Hence, co-curricular and extra- curricular activities are noncredit activities and need approval by school authorities, but the main difference is the supervisory procedure given to the activities (Ibid).

However, the term Extra-curricular Activities seems become less preferable and different countries frequently used the term CCAs. According to MoE (1997:3), the term co-curricular Activities is more acceptable and preferable rather than the term Extracurricular Activity to show its importance and interwoven relation with curriculum.

Generally, as described in the beginning, the purpose of education is that students shall be trained not only to know the right thing (cognitive) but also to behave in the right way (skill). Thus, cognitive development is mostly taken care by the curricular activities and the skill development is taken care mostly by the actual activities outside the normal class room teaching (MoE, 1997).

### **2.3 Types of Co-curricular Activities**

As fair Relationship or distinction between co-curricular activities and curriculum helps us to develop better educational plan, understanding the types of co-curricular activities also helps us to utilize resource more fruitfully and make easy to organize desirable activities in the schools. According to MoE (1997:35), based on their organizational nature CCAs can be categorized in to two: clubs and Non-clubs.

#### **2.3.1. Clubs**

Clubs are activities organized in the form of association; usually have leader, executive committee, members, rule and regulation and entrance fee. Clubs also have different varieties such as:

- Clubs related to class room subject (e.g. Biology, chemistry, etc).
- Service clubs (e.g. library, postal service, Red cross, Mini-media)
- Clubs related to self governance (e.g., Boy Scout, Girls Guide movement etc).
- Career and Talent related clubs (e.g. future teacher, farmer, Journalist, Nurse etc.).

### **2.3.2 Non-club Activities**

Non-club activities are activities organized permanently or temporarily and have no similarity in organization with club, such activities are:

- Publication
- Social activities
- Flag ceremony
- class monitor
- Social service.
- Holidays
- Uniform
- Speech and forum.

On the other side, the co-curricular activity resource book for teachers of Nepal classified the activities in to compulsory, desirable and optional groups in the following manner:

- Compulsory activities: National flag, National anthem, prayer, cleaning of compound; field and class room, personal hygiene, Minor games and observing education day.
- Desirable activities: School uniform, parent day, national song, drawing and handicrafts.
- Optional Activities: Educational Tour, school flag, school anniversary, National Festival, Garden, National symbols and photos of national personalities (Jha et al, 2004).

### **2.4 Objectives and Benefits of Co-curricular Activities**

The benefits of Co-curricular activities are not limited to pupils, teachers can also gain a lot for example teachers who are shy, sensitive and whose talents are not evident very much enriched psychologically by discovering his / her talent because he / she can get more exposure to break shyness. The informal situation set up in CCAs provide opportunity for the teachers and students to work together in friendly relationship this foster the teachers to work more effectively even in a classroom (Karlin and Berger, 1971).

Co-curricular activities give a chance to involve students in school and community affair. This often helps to create or improve effective communication between school and society. Through these students develop further sensitivities to social needs and problems, and acquire a deeper sense of civic responsibility. Moreover, schools that communicate with their external publics in some organized way enhance their chances of getting better public supports, minimizing criticism, learning the values and priorities of community, and receiving many functional ideas that will help them educate students better (Gallagher, 2001).

Therefore, if it is well planned, communities can also gain direct benefit from CCAs. For instance, through voluntary services like: literacy campaign, anti-AIDS movement, tree plantation etc. not only the local people but also the country as whole can benefit from CCAs.

In this regard, Setotaw (1998:175) stated “there are no better opportunities other than co-curricular program that established close contact between school and community.” Through activities like parent day, sport competitions, exhibition and dramas etc. school can easily catch the attention of local people for the betterment of school image.

However, Gallgher (2001) stressed on some precautions, according to him activities undergoing by pupils to public benefit should be a logical to fit with its educational objectives. He said “unless this principle is respected, there is always a danger of exploiting pupils for publicity purpose”. In general, the school has a moral obligation to see that pupils maintain a desirable balance between participation in school/ community affaire and educational progress.

Co-curricular activities also used to accommodate issues like HIV/AIDS, environmental protection, peace education, inter cultural education and

important recent innovation and contents that are not included in the text (ESDP III, 2005, EDUVINET, 1997).

## ***2.5 Co-curricular Activities and its impacts on Students' Development***

As compared to classrooms CCAs provide environments for harmonious relationship between pupils. The informality of the situation and the relaxed atmosphere all help to encourage the children to make friends. For educationist CCAs help the children to develop in personality, for psychologist satisfies the psychological need (craving companionship and recognition) and for sociologist it is a place for stressing social development (S. Karlin and Berger, 1971) (Jha et al, 2004).

Several studies conducted on the effect of CCAs clearly showed the above mentioned implication. Hence, some studies focused on out come such as academic achievement, reduce risk factor, reduce dropout rate while others focused on specific population such as athletes.

For example an analysis of National Data of USA, issued in September 1995, by the department of Health and Human services found that students who spend no time in co-curricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors, 41 percent more likely to have used drugs, 37 percent more likely to have become teen parents, 35 percent more likely to have smoked cigarettes, and 27 percent more likely to have been arrested than those who spend one to four hours per week in co-curricular activities(Holland and Andre, 1987).

Additionally, a considerable amount of research has examined the benefits of youth participation in CCAs .For example, the fact sheet 99-32 prepared by Randy Brown in 2007, who is an area Extension specialist, summarized how

participation in CCAs encourage positive youth development. Accordingly, as cited by Brown (2007:3), participants in activities were more likely to:

- Have better grades (Marsh, 1992),
- Have higher standardized test scores (Gerben, 1996)
- Have higher educational attainment (Hanks and Eckland, 1976),
- Have higher self- concepts (Marsh, 1992)

Similarly, youth who participate in CCAs also have been found to be less likely to

- use substance (Cooley, Henriksen, Nelson and Thompson, 1995),
- Dropout of school (Mahoney and Cairns, 1997),
- Misbehave at school (Marsh, 1992).
- Commit delinquent act (Landers and Landers, 1978).

However, there are arguments on how participation in CCAs positively influences child development. Some authors have explained that youth who participate in activities learn important skills which help them in other aspects of their life (Hallond and Andree, 1987).

Others argued that just spending time participating in CCAs decrease the opportunity for a youth to be involved with problem behaviors (Carnegie, 1992).

Still others have claimed that as children participate in CCAs they are influenced by the culture of an activity and the experience they have as a part of that activity this social environment influences youths` value and how he/she perceives things (Marsh, 1992).

Generally, due to dynamic nature and its focus on more practical activities with complete engagement, CCAs seems have more powerful effect on the behavior of the child compared to class room program. Therefore, researchers and teachers have long suggested that participation in CCAs can be an important source of positive influence in the lives of child.

## **2.6 Organizing Good Co-curricular Activities**

Organizing is a process of arranging people and other resources in an orderly manner to carry out planned objective. Commonly schools have strategic role in organizing a range of functional activities. There are experiences that showed CCAs expected to be delivered in the schools need to be organized based on the specific objective. For example, Education Commission of Nepal (1992:62-64), as cited in Jha et al (2004: 9), suggested specific activities for the development of particular faculties in the following manner:

- For the development of creative genius of the students
  - Competition of literary work,
  - The publication of wall magazines and handwritten newspapers,
  - Painting,
  - Handicraft,
  - Drama, dance and music.
- For physical development
  - Different kinds of sports,
  - Physical exercise and yoga,
  - Scout,
  - National development service.
- For mental and intellectual development
  - Debates,
  - Quiz contest,
  - Spelling competition.
- For the development of knowledge, expression and understanding
  - Observation tours
- For instilling the spirit of social service and environmental awareness
  - Sanitation of the surrounding areas,
  - Protection and cleanliness of public places,

- Layout and preservation of school garden and kitchen garden,
- Tree plantation and environmental protection.
- Library, public health and family welfare programme.

On the other side, instead of listing Optional CCAs, the manual prepared by ministry of education stressed on the most important characteristics of good CCAs. Some of the characteristics described in the manual were:-

- *The program has goals that encourage students and teachers to achieve great things, while also having rules that hold participations accountable to certain standards.*
- *Students can take on leadership roles. For examples, act as a members of executive committee of clubs or club leaders*
- *The program have to be appropriate for the age group*
- *Students need to be a part of deciding how a program is organized and conducted (MoE, 1997: 10).*

According to R. Brown (2007), to organize effective CCAs in the school, the influence of factors like economic status, educational policy, cultural and historical background of a given community might need attention and involvements of all concerned bodies in planning and execution might be very essential.

Additionally, in order to avoid undesirable activities, school administrators have to be conscious about the purpose of CCAs and have to consider educational objectives of the country. Therefore, such activities are usually emanated from educational subject or from the general educational objectives of the country.

## **2.7 Implementation of Co-curricular Activities**

CCAs are a part and parcel of curriculum. The implementation is not separately seen from the implementation of curriculum. But the difference is the

implementation of CCAs require voluntarism to work out side the school hours, interest and competency to coordinate activities.

Setotaw (1998) emphasized that the implementation of CCAs requires patience, competency, favorable working atmosphere and social relationships because it is an area usually face resistance from school principals, teachers, parents, students and external personnel.

Fullan and Pompret, as cited in Derebssa (2004), indicated that effective implementation requires time, personal interaction, training and other forms of people based support.

As Derebssa (2004) stated *"Implementation is a process of interpreting the planned activities in to effect, it involves attempts to change individuals' knowledge, attitude and action." It is a critical phase in the cycle of any program"*

According to Lewy (1977), to make implementation effective, examining over all school system may help and build good atmosphere.

Therefore, successful implementation results from careful planning because planning address needs and resource requisite for carrying out intended actions, and also determines how to administer planned action. Hence, based on the vision of an organization, planning should be takes place prior to program creation or implementation. In contrast, action without planning or planning that does not pay equal attention for people, program and material factors lead to fail and waste resources (Derebssa, 2004: 235 -241).

## **2.8 Participation in Co-curricular Activities**

As described in section 2.4 and 2.5 of this paper, research findings indicated that participation of students in CCAs play central role in students' health

development. However, a number of factors might affect the active participation of children.

De Moulin (2002) showed that many boys and girls in high schools were not involved in any CCAs. However, through comparing the participation level of 384 typical high school students (182 female ranging in age from 16 to 18 years and 202 male ranging in age from 16 to 19) in CCAs, He observed that male showed statistically more involvement in the following activities: Athletics, music, service organization and leadership role than females.

Macomber and Moore (1999) reported that nationally 83 percent of all children aged from 6 to 17 years participated in at least one CCA, but of children in families with low income (under 200 percent of the poverty level) 73 percent participated compared to 90 percent of children in higher income families.

Some findings indicated that Gender, Grade level and Socio-economic status of an individual may influence the involvement of students in CCAs. Similarly as reported in Ezewu, E(2000:25-26), the research work of Obaya and Ezewu that was conducted on 1644 pupils of twelve primary schools of two Nigeria cities indicated that children from high socio-economic status families expressed interest in both academic and varied activities whereas children from low socio-economic status showed interest only in academic subjects.

In a survey of 1500 students drawn from 65 randomly selected high schools across the United States of America also indicated that half of the students were not participating in CCAs for the reasons: Job outside the school, irrelevance of activities, inconvenient of schedule while 40 percent of the students indicated teacher domination, parental disapproval and unavailability of their sex (Long, Buser and Johnson, 1977).

Moreover, the survey conducted by Morris and Starrified (1982) on Phoenix high school students showed that the main reasons for joining students in CCAs were internal reward or interest.

## **2.9 Limiting Factors of the Implementation of Co-curricular Activities**

Limiting factors (Inhibitors) are obstacles that usually challenge a given program at the level of implementation. Research work of Jha et al (2004) identified the following limiting factors for the implementation of CCAs in primary school (1-5 grades) of Nepal. These were:

- *Lack of budget for CCAs*
- *Lack of training and trained teachers for CCAs*
- *Less number of teachers*
- *Over teaching load and crowded class*
- *Inadequate facilities, equipment and supplies for CCAs.*
- *Less participation of students*
- *Lack of parental interest, awareness and support*
- *Unavailability of teachers' guide book and other resources material for CCAs*
- *Lack of monitoring and supervision on CCAs*
- *Lack of incentive, reward and punishment for teachers and principals*
- *No provision of planned teaching load in daily routine.*
- *Forcible participation by teachers etc.*

Setotaw (1998), of Dejene Tefera (2006) and Ayele Eshete (2007), (unpublished MA theses) identified almost similar factors that hinders the implementation of CCAs at different level.

Different literatures showed that the implementation of CCAs may be influenced by the presence or absence of material or budget, skilled man power and workable organization.

Minerhira and Marlow (n.d) strongly advised that to improve the implementation of the program, Principals have to find access for support in terms of resources and professional development opportunities for the teachers.

Hawes (1982), Chamberlain and kindered (1966) also emphasized that the success or failure of the co-curricular program depends most up on the quality of leadership provided by faculty members.

Gabries and Chao (1996), and Detjen (1952) that the availability of trained teaching staff, teacher's morale and professional incentives could have a powerful effect on the implementation of CCAs.

According to Derebssa (2004), communication is another factor that needs to be considered because Communication is one of the important processes to transfer information among people. It assists implementers to accomplish intended objectives.

Therefore, success of implementation of CCAs may be affected by the peoples, material and organizational factors.

## **CHAPTER THREE**

### **METHODOLOGY AND DESIGN OF THE STUDY**

This chapter describes the basic steps, the representativeness of sample, the type of instruments, procedures followed to collect data and data analysis methods used to administer the study.

#### ***3.1 Method of the Study***

Descriptive survey Research Design was adopted for this particular study because it is a convenient method to describe the existed situation and also enable to access the opinions of large sample size (Yalew Endawoke, 2006:23).

#### ***3.2 Study Area***

The study area is Gursum Woreda, one of the districts of East Harar zone, of Oromia Regional Administration state that located at about 612 kms away from Addis Ababa to East. Gursum was selected for the study because it is very big and assumed to be range of character and typical of the other Woredas of East Harar Zone. In addition to this, the researcher had well familiarity with the social, geographical and administrative environment that was a very helpful atmosphere to finish data collection smoothly and on time.

#### ***3.3 Population and Sampling***

In Gursum, the total numbers of second cycle primary schools (5-8 grades) were 16, of these only eight schools had 5 to 8 grades. The rest eight schools had newly opened grades (four schools had newly opened 5 to 6 grades, three schools opened grade 7 and one school started only grade 5). The newly opened schools were not well equipped with experiences of CCAs. Therefore, eight schools which had grades 5 to 8 were subjected for sampling.

Therefore, Out of eight second cycle primary schools five schools were selected using random sampling method (lottery system) as sample schools for the study.

To get the representatives and manageable size, 133 students and teachers were taken as a sample. To obtain these samples, after arranging their name in alphabetical order, 5% of students and 50% of teachers from the population of each sample schools were selected using systematic random sampling technique (see Table 1).

Additionally, five principals (one from each school) and three educational personnel including head of Woreda Education office (WEO) were purposively included to get adequate and relevant information, because these parties had different experience, qualification and exposure.

**TABLE 1 Sample in Their Respective Sample Schools**

No.	Sample Schools	Population			Sample Groups		
		Students	Teachers	Principle	Students	Teacher	Principals
1	Funganbira	1529	42	1	76	21	1
2	Awbare	398	10	1	20	5	1
3	Awdale	196	7	1	10	4	1
4	Melkaroba	330	9	1	17	4	1
5	Onaya	207	9	1	10	5	1
	Total	2660	77	5	133	39	5

Source: - WEO, February 2000

**TABLE 2 Samples of Students in Grade Level**

No.	Sample Schools	Schools						
		F/bira	Awbare	Awdale	M/roba	Onaya	Total (No)	Total (%)
1	5-6 grades	42	11	6	11	4	74	55.64
2	7-8 grades	34	9	4	6	6	59	44.36
3	Total	76	20	10	17	10	133	100

### **3.4 Data Gathering Instruments**

Questionnaires, interview and checklist were prepared and employed for data gathering. Additionally, documents from school and WEO were consulted whenever need arise.

#### **Questionnaires:**

The questionnaire prepared for students had four parts that consists of 20 closed-ended with few open-ended items while the questionnaire for teachers and principals had five parts that consists of 25 closed ended with few open ended items (see Annex 1).

Checklists were prepared to collect data about school facilities, materials and types of CCAs existed. Hence, three set of checklist forms were prepared and finalized in consultations with the Woreda education experts. These observation forms are briefly explained below:-

#### **Observation checklist form A-C:**

Form A was used in order to collect the information related to facilities like library, cafeteria, school compound, toilet and drinking water and materials in different rooms which are important for non-club CCAs while form B was employed to obtain the information related to the availability of materials for organizing sports, music and the school pedagogical center(see Annex 3) form C was also employed to check the type of CCAs available in the schools(see

Annex3).Leading questions for interview were prepared and employed for officials of WEO (see Annex 4).

After the first drafts of all tools were prepared in English, they were commented on by one senior researcher from Ethiopian Institute of Agricultural research Center (Debrezeyt). Based on the comment and suggestion on the format and items, necessary modification of items and formatting was made, especially on the questionnaires. Then, they had been submitted to the advisor. Including important comments of academic advisor, the final draft of the tool had been developed in English for pilot study. To reduce communication barrier, the questionnaire prepared for teachers and principals was translated to Amharic before piloting. Similarly the questionnaire for the student was translated to Amharic and Oromifa languages because there were students attending in two vernacular languages in Funganbira School. Hence, during translation, the researcher did his best in both languages and gave to high school teachers (two English, one Amharic and one Oromifa) for grammatical checking.

After regular teachers made grammatical and necessary corrections, again Amharic and Oromifa versions were given to two English teachers who fluently speak both languages for back translation. Moreover, copies of each translated paper were given to one WOE experts to comment on. Including comments from all parties, Amharic version for teachers and Amharic and Oromifa version prepared for students were made ready for piloting (see Annex 2).

### **3.4.1 Pilot study**

To improve the understandability of the questionnaire and interview, the pilot study was conducted in one school, Funganbira second cycle primary school. Hence by considering the proportion of sex and grade level, eight students were selected by convenient sampling technique from grade 5 to 8 during the pilot while 4 teachers were similarly selected for the same purpose(these were not included in the main study).

The questionnaires were distributed to all participants and appealing genuine comment through briefing the purpose of piloting the instrument. To made simple observation on how students fill the questionnaire, teachers and students were filled at different time in a class room. Based on the comment, observation and checking the piloted questionnaires the following modification were made on the first draft.

- Item in matrix form that prepared for students in part three, and for teachers and principals in part four confused some participant on how to fill the response. Hence for the main study instructional modification and brief description was added on the direction.
- From observation and response of questionnaire some of grade 5 students had problems in reading and writing. Thus for the main research it was planned that students have to complete the questionnaire in the presence of researcher for needed help, for instance how to fill questionnaire based on the instructions, read all questions for the participants etc.

Additionally, interview leading questions were piloted on one educational expert by selecting conveniently from WOE (not included in the main study). Hence, the comment was considered during the main study. Checklists were also tested in Funganbira School.

### ***3.5 Procedures of Data Collection***

After all considerations and modifications were made based on the pilot study, the instruments were become ready for main study. In the main study, questionnaires were distributed for 133 (100%) students, 39 (100%) teachers and 5(100%) principals. All questionnaires distributed for students and principals were fully returned back but two papers distributed for Funganbira teachers were left (unreturned to the researcher).

During screening, 19 questionnaires from students and one questionnaire from teachers were incomplete. Then, the incomplete questionnaires were discarded and bringing the total excluded questionnaires of teachers three. Thus, the complete questionnaires were subjected to analysis (114 from students, 5 from principals and 36 from teachers).

Data collection was conducted from (February 17 to march 25, 2000 EFY) and observation took five school days in each sample schools while interview and checking documents in WEO took two days.

### ***3.6 Data Analysis and Interpretation***

Quantitative (Descriptive and inferential statistics) and qualitative methods were used to analyze the data. The Data collected through questionnaires were tallied and tabulated in frequency tables and then Numbers, percentage, chi-square test were employed in analysis and interpretation. Numbers and percentage were used to present personal background information and response distribution in groups while X<sup>2</sup>-test was used to test the significance differences in participation of students in CCAs (to see the effect of variables). Figure (bar graph) was used to present the responses of different study groups in clear manner. The data obtained through checklists were summarized using tables and narrated whenever needed while the data obtained through interview were narrated.

Finally, conclusion and recommendation had been drawn based on the findings.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The objective of the study was to assess the existing practices and problems related to the implementation of CCAs in second cycle primary schools. Hence, data collected through questionnaires, Interview and check list are presented and interpreted in this chapter under the following main headings: Profile of Respondents, Existing practice of CCAs and Major problems that affect the implementation of CCAs.

#### **4.1 Profile of Respondents**

Self-reflective responses obtained from participants based on the questionnaires are presented in tables 3 and 4. Results on background of the students are indicated in table 3.

**TABLE 3 Students' Background across the Schools**

Response Categories	Sample schools										Total	
	Funganbira		Onaya		Awbare		Melkaroba		Awdale			
	No	%	No	%	No	%	No	%	No	%	No	%
Sex												
Female	20	31.3	3	42.9	5	25	2	15.4	-	-	30	26.3
Male	44	68.7	4	57.1	15	75	11	84.6	10	100	84	73.7
Total	64	100	7	100	20	100	13	100	10	100	114	100
Age in years												
10-14	32	50	4	57.1	10	50	10	76.9	6	60	62	54.4
>=15	32	50	3	42.9	10	50	3	23.1	4	40	52	45.6
Total	64	100	7	100	20	100	13	100	10	100	114	100
Grade level												
5 - 6	33	51.6	2	28.6	11	55	7	53.8	6	60	59	51.8
7- 8	31	48.4	5	71.4	9	45	6	46.2	4	40	55	48.2
Total	64	100	7	100	20	100	13	100	10	100	114	100

The majority of the students were male (74.6 percent versus 25.4 percent).. Thus, the findings are more reflective of male and students Aged 10–14 years.

**TABLE 4 Teachers' Background across the Schools**

Response Categories	Sample schools										Total	
	Funganbira		Onaya		Awbare		Melkaroba		Awdale			
	No	%	No	%	No	%	No	%	No	%	No	%
Sex												
Male	15	83.3	4	80	4	80	2	50	3	75	28	77.8
Female	3	16.7	1	20	1	20	2	50	1	25	8	22.2
Total	18	100	5	100	5	100	4	100	4	100	36	100
Service in years												
=<10	5	27.8	3	60	5	100	4	100	3	75	20	55.6
>10	13	72.2	2	40	-	-	-	-	1	25	16	44.4
Total	18	100	5	100	5	100	4	100	4	100	36	100
Educational status												
12/10+TTI	3	16.7	-	-	1	20	2	50	-	-	6	16.7
12+2/10+3	15	83.3	5	100	4	80	2	50	4	100	30	83.3
Unspecified	-	-	-	-	-	-	-	-	-	-	-	-
Total	18	100	5	100	5	100	4	100	4	100	36	100

Similarly, majority of the teachers were male compared to the percentage of female participants (77.8% versus 22.2%). Teachers with 10 or below 10 service years were more involved than above ten service years (55.6% versus 44.4%).

Moreover, all principals and educational personnel involved in the study were male. The service years of majority of principals (80%) was 10 or below 10 while the service years of majority of educational personnel (66.7%) of was above 10. The educational statuses of all respondents involved in interview (personnel of WEO) and 60% of principals involved in the study were diploma holder.

Therefore, the results obtained in the study related to these groups (teachers, principals and personnel of WEO) were more reflective of male, 10 or below 10 service years and diploma holders in educational status.

## 4.2 Existing Practices of Co-curricular Activities

The responses obtained from different sources regarding the existing practices of CCAs are interpreted and discussed in terms of awareness on the concept of CCAs, perception, participation, type and organizational nature of activities, Qualification and training of sponsors/teachers.

### 4.2.1 Awareness on Co-Curricular Activities

Participants were asked to rate their awareness level on the concept of CCAs. Results obtained from respondents based on the questionnaires are presented in table 5.

**TABLE 5 Awareness level on Co-Curricular Activities**

Groups	Response categories										Total
	Very high		High		Medium		Low		Very low		
	No	%	No	%	No	%	No	%	No	%	
Principals	-	-	3	60	2	40	-	-	-	-	5
Teachers	3	8.3	16	44.4	12	33.3	3	8.3	2	5.6	36
Students	14	12.3	27	23.7	42	36.8	20	17.5	11	9.6	114
Total	17	11	46	29.7	56	36.1	23	14.8	13	8.4	155

The majority of the respondents (40.7%) had awareness on the concept of CCAs (11% very high and 29.7% high) while 23.2% of them had no awareness.

The awareness level of principals and teachers was higher than the awareness level of students. It is expected result because they have more exposure and experiences on the CCAs than students.

Generally, from this finding most of the respondents of all groups rated their awareness level positively, but in reality most of the respondents of each groups unable to give example of Co-curricular Activities Other than clubs during informal discussion (personal communication).

The present study is not consistent results with earlier study by Setotaw (1998) and unpublished MA thesis of Dejene Tefera (2006) in those majorities of teachers and directors rated their awareness level negatively.

However, the present result is in agreement with the findings by Jha et al (2004) in that most of the principals and teachers of primary school were found having some sort of clear concepts about the term co-curricular Activities.

The differences of present findings from Setotaw and Dejene Tefera may be due to target group used because Setotaw used high school teachers and principals while Dejene was specific in his study to students with special need, but the target groups of present study are WEO personnel, principals, teachers and students of second cycle primary schools.

#### 4.2.2 Attitude on the Benefits of CCAs

Principals, teachers and students involved in the study were asked to indicate the level of agreement on the educational benefits of CCAs. Table 6 demonstrates the responses of the participants.

**TABLE 6 Attitudes on the Benefits of Co-Curricular Activities**

Respondents	Response					Total (N)
	Strongly agree %	Agree %	Undecided %	Disagree %	Strongly disagree %	
Principals	100	-	-	-	-	5
Teachers	66.7	25	5.6	2.8	-	36
Students	42.1	40.4	14	3.5	-	114

Majority of principals, teachers and students agreed up on the educational benefits of CCAs. However, 2.8% of teachers and 3.5% of students from their

respective groups showed their disagreement while 5.6% of teachers and 14% of students were unable to decide their level of agreement or disagreement.

The same result was obtained from the interview, (majority were positively respond on the educational benefit of co-curricular activities) one interviewee in his word said

*“I have no doubt about the benefit and importance of co-curricular activities, not only students but also schools can gain more from the effective implementation of CCAs because engaging students in such activities might create good discipline in the school.”*

This indicates that principals, teachers and personnel of WEO have better feelings about the CCAs. This is expected result because they have better experiences and trainings (exposures) on CCAs than the students.

#### **4.2.3 Participation in Co-curricular Activities**

In the study, teachers and students were asked to indicate their status of participation in co-curricular activities. Table 7-13 presents the responses of each group with respect to different variables.

##### **4.2.3.1 Teachers' Participation in Co-curricular Activities**

Reviews of related literature have made clear about the role and responsibilities of teachers and students in conducting CCAs. According to Jha et al (2004), the teacher is the dynamic force of the School. Hence, with out a competency teacher, even the best of systems is bound to fail. It is the teacher who directs and implements educational program. The future of the school is dependent on the teachers' active involvement. So, teachers were asked to indicate if they were registered/appointed in/for CCAs or not. Table 7 indicates the responses of the teachers based on their service years.

**TABLE 7 Teachers' participation**

Response Categories	Service Years						X <sup>2</sup>
	Total		10 or below 10		Above 10		
	No	%	No	%	No	%	
Yes	25	69.4	14	70	11 (11.1)	68.8	0.007
	-		(13.9)				
No	11	30.4	6	30	5	31.2	
	-		(6.1)		(4.9)		
Total	36		20		16		

X<sup>2</sup> critic = 3.8415 at 0.05 level df= 1

Numbers in parenthesis are expected frequency

Majority of teachers (69.4%) noted their participation in co-curricular activities, but 30.4% reported they had no any form of participation in co-curricular activities. With regard to service years, teachers that had 10 or below 10 service years had higher participation rate than above 10 service years this seems service years and participation rate had an inverse relation. However, the observed X<sup>2</sup> value (0.007) at 0.05 level confirmed that no significance difference in participation between these two groups. This implies that the participation of teachers in CCAs was not significantly affected by service years.

#### 4.2.3.2 Students' Participation in Co-curricular Activities

Similarly, Jha et al (2004) described that the importance of providing different educational opportunities is reasonably for the sake of students, they said that the pupils are the legitimate occupants of the school. In the study students were asked to indicate if they were registered in CCAs or not. Table 8 indicates the responses of the students based on the variables sex, grade level and age.

**TABLE 8 Sex, Grade level and Age Vs Students` Participation**

Response categories	Sex			X <sup>2</sup>	Grade level			X <sup>2</sup>	Age (year )			X <sup>2</sup>
	Female	Male	Total		5-6	7-8	Total		10-14	≥15	Total	
	(N)	(N)			(N)	(N)			(N)	(N)		
Yes	14 (19.7)	61 (55.3)	75	6.48*	32 (38.3)	42 (35.7)	74	6.12*	32 (37)	42 (37)	74	3.9*
No	16 (10.3)	23 (28.7)	39		27 (20.7)	13 (19.3)	40		25 (20)	15 (20)	40	
Total	30	84	114		59	55	114		57	57	114	

X<sup>2</sup> Critic= 3.8415 at p> 0.05 level df= 1

\* Significant and numbers in parenthesis are expected frequency

Results on participation status of students indicated that the proportion of male participants in co-curricular activities were higher than female 61 (72.6%) versus 14 (46.7%). Similar trends were observed for education level and age. The computed X<sup>2</sup> values at 0.05 level also indicated that sex, age and education level significantly affect the participation of students in CCAs. This implies Sex, Age and Grade level had direct relationship with participation rate.

Similar results were reported by De Moulin (2002) and Buser (1990), male students showed statistically more enrollment in athletics, music, service organization and leadership role than female while female have higher participation rate than male in journalism, arts and social clubs. The present study is also in agreement with the findings of Dejene Tefera (2006) (unpublished thesis). Moreover, Genet Zewdie (1998) reported that from the total female sample students used in her study more than half did not participate in any activities outside the regular class in high schools of Addis Ababa. This indicates the social and traditional experiences of girls in our country may negatively influence girls to join in CCAs rather than boys. The condition may be worse in rural areas like Gursum.

### 4.2.3.3 Time Spent

Further question was posed for those participants positively reported their participation to examine the average time spent per week in co-curricular activities. Table 9 demonstrates the responses of each group.

**TABLE 9 Time spent in Co-curricular activities**

Groups	Hours per week								Total (N)
	Negligible		Below 1 hour		1-2 hours		Above 2 hours		
	No	%	No	%	No	%	No	%	
Teachers	5	20	13	52	6	24	1	4	25
Students	18	24	38	50.7	10	13.3	9	12	75
Total	23	23	51	51	16	16	10	10	100

As depicted in table 9, the proportion of respondents reported less than 1 hour or negligible time spent per week in CCAs (23% negligible or 51% below 1 hour per week) was higher. This implies majority of teachers and students spent below 1 hour or negligible (no time spent) in CCAs. They were only registered as participant (members) of CCAs with out active involvement in CCAs.

Similar findings were reported by Jha et al (2004). In other findings, based on analysis of several data bases (e.g. the 2000 census of USA, the Colorado Department of Education Dropout Statistics (1999-2003) and the Condition of Education (2003), Lamm and Harder (2005) showed that students involved in CCAs for at least 1 hour per week had a profound effect on graduation rate.

### 4.2.3.4 Participation in Multiple Clubs

Based on the policy and principles of a given countries students are expected to participate in CCAs either voluntarily or compulsorily. In order to maximize educational benefit, schools provide a numbers of CCAs (Wikipedia, 2007) and (MoE, 1997). In the study students were asked to indicate the numbers of CCAs

they participate in. Table 10 shows the responses of students based on the question.

**TABLE 10 Students` Participation in Multiple Clubs**

Sample schools	Numbers of clubs								Total (N)
	One		Two		Three		Four or more		
	No	%	No	%	No	%	No	%	
Funganbira	19	47.5	16	40	3	7.5	2	5	40
Onaya	4	57.1	1	14.3	1	14.3	1	14.3	7
Awbare	2	14.3	6	42.8	2	14.3	4	28.6	14
Melkaroba	1	9.1	3	27.3	4	36.4	3	27.3	11
Awdale	2	66.7	-	-	1	33.3	-	-	3
Total	28	37.3	26	34.7	11	14.7	10	13.3	75

As table 10 demonstrates, Participation patterns of students in clubs were ranging from one to four or more. The results showed (37.3 % in one, 34.7 % in two, 14.7 % in three and 13.3 % in four or above clubs) majority of students registered in one activity and the proportion of students in more clubs was less compare to the number of students registered in one club. This seems as the number of clubs increase, participation rate decrease and reflect negative relationship. However, some schools (Awbare and Melkaroba) did not follow such patters.

#### **4.2.3.5 Opportunities to Lead Non-Club Co-Curricular Activities**

The manual prepared for CCAs by ministry of education suggested that students of grade 7 and above expected to lead CCAs (MoE, 1997).In the questionnaire an item was included to explore the opportunity of the students to lead non-club CCAs. Table 11 demonstrates the responses of each group.

**TABLE 11 opportunities to Lead Non-club Co-curricular Activities**

Response	Groups									
	Principals		Teachers		Students				Students (Total)	
	No	%	No	s%	Male		Female		No	%
					No	%	No	%		
Yes	4	80	24	66.7	23	27.4	3	10	26	22.8
No	1	20	12	33.3	61	72.6	27	90	88	77.2
Total	5	100	36	100	84	100	30	100	114	100

As table 11 shows, majority of students (77.2%) replied that they did not get a chance to lead non-club activities. In contrast, 66.7% of teachers and 80% of principals disclosed they had chance to lead co-curricular activities. This indicated that there were no rooms that allow students to lead co-curricular activities and the activities were dominated by principals and teachers. Moreover, the table shows the disparity between male and female students to lead non-club co-curricular activities was high (27.4% versus 10%).

In support of the results, report documents of each sample schools were checked and interviews with WEO personnel were conducted. Accordingly, all clubs were lead by teachers but principals of few schools also had a chance to lead clubs (for example, civic and ethical club of Onaya primary school). Moreover, the WEO personnel unanimously disclosed students of primary schools had no chance to lead clubs and non-club activities as well because “they are not mature enough to lead CCAs”.

The present finding is in line with research findings reported by Setotaw (1998) and Dejene Tefera (2006). Both indicated that students had less chance to lead clubs.

#### **4.2.4 Types and Organizational Nature of Existing Practices**

ESDP III (2005) indicates the organization of clubs like Girl, environmental protection and Anti AIDS in all Ethiopian schools. The manual of CCAs also describes different types of CCAs and provides valuable suggestion that helps to organize the activities in the schools (ESDP III, 2005) and (MoE, 1997). In addition to the above documents, letters of communication related to CCAs that found in WEO files were used to prepare checklist to explore types of existing practices. Therefore, the following are the summary of the results that obtained from the data collected by checklist.

##### **4.2.4.1 Types of Co-curricular Activities**

Totally 14 types of Clubs were organized in the second cycle primary schools of the study area. These were: Red cross, Music, Anti-AIDS, Health and Malaria, Environmental protection, Sport club, Question and Answer competition, Civic and Ethical club, Girls, Counseling and Guidance, Culture, Mini-media, Library and Civil service. However, only five clubs were common in all sample schools: Red Cross, Anti-AIDS, Environmental protection, Sport and Civic and Ethical. The rest were specific to some schools (see Annex 5).

This implies clubs were organized based on the directory from higher education offices (the five clubs organized through the schools) and also based on the interest of the schools (See Annex 5).

##### **4.2.4.2 Clubs in a Better Performance**

To explore the clubs relatively better in its activities, an item was included in the questionnaires. Table 12 summarizes the opinions of target groups.

**TABLE 12 Clubs in a Better Performance (participants' view)**

Clubs	Groups	Response categories						Total (N)
		Good		Undecided		Poor		
		(N)	%	(N)	%	(N)	%	
Anti AIDS	Teachers	16	44.4	5	13.9	15	41.7	36
	Students	52	45.6	21	18.4	41	35.9	114
	Principals	5	100	-	-	-	-	5
	Total	73	47.1	26	16.8	56	36.1	155
Environmental protection	Teachers	13	36.1	8	22.2	15	41.7	36
	Students	44	38.6	25	21.9	45	39.5	114
	Principals	2	40	2	40	1	20	5
	Total	59	38.1	35	22.6	61	39.4	155
Sports	Teachers	14	38.9	5	13.9	17	47.2	36
	Students	35	30.7	29	25.4	50	43.9	114
	Principals	3	60	1	20	1	20	5
	Total	50	32.3	35	22.6	70	45.2	155
Civic and Ethics	Teachers	13	36.1	8	22.2	15	41.7	36
	Students	51	44.7	21	18.4	42	36.8	114
	Principals	1	20	3	60	1	20	5
	Total	65	41.9	32	20.6	58	37.4	155

Table 12 shows, majority of the participants reported that Anti AIDS, civic and ethical, and Environmental protection clubs were the three relatively better clubs in the school (47.1%, 41.9% and 38.1%). However, students ranked civic and ethical clubs at second place rather than sport. Civic and ethical club was the only subject related club that found in the study area and the subject is compulsorily offered starting from grade 5. The opinion of the students may be influenced by the regular classroom activity of the subject.

The result is expected because these activities relatively have better support from NGOs (see Annex 6). The same finding were reported by Setotaw (1998) and Dejene Tefera(2006) .

On the other side, from observation on the field and from report letters of the schools, researcher found some sorts of non-club activities that practiced in the sample schools even though the schools did not considered the practices as CCAs. These were:-

- Parent day
- Literacy program (only teachers participated )

- Inter school sport competition
- School sanitation
- Class monitor
- Tutor
- Inter class question and Answer competition
- Hoisting Regional and National Flag with National Anthem or Regional song
- Wearing uniform by the students and Guan by teachers(see Annex 5)

Generally, during the visit the practices of some non-club CCAs were specific to few schools (for example, Funganbira schools had the practices of wearing school uniform, teachers Guan and well managed hoisting National flag with National Anthem, and regional songs every day in the morning while Melkaroba had weekly school sanitation program (see annex 5 and 6). Surprisingly these were not included in CCAs report formats (see Annex 8) and they were not considered as CCAs through all sample schools.

Researcher observed violence between school administration and Muslim prayer in Funganbira School when the observation took place. Irregularity of wearing school uniform and religious practices in the school compound was the reason for the violence.

However, Religious activities were one of the types of CCAs that could be organized as club or non-club activities in many schools of different countries that have religious state (Jha et al, 2004) and (S.Kalin and Berger, 1971).

Therefore, these confirmed that there was some sort of non-club CCAs practiced in the schools nevertheless they were not thought as CCAs by the school community. These may be undesirable or desirable activities in the schools. For example, for multicultural and diverse societies, religious activities in schools (common properties) may be undesirable or illegal.

#### 4.2.4.3 Organizational Nature of Existed Co-curricular Activities

According to the manual of CCAs of 1997, to organize effective clubs, schools have to consider at least people, organizational and material factors. Based on the suggestions provided in the above mentioned manual four items with five rating scale were prepared to evaluate the organizational nature of existing CCAs/clubs. Table 13 presents the opinions of teachers.

**TABLE 13 Teachers` opinion on Organizing Clubs/CCAs**

No	Items	Response categories					
		Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly disagree %	Total (N)
1	Teaching load is no taken into consideration when appointing sponsors.	27.8	50	8.3	13.4	-	36
2	There is no any established Networks/co-operation among the organized clubs.	13.9	41.7	11	25	8.3	36
3	Communication between sponsor and WEO/ school regarding CCAs is no effective.	8.3	38.9	8.3	19.4	25	36
4	There is no clear principle to organize CCAs in the schools.	22.2	30.6	8.3	16.7	22.2	36

The majorities of the respondents agreed up on those four important considerations were not properly handled when CCAs/clubs were organized. This implies there is a problem in organizing CCAs which might negatively affect the implementation of CCAs.

In support of this result, it was noticed from report documents of each sample schools, clubs were not properly organized. Interview and informal discussions with each group also showed that the CCAs were organized unsystematically (e.g. No Age, education level etc were considered to organize clubs). Moreover, practical observation showed not only horizontal communication (Net-work among CCAs) but also vertical communication was blacked somewhere. For example during the visit, there was no single guideline available in the schools. Surprisingly the researcher observed five different guidelines, (*Anti-AIDS*,

*Environmental Protection, Sport, Traffic control, and Health and Malaria*) in club files that found in WEO. Similarly, Co-curricular manual was found on the shelves of WEO.

Contrary to this, most of principals reported that there was no any available manual/guide line related to CCAs in the schools. One principal said in his word "*I have never seen any guide lines related to CCAs in my 10 service years*".

In addition to this, there were no any means for implementers to send their feedbacks to higher educational personnel. Because the report formats had no columns that permitted to incorporate detail descriptions about the implementation of CCAs in the schools (see annex 8).

One of the surprising findings was the response and realities refer to the question "how do you conduct CCAs?". During informal discussion with principals most of them said that their program was based on school plan. However, almost all sample schools failed to show the plan of CCAs in school annual or the three years strategic plan.

These scenarios indicated that the schools were not as such serious regarding the organizational nature of varieties of activities. Moreover, the situation revealed that school CCAs committee and teacher parent union were not properly function as suggested on the guide line of school administration.

The present study is consistent with earlier research results by Jha et al (2004) in that the activities organized in primary schools of Nepal were no well organized and at least had no regular action plan.

#### **4.2.4.4 Feeling on the Current Practices of Co-curricular Activities**

In the study the participants were asked to evaluate the current implementation status of CCAs in their school context. Table 14 demonstrates the opinions of the participants.

**Table 14 Opinions on the Current Practices of Co-Curricular Activities**

Group	Response categories										
	Very good		Good		Average		Poor		Very poor		Total (N)
	No	%	No	%	No	%	No	%	No	%	
Principals	-	-	3	60	1	20	1	20	-	-	5
Teacher	1	2.8	7	19.4	14	38.9	9	25	5	13.9	36
Students	19	16.7	20	17.5	26	22.8	30	26.3	19	16.7	114
Total	20	12.6	30	19.4	41	26.5	40	25.8	24	15.5	155

Results on the implementation status of CCAs shows the majority of the respondents rated below average 41.3% ( 25.8% “poor” or 15.5% “very poor”) where as 32.3% of all respondents reported positively while 26.5% of all respondents evaluated the current practice “Average”.

This finding is in line with the findings reported by Setotaw (1998), Dejene Tefera(2006), Ayele Eshete (2007) and Jha et al (2004).

Vaidyas (2002:12), as cited by (Jha et al, 2004:11) also reported “*In Asia legally CCAs has attained 73% status at par with other subjects but in actual practice it goes down to 20%*” which is in agreement with the present study.

#### **4.2.5 Qualification and Training of Teachers**

To assess the qualification and training opportunity of teachers and principals, they were asked to indicate if they were trained on CCAs or not. Additionally, further question was included in the questionnaire to identify the focus of training topics. The following themes present the responses of participants.

##### **4.2.5.1. Qualification**

From the self reported back ground, 83.3% of all teachers involved in the study had 10+3 or 12+2 education level (see table 2). This indicated that majority of teachers and principals (60%) had fulfilled the norms expected in policy documents (ETP, 1994). However, from teachers` personal file that found in

each sample school researcher checked that none of teachers and principals were qualified on CCAs.

#### 4.2.5.2 Training of Teachers on CCAs

Principals and teachers were asked to indicate if they were trained on specific CCAs in short training opportunities or not.

**TABLE 15 Training Opportunity on CCAs**

Group	Responses				Total (N)
	Yes		No		
	No	%	No	%	
Principals	2	40	3	60	5
Teachers	10	27.8	26	72.2	36
Total	12	29.3	29	70.7	41

Table 15 shows that the majority of respondents (60% of principals and 72.2% of teachers) indicated that they were no trained on CCAs.

Further question was posed for those replied positively (had training on CCAs) to identify the type of training. Hence, for further question 60% of teachers and 50% of principals reported that they were trained on “awareness creation”. This may be negatively affects the implementation of CCAs in the schools.

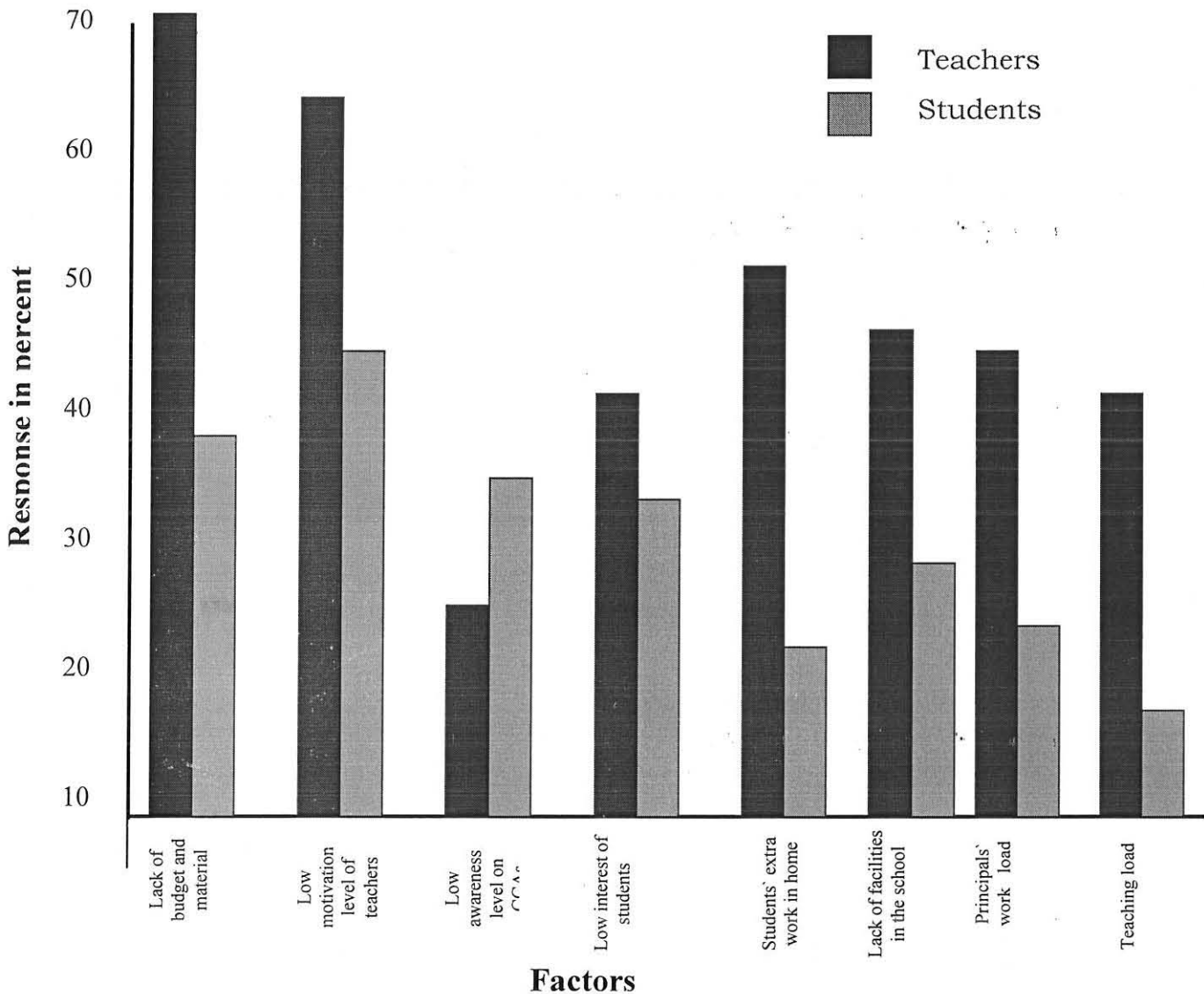
The present study is in agreement with the research findings by Jha et al (2004) in those absences of specific training on CCAs negatively affected the implementation of CCAs and Setotaw (1998) also reported similar findings.

#### 4.3 Major Problems Affecting the Implementation of Co-curricular Activities

To identify the major problems that could have influences on the implementation of CCAs, data were collected through different ways. Figure 1 presents the responses obtained through closed-ended items that included in questionnaires. The summary of responses obtained through open-ended question and data collected through interview or checklist are also presented

and discussed along the results obtained by the questionnaires under the following sub-headings (theme).

**Fig. 1 Factors affecting the Implementation of Co-curricular Activities**



#### 4.3.1 Lack of Budget and material for CCAs

As presented in fig. 1, the majority of respondents (69 % of teachers and 35 % of students) confirmed the absence of budget for CCAs affects the operation of CCAs. Similarly, all principals and personnel of WEO unanimously reported

that one of the main factors that affecting the implementation of CCAs was the absence of budget for CCAs.

From practical observation, of course few clubs of Funganbira School obtained material supplies, especially; Anti-AIDS club was furnished with office furniture and stationery materials in the last three years from NGOs. However, most of the teachers, principals, personnel of WEO and students reported the difficulty of local resource mobilization in rural schools. In addition to this the school can not collect fees from students because of new education policy (ETP, 1994).

Most of the respondents of WEO were also reported the absence of budget highly deteriorate the implementation of CCAs. One WEO personnel interrogatively asked the interviewer "*without any budget, unavailability of material resources and absence of skilled manpower related to co-curricular activities how WEO can support the program?*"

This indicates lack of budget and materials for CCAs might be one of the major factors that hinders the implementation of CCAs.

The present study is consistent with Setotaw (1998) and Jha et al (2004). Similarly, in another study Amare Asgedom(1998) and Derebssa(2002) pointed out limitation in educational budget and inadequacy of educational materials were one of the critical educational problems in Ethiopian schools.

#### **4.3.2 Lack of Teachers Motivation**

As presented in fig. 1, 65 % of teachers showed low teachers` motivation was one of the responsible factors that negatively affected the implementation of CCAs. 40 % Of students also reported low motivation level of teacher was one the main factors that hindered the implementation of CCAs.

A study with similar finding was reported by Setotaw (1998) in that no incentives in any form to sponsors were the challenge of the implementation of CCAs.

#### **4.3.3 Low Interest Level of students**

Results on factors that affect the implementation of CCAs which presented on fig. 1 indicates that 40% teachers and 30% students reported low interest level of students also another important hindering factor for implementation of CCAs.

The present finding is consistent with the earlier research results reported by Dejene Tefera (2006) and Setotaw (1998). Dejene Tefera found that low interest level of students was one factor that affects the participation of students with special need while Setotaw identified this factor as one of limiting factors for the participation of students of high schools in CCAs.

#### **4.3.4 Extra Work in Home**

Significant numbers of teachers and students reported extra-work in home was one of the major factors for the implementation of CCAs (50 % of teachers and 20% of students) (see Fig.1).

To Support the result, researcher observed that except in Funganbira and Awbare, the school hours of all sample schools were 9:00 am-1:30 Pm, but most of the students were either late comer or early turned back to their home without abide on the regular school hours. When the researcher informally asked students and teachers, most of them reflected the same reason they said "students serve their family". This indicated that most of the students in rural area engaged on extra work in home. Thus, engagement on extra works in home might affect the active involvement of students in CCAs because students were reluctant to stay in the school.

The present finding were consist with the research finding of Macober and Moore ( 1999 ) in that they reported that children in families with low income

participated at lower rate ( percent ) than the children from higher income families. Similar finding was reported by Ezewu,E. (2000: 25-26).

#### **4.3.5 Facilities Available for Co-curricular Activities**

45% of teachers and 28% of students replied that the absences facilities negatively affected the implementation of CCAs (see fig. 1).

To check the existed facilities for CCAs, researcher conducted practical checking on the spot. It was observed that all schools had foot ball and volley ball play ground, and School pedagogical center (SPC). During the visit in Funganbira primary School, located in the capital of Gursum Woreda, including play ground new construction had been started. However, even in the present status this school may be taken by far better in facilities than the rest because it has reading room, reserved room for laboratory, offices for clubs (e.g. Anti-AIDS, mini-media and sport clubs), hoisting poll for National and regional flags, Toilets and staff room. In contrast, the rest sample schools missed these facilities (see Annex 6).

However, the provision of equipment and supplies for most of the CCAs was found worse at the sample schools including Funganbira. The researcher came across with minor injury of one student during the researcher conducted his visit at Funganbira primary school, but the injured student was unable to obtain first aid service. Because there was no any first aid kit available in the school.

The practices of using teachers` Guan and students` uniform were not as such regularly observed during the visit. Hence, Even though majority of sample schools did not have practices of wearing school uniforms, Awdale and Funganbira were effectively used teachers Guan while the only school used students` uniform was Funganbira primary school.

Almost similar results were obtained from the interview. Generally, the following were the summary of common responses obtained through interview,

- *Absence of accountability (no responsible body was assigned at Woreda level for CCAs).*
- *Teachers' and Principals' work load. Teachers and principals were expected to do extra work (e.g. mobilize community on the following issues: send their children to schools, school maintenance and furnishing with local resource, facilitate literacy program and Collect taxes from farmers).*
- *No clear guidelines and principles at the schools*
- *Lack of budget and material resource at Woreda and school level for CCAs*
- *Absence of skilled manpower at Woreda and school level*
- *Low interest level of students*
- *High turnover of principals and coordinators of clubs*
- *Low motivation level of teachers and*
- *Low educational statuses of parent*

The present study is consistent results with earlier research finding by Jha et al ( 2004 ) and Setotaw ( 1998 ) in those the inadequacy of facilities and absence of equipment and supplies were found to be some of the challenge of successful implementation of CCAs in the schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

All round and harmonious development of child is central to the objective of education. To achieve this educational goal, schools have to see the quality of curricular and co-curricular activities that existed in the schools. Modern education lays special emphasis on the need of co-curricular activities because it has been recognized as a source of enrichment and vitalization of the formal curricular program. Besides, these activities provide opportunities for self-expression and outlets for the flow of surplus energies of the students (the psychological importance). Moreover, to accommodate the interest of students and the influences of new changes, the schools have to expand their function beyond the wall of the classroom or school compound.

In Ethiopia, regionally or at national level, the practices of co-curricular program have been highlighted in different literatures but there are limited research findings that focused on the implementation of CCA.

To this end, the study was intended to assess the existing practices of CCAs and its problems in Second Cycle Primary Schools of Gursum Woreda. To meet the above mentioned objective the following research questions were stated:

1. What are the existing practices of CCAs in Second Cycle Primary Schools of Gursum Woreda?
2. What are the major problems for the implementation of program in Second Cycle Primary Schools?

Research design: - Descriptive survey research design was employed for the study.

Sampling and Data analysis: - from eight second cycle primary schools five schools were randomly (lottery system) selected for the study. Four sample groups that encompassed of 114(84 male and 30 female) students, 36(28 male and 8 female) teachers, 5 principals and 3 WEO personnel had been drawn for the study.

To draw the samples, three sampling techniques were applied: to select sample schools random sampling was used while systematic random sampling was employed to draw the proportional numbers of students and teachers from sample schools. Principals and educational personnel at WEO were purposively selected for the study.

Finally, data were interpreted quantitatively and qualitatively in terms of the implementation of CCAs and its major problems. Percentage, frequency table and chi-square were used for the analysis and interpretation of quantitative data while narration was applied for qualitative one.

### **Findings of the Study**

Personnel at WEO, Principals, teachers and students were found having some awareness on the concept of clubs, but they had no clear awareness on the practices of non-club CCAs. This is why undesirable activities (*in the school*) like Religious practices in Funganbira School were observed.

It was found that majority of all respondents had positive feeling about the educational benefits the CCAs/program for the students.

It was found that participations of students in CCAs was significantly affected by Age, Grade level and sex; students and teachers also spent negligible or less than 1 hour per week in CCAs, and students had no opportunity to lead any form of CCAs.

There were 14 clubs and 9 non-club CCAs found in the school. Red cross, Anti-AIDS, Environmental protection, sport, and civic and ethical clubs were clubs commonly found in the schools while parents day, literacy program, interschool sport competition, school sanitation, class monitor, tutor, inter class question and answer competition, hoisting flags and school uniform were non-club activities existed, but some of the activities were specific to few schools.

It was found that all the undergoing CCAs in the schools have no plan and the activities were done occasionally for the formality.

Teachers` Qualification, attitudes on educational benefits of CCAs and Teacher-student ratio were promising (83.3% Diploma holder and 1:39.8 maximum student-teacher ratios) (see annex7); however, teachers were not well trained on CCAs.

The major problems that affect the implementation of CCAs in second cycle primary schools were: Serious problems of budgetary considerations for CCAs, lack of material and facilities, unsystematic organization of CCAs, Lack of skilled and trained teachers for CCAs, Lack of professional support, absence of effective horizontal and vertical communication, Low motivation level of teachers, Low interest level of students, extra-works of students in home, Work load of principals and teachers, and lack of proper planning of CCAs.

## **5.2 Conclusion**

The research questions were designed to answer what were the existed practices of CCAs and problems related to implementation. To seek answers for the research questions that pertaining the implementation of CCAs in second cycle primary schools, the following issues were studied: awareness on the concepts of CCAs, attitudes on the benefits of CCAs, participation in CCAs, type of CCAs existed, organization of these activities, qualification and training of teachers, and major problems of the implementation of CCAs.

Therefore, from the discussion and the findings of the study, the following conclusions are made.

- Majority of WEO personnel, principals, teachers and students were found having clear concept regarding clubs, but either undesirable activities like religious activities (in the schools) or important non-club CCAs were delivered irregularly through the schools with out considering their implication on the development of the students or their legal status. Therefore, they had no clear awareness about non-club CCAs.
- Majority of all the participants involved in the study revealed their positive feeling about the educational benefit of co-curricular activities. Therefore, the attitudes of all participants on the educational benefits of CCAs were found promising.
- Age and educational level significantly affected the participation of students in CCAs. Moreover, time spent per week on CCAs for most of the participant was negligible. Therefore, in the study it was found that the participation was low when it was evaluated in terms of these angles (variables).
- Clubs commonly found in all schools were: Red-cross, Anti-AIDS, Environmental protection, sport, civic and ethical club. While few clubs

were found in some schools. Similarly, literacy program, inter school sport competitions, parent day, school sanitation, class monitors, tutor, interclass question and answer competition, wearing uniform and, gann and singing Regional songs with flag ceremony were found non-club CCAs that were practiced in second cycle primary schools.

- All the CCAs in the schools had no proper plan. Therefore, they were not properly organized to perform effective practices and the activities were done for a show whenever needed.
- 83.3% of teachers and 60% principals were found diploma holder in their education level (norms required for second cycle primary schools), but it was found that they were not qualified or trained on CCAs. Therefore, there were no skilled and trained personnel for CCAs in second cycle primary schools.
- The major factors that affect the implementation of CCAs in second cycle primary schools were: Lack of budget, material, facilities, absence of skilled personnel both at Woreda and school level, low motivation level of teachers, low interest level of students, students' extra-work in home, lack of professional support, lack of effective communication mechanism and work load of principals.

Therefore, the implementation of Co-curricular Activities in Second Cycle Primary Schools was not good (not delivered in a normal way).

### **5.3 Recommendations**

In this rapid global change and high influence of globalization, we have no any alternative without adjusting ourselves with a new change. We must adjust our school in order to meet the needs of the community and the students. It is essential that we review our practices and procedures in view of the changing times. To cultivate the common values and expectation of the community, the role of Co-curricular Activities is indispensable.

Therefore, the findings and the conclusions of the study necessitate the following issues to be important and have to be addressed by the concerned bodies to improve the implementation of Co-curricular Activities in second cycle primary schools.

1. In the study lack of awareness regarding non-club CCAs was observed. The violence between school administration and “prayer group” that observed during field observation in Funganbira school was a manifestation of this fact. In this case, schools should take motive to arrange different awareness creation activities like work shop for teachers and organize advocacy program (e.g. discussion, locally adapted leaflet and use bulletin board)to enhance the awareness level of students and school community as a whole. It is also important to discourage undesirable activities, the praying in the school and irregularity of using school uniform, by the school authorities because it may be a cause of school violence.
2. The participation level of teachers and students were low. Besides, low interest level of students and low motivation level of teaches were found as one of the responsible factors for low implementation of CCAs. Therefore, to alleviate the situation the following remedial measure could be help full.

To raise students' interest

- involve students from planning to execution of CCAs
- allow students to lead CCAs
- make the activities more of entertaining
- use reward system for active participants

To encourage teachers

- Support teachers through continuous training at WEO level, provide supportive material (E.g. guide line) and develop effective communication mechanism between sponsor and WEO (TPD sections).
- Arrange experience sharing program among different activities and make good net-work with locally available GOs, NGOs and CBOs bodies.
- Use reward in the form of money, material or any possible form of incentive to encourage model performance and punishment for poor performance.

3. Lack of proper organization of co-curricular activities and constraint of resources (budget and materials) were another important finding of the study. Therefore, to organize effective CCAs the following measures could be helpful: -

- ✚ Co-curricular committee should be function in order to alleviate teachers' complaint on subjectivity of assigning sponsors. Activities should be scientifically classified and limited in numbers according to the need, Age, sex, developmental characteristics; socio-cultural set up of local community, legal status, feasibility of the school facilities and availability of resources. Establish Income Generating Activities (IGA) for clubs and using local resources also should be encouraged.
- ✚ Sponsor teachers should be assigned based on the ability and interest of teachers.

- ↓ Integrate activities having similar objectives or relationships, (example, Anti- AIDS with health or Red Cross).
  - ↓ Professional enthusiasm should be developed in teachers, principal, Supervisors of SCRC and WEO personnel to maintain spirit for effective organization of CCAS.
  - ↓ A strong monitoring, evaluation and feedback mechanisms should be established at WEO and school level, and the report format should be improved in order to include the feedback of schools.
4. The study was conducted in governmental second cycle rural schools. Hence, it is recommended that further researches in the area across all grade level and including schools having range of characteristics.
  5. This study was aimed at assessing the existing implementation of CCAs and problems related to the implementation of CCAs in second cycle primary schools so that nothing could be concluded about the effect of CCAs on students' education, behavior and social factors. Hence, further longitudinal researches on this aspect are highly recommended.

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**ANNEX-1**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Curriculum**

Questionnaire to be filled by the principals of the school and Regular teachers

**General Information**

The Purpose of this questionnaire is to collect information on the implementation of Co-curricular Activities in your school. Hence you are kindly requested to give genuine and full responses for all questions. Your responses will keep confidential and used only for academic purpose. No need of writing your name.

Thank you in advance for your cooperation

**Part I- Personal information**

1.1 Full name of your school \_\_\_\_\_

**For the following questions, show your answers by putting “√” Marks in the boxes against the alternatives**

1.2 Sex

Male

Female

1.3 Occupational status

School principal

Teacher

1.4 Service Years (In Education field)

10 and below 10 years       above 10 years

1.5 Educational status

A. Certificate in Teaching (10+TTI Or 12+TTI)

B. Diploma in Teaching (10+3 or 12+2)

C. Unspecified

**Part two**

For the following questions show your answer by putting a “√” mark/s in the box/s against the alternatives. If need arise, fill your response on the space provided.

2.1 Your awareness level about Co-curricular Activities

Very high

Average

High

Low

Very low

2.2 Having Co-curricular Activities in primary school has high benefit for the student.

Strongly Agree

Uncertain

Agree

Disagree

strongly disagree

2.3 Average time you spend in Co-curricular Activities per weak

Below 1 hour

One to two hours

Above two hours

If you have any other options \_\_\_\_\_

**Part three**

Evaluate the practices of clubs in your school based on the service provided for different target groups in your school context. Please, indicate your opinion using "X" mark in the box corresponding to each clubs.

No	Clubs	Response categories				
		5= Very high	4= high	3=undecided	2= low	1= very low
3.1	Anti-AIDS					
3.2	Civic and ethical					
3.3	Environmental protection					
3.4	Sport					

**Part Four**

4.1 Write if you have any extra comment on the implementation of co-curricular activities in your school.

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ANNEX-2

አዲስ አበባ ዩኒቨርሲቲ  
ድህረ-ምረቃ ፕሮግራም  
የትምህርት ክፍል

በርዕሳን መምህራንና በመደበኛ መምህራን የሚሞላ መጠይቅ

አጠቃላይ መረጃ

የዚህ መጠይቅ ዋና ዓላማ የተጓዳኝ ትምህርት እንቅስቃሴ ትግበራ በአንደኛ ደረጃ ት.ቤቶች ምን እንደሚመስልና ደጋጠሙትን ዋነኛ ችግሮች ለመለየት እንዲቻል መረጃ መሰብሰብ ነው። መረጃው የተሟላ እንዲሆን የእርሶን አመለካከትና ሀሳብ በትክክል ያንጸባርቅልኛል ብለው ያመኑበትን አማራጭ ስለያንዳንዱ ፕደቁ በታማኝነት ስደተው እንዲያመለክቱ በትህትና እጠይቃለሁ። መረጃው በምስጢር የሚያዝና ለትምህርት ስራ ብቻ የሚውል መሆኑን አረጋግጣለሁ። ስሞትን መፃፍ አያስፈልገም።

ስትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ:- የግል ሁኔታ

1.1. የት/ቤቱ ስም -----

ከዚህ በመቀጠል ስቀረቡት ፕደቁዎች የሚመልሱትን አማራጭ በሳፕት ውስጥ <✓> ምልክት በማድረግ ትክክለኛ ሃሳቦችን ያመልክቱ።

1.2. ልጅ  ወንድ  ሴት

1.3. የስራ መደብ  ርእሰ መምህር  መምህር

1.4. በትምህርት መ.ያ የስራ አገልግሎት በአመት:-  
ሀ. 10 ዓመታትና ከዓስር ዓመታት በታች  ለ. ከ 10 አመታት በላይ

1.5. የትምህርት ደረጃ:- ሀ. ስርቴፍኬት (10+1 ወይም 12+1)   
ሰ. ዲፕሎማ (10+3 ወይም 12+2)  ሐ. ያልተገለፀ

ክፍል ሁለት

2.1. ስለተጓዳኝ ትምህርት ዓላማ ያሉት የግንዛቤ ደረጃ:-  
በጣም ክፍተኛ  ክፍተኛ  መካከለኛ  ዝቅተኛ  ጣም ዝቅተኛ

2.2. በአንደኛ ደረጃ ት.ቤት የተጓዳኝ ትምህርት መኖር ስተማሪዎች ትምህርት ጠቀሟታ አለው:-  
በጣም አስማማለሁ  አስማማለሁ  እርግጠኛ አይደለሁም  አልሰማማም   
በጣም አልሰማማም

2.3. በአማካይ በሳምንት ስተጓዳኝ ትምህርት እንቅስቃሴ የሚያውሱት የሰዓት መጠን:-  
ሀ. ከ 1 ሰዓት በታች  ለ. ከ 1 እስከ 2 ሰዓት  መ. ከ 2 ሰዓታት በላይ   
ሌላ አማራጭ ካሉ-----

2.4. በእርሶ ት/ቤት ከሚገኙ አጠቃላይ መምህራን ተሳትፎ አንፃር እርሶ በተጓዳኝ ትምህርት ያሉት እንቅስቃሴ ሲሰካ:-  
በጣም ክፍተኛ  ክፍተኛ  መካከለኛ  ዝቅተኛ  በጣም ዝቅተኛ

2.5. የተጓዳኝ ትምህርት ፕሮግራምን አስመልክቶ ያገኙት ቅድመ ሥራ ወይም የሥራ ላይ ሥልጠና/ትምህርት አለ?  
አዎ  የለም

2.6. ስተራ ቁጥር 2.5 ፕደቁ መልሶ አዎ ከሆነ ያገኙት ስልጠና ምን ርዕስን ያካትት ነበር?  
ሀ. የግንዛቤ ማስጨበጫ ብቻ   
ለ. የአሳታፊነት ክህሎት   
ሐ. የፕሮጃክት ሰቅዶ አዘጋጃጅነት አመራር የሪፖርትና ዶክመንት አደረጃጀትና አደያዝ   
መ. የውስጥ ገቢ እንቅስቃሴ ስልት   
ሠ. የግንዘብና ንብረት አደያዝና ቁጥጥር ክህሎት   
ረ. ሌላ ካሉ-----

2.7. በሕዙኑ ስክት ያለውን የተጓዥ ትምህርት ትግበራ በት/ቤት ደረጃ እንዴት ይገመገሙታል?

እጅግ በጣም ጥሩ  በጣም ጥሩ  ጥሩ  ደካማ  በጣም ደካማ

2.8. በትምህርት ቤቶች ደረጃ የተማሪዎች በት/ቤትና በህብረተሰብ ጉዳዮች የመሣተፍ ደረጃ ሲሰካ:-

በጣም ክፍተኛ  ክፍተኛ  በቂ  ዝቅተኛ  በጣም ዝቅተኛ

2.9. መምራት በተጓዥ ትምህርት ያሳቸው ተሳትፎ መጠን በት/ቤት ካሉት አጠቃላይ መምህራን አንጻር የሲሰካ:-

በጣም ክፍተኛ  ክፍተኛ  አልወሰንኩም  ዝቅተኛ  በጣም ዝቅተኛ

2.10. በት/ቤት ካሉት አጠቃላይ ተማሪዎች አንጻር የተማሪዎች በተጓዥ ትምህርት ያሳቸው ተሳትፎ መጠን:-

በጣም ክፍተኛ  ክፍተኛ  በቂ  ዝቅተኛ  በጣም ዝቅተኛ

2.11. በት/ቤት ስተጓዥ ትምህርት ትግበራ ማነቆ (ችግር) ሲሆን/ኑ የሚችሉው/ሱት/ የቱ ነው?(ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የርዕስ መምህራ/ሯ በተጓዥ ትምህርት ምንነት ላይ ያላው/ት ግንዛቤ ማነስ

ለ. የመምህራን ግንዛቤ ማነስ

ሐ. የተማሪዎች ግንዛቤ ማነስ

መ. የመምህራን ፍላጎት ማነስ

ሠ. የተማሪዎች ፍላጎት ማነስ

ረ. የመምህራን ተነሳሽነት ደረጃ ማነስ

ሰ. የበጀትና የቁሳቁስ እጥረት

ሸ. በት/ቤቱ ስተጓዥ ትምህርት መንቀሳቀሻ ምቹ ስፍራ አለመኖር

በ. የተማሪዎች ኑሮ ሁኔታ(ከትምህርት ውጭ ሌላ ተጨማሪ ስራ በቤት መስራት)

ተ. ሌላ ካለ ይዘርዘር-----

**ክፍል ሦስት**

የሚከተሉት 9 ነገሮች በት/ቤታችሁ የተጓዥ ትምህርት ትግበራን ለማጠናከር የሚረዳውን አስተዳደራዊ ስራዎችን ይገልጻሉ። እባክዎትን 0 ነገሩን ካነበቡ በኋላ የመስማማት አለመስማማት ደረጃን በመጠቀም ነባራዊ ሁኔታውን «✓» ምልክት በማድረግ ያመልክቱ።

ተ. ቁ	9. ነገር	በጣም እስማማ	እስማማ	እርግጠኛ አይደለም	አልስማምም	በጣም አልስማም
1	ለተጓዥ ትምህርት አስተባባሪነት መምህር በ(ብት) መደብም ያለ(ያላት)ው የክፍል ውስጥ የማስተማር ጫና ከግንዛቤ ውስጥ አይገባም።					
2	በት/ቤቱ ባሉ የተጓዥ ትምህርት እንቅስቃሴዎች መካከል ቅንጅታዊ አሰራር የለም።					
3	በአስተባባሪ መምራትና በትምህርት አስተዳደር/ በወረዳው ትምህርት ክፍል መካከል በተጓዥ ትምህርት አተገባበር ዙሪያ ምንም አይነት የመረጃ መረብ አልተዘረጋም።					
4	በት/ቤቱ ስተጓዥ ትምህርት አፈፃፀም ግልፅ የሆነ መመሪያ የለም።					

**ክፍል አራት**

ከዚህ በመቀጠል በት/ቤትዎ ያሉት ክለባት ለተለያዩ አካላት እየሰጡ ካሉት ጥቅም አንጻር በተሰጠው ዋጋ መሰረት ግምገማዎትን በሰንጠረዥ ውስጥ «✓» ምልክት በማድረግ ያመልክቱ።

ተ.ቁ	ክለባት	በጣም ከፍተኛ	ከፍተኛ	አልወሰንኩም	ዝቅተኛ	በጣም ዝቅተኛ
4.1	ፀረ-ኤድስ					
4.2	ሥነምግባርና ስነጤጋ					
4.3	የአካባቢ ክብካቤ					
4.4	ስፖርት					

**ክፍል አምስት**

5.1 ሌላ አጠቃላይ ሀሳብ ካሎት፡-

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ማሳሰቢያ፡- ቦታ ከጠበቀ በጀርባው ላይ ሃሳቦን መዘርዘር ይቻላል

አዲስ አበባ ዩኒቨርሲቲ  
ደህረ-ምረቃ ፕሮግራም  
የትምህርት ክፍል

በአማርኛ በሚማሩ ተማሪዎች የሚሞላ

አጠቃላይ መረጃ

የዚህ መጠይቅ ዋና ዓላማ የተጓዳኝ ትምህርት እንቅስቃሴ(ለተማሪዎች ሁለንተናዊ እድገት ታስቦ ከመደበኛው የክፍል ትምህርትና ለአት ውጭ የሚደረጉ እንቅስቃሴዎች) ትግበራ በአንደኛ ደረጃ ት.ቤቶች ምን እንደሚመስልና፣ ደጋጠሙትን ዋነኛ ችግሮች ለመለየት እንዲቻል መረጃ መሰብሰብ ነው። መረጃው የተሟላ እንዲሆን የአንተ(ች)ን አመለካከትና ሀሳብ በትክክል ያንጸባርቅልኛል ብለህ(ሽ) ያመንህ(ሽ)በትን አማራጭ ለእያንዳንዱ ጥያቄ በታማኝነት ስይተህ(ሽ) እንድታመሰክቱ በትህትና እጠይቃለሁ። መረጃው በምስጢር የሚያዝና ለትምህርት ስራ ብቻ የሚውል መሆኑን አረጋግጣለሁ። ስሞትን መፃፍ አያስፈልገም።

ስትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ:- የግል ሁኔታ

- 1.1. የትምህርት ቤታችሁ ስም-----
- 1.2. የክፍል ደረጃህ (ሽ) -----
- 1.3. ፆታ -----
- 1.4. ሰደሚ -----

ክፍል ሁለት

2.1. ስለተጓዳኝ ትምህርት ያለህ/ያለሽ የግንዛቤ ደረጃ:-

- በጣም አፍተኛ  አፍተኛ  መካከለኛ  ዝቅተኛ  በጣም ዝቅተኛ

2.2. የተጓዳኝ ትምህርት እንቅስቃሴዎች ለተማሪዎች በጣም ጠቃሚዎች ናቸው።

- በጣም አስማማለሁ  አስማማለሁ  አረጋገጠኛ አይደለሁም  አልሰማማም

2.3. በት/ቤታችሁ ባሉት ተጓዳኝ ትምህርት እንቅስቃሴዎች ውስጥ (በክሰብ ወይም ከክሰብ ውጪ ባሉ እንቅስቃሴዎች) ትሳተፋለህ(ሽ)?

- አዎ  አይደለም  (አይደለም ከሆነ መልስህ(ሽ) ወደ ጥያቄ 2.7 እስፍ)

2.4. በት/ቤታችሁ ባሉት ተጓዳኝ ትምህርት እንቅስቃሴዎች ውስጥ (በክሰብ ወይም ከክሰብ ውጪ ባሉ እንቅስቃሴዎች) በአስተባባሪነት ሰርተህ(ሽ) ታውቁዎታለሽ?

- አዎ  አልገጠሙኝም

ሌላ ሀሳብ ካለህ(ሽ)-----

2.5. ቢያንስ በስንት ክልባት ወይም ከክሰብ ውጭ በሆኑ የተጓኝ ትምህርት እንቅስቃሴ ውስጥ እየተሳተፍህ(ሽ) ነው?

- ሀ. አንድ  ለ. ሁለት  ሐ. ሶስት  መ. አራትን ከአራት በላይ

2.6. በአማካይ በሳምንት ስተጓዳኝ ትምህርት እንቅስቃሴ የምታውሱ(ዩ)ው የሰዓት መጠን:-

- ሀ. ከ 30 ደቂቃ በታች  ሰ. ከ 30 እስከ 1 ሰዓት በታች
- ሐ. ከ 1 እስከ 2 ሰዓት በታች  መ. ከ 2 ሰዓታት በላይ
- ሠ. ሌላ ካለ -----

2.7. በአሁኑ ሰዓት በትምህርት ቤታችሁ ያለውን አጠቃላይ የተጓኝ ትምህርት ትግበራ ደረጃ እንዴት ትገመግሙዋለህ(ሽ)?

- በጣም ጥሩ  ጥሩ  መካከለኛ  ደካማ  በጣም ደካማ

2.8. በትምህርት ቤታችሁ ካሉ አጠቃላይ ተማሪዎች አንፃር የተማሪዎች በት/ቤትና በህብረተሰብ ጉዳዮች የመሳተፍ ደረጃ ሲሰካ:-

- በጣም አፍተኛ  አፍተኛ  በቂ  ዝቅተኛ  በጣም ዝቅተኛ

2.9. በት/ቤታችሁ ካሉት አጠቃላይ መምህራን አንፃር የመምራት በተጓዳኝ ትምህርት ያላቸው ተሳትፎ መጠን ሲሰካ:-  
 በጣም አፍተኛ  አፍተኛ  አልወሰንኩም  ዝቅተኛ  በጣም ዝቅተኛ

2.10. በት/ቤታችሁ ካሉት አጠቃላይ ተማሪዎች አንፃር የተማምሪች በተጓዳኝ ትምህርት ያላቸው ተሳትፎ መጠን:-  
 በጣም አፍተኛ  አፍተኛ  አልወሰንኩም  ዝቅተኛ  በጣም ዝቅተኛ

2.11. በት/ቤታችሁ ስተጓዳኝ ትምህርት ትግበራ ማነቆ (ችግር) ሲሆን/ኑ የሚችሉው/ሱት/ የቱ ነው ? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የርዕስ መምህራ/ሯ በተጓዳኝ ተምህርት ምንነት ላይ ያሳው/ት ግንዛቤ ማነስ

ለ. የመምህራን ግንዛቤ ማነስ

ሐ. የተማሪዎች ግንዛቤ ማነስ

መ. የመምህራን ፍላጎት ማነስ

ሠ. የተማሪዎች ፍላጎት ማነስ

ረ. የመምህራን ተነሳሽነት ደረጃ ማነስ

ሰ. የበጀትና የቁሳቁስ አጥረት

ሸ. በት/ቤቱ ስተጓዳኝ ትምህርት መንቀሳቀሻ ምች ስፍራ አለመኖር

በ. የተማሪዎች ኑሮ ሁኔታ (ከትምህርት ውጭ ሌላ ተጨማሪ ስራ በቤት መስራት)

ተ. ሌላ ካለ ይዘርዘር-----

**ክፍል ሶስት**

ከዚህ በመቀጠል በት/ቤታችሁ ያሉት ክለሳት ለተለያዩ አካላት እየሰጡ ካሉት ጥቅም አንፃር በተሰጠው ዋጋ መሰረት ግምገማዎትን በሰንጠረዥ ውስጥ «✓» ምልክት በማድረግ አመልክት/አመልክቺ።

ተ.ቁ	ክለሳት	በጣም አፍተኛ	አፍተኛ	አልወሰንኩም	ዝቅተኛ	በጣም ዝቅተኛ
1	ፀረ-ኤድስ					
2	ሥነምግባርና ስነዜጋ					
3	የአካባቢ ክብካቤ					
4	ስፖርት					

**ክፍል አራት**

4.1. በትምህርት ቤታችሁ ስላሉት ተጓዳኝ ትምህርቶች አተገባበር ተጨማሪ ሃሳብ ካላችሁ ከዚህ በታች በተሰጠው ባዶ ቦታ ላይ ግለፅ።

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**ANNEX-3**

**Observation Checklist Form**

**A. General Description**

Name of school \_\_\_\_\_ Style: - Double Shift \_\_\_\_\_ Single Shift \_\_\_\_\_

R.No	Items	Yes	No	Remark
1	Planning for CCAs -Annual -Semester -strategic(three years)			
2	Rule and Regulation for members			
3	Guide line and principles			
4	-National flag -National anthem			
5	-Regional flag -Regional Song			
6	Management of poll for flag hoisting			
7	Provision of uniform for students			
8	Provision of Guan for teachers			
9	Provision of Toilet -for Student -for Teachers -privacy for female and male students			
10	Provision of drinking water			
11	Provision of Canteen( cafeteria)			
12	Provision of garbage or dust bin			
13	Offices for clubs			
14	Available Rooms( SPC, Lab., Library etc)			
15	Materials in SPC, library and lab.			
16	Materials for clubs			
17	others			

**B. Sport and Musical Equipments**

No	Sport and Musical equipment	Yes	No	Remark
1	Athletics -Tape meter - Rope -			
2	Ball -Valley Ball balls -Foot ball balls -Valley ball net			
3	Sport wear -Foot ball players wears -Valley ball players wears			
4	Cultural Dress			
5	Local musical instruments - -			
6	Tape recorder			
7	Amplifiers, mic and other accessories			
8	others			

Available Activities	Schools				
	Onaya	Awdale	Melkaroba	Funganbira	Awbare
	available	available	available	available	available
<b>A. Type of clubs</b> 1. Red cross 2. Music 3. anti AIDS 4. Health and Malaria 5. Environmental protection 6. sport 7. Question and answer 8. civic and ethics 9. Girls 10 Counseling 11. culture 12. mini media 13. library 14. Civil service					
<b>B. Non-club Activities</b> 1. Parent Day 2. Inter School Sport Computation 4. School Sanitation 5. Class Monitor 6. Inter Class Question And Answer Competition 7. Tutor 8. Wearing Uniform 9. Wearing Guan 10. Hoisting Regional Flag 11. Hoisting National Flag 12. National Anthem 13. Regional Song					

## **ANNEX-4**

### **Leading Questions for interview**

1. What is your view about having co-curricular programs in primary school in reference to the importance for the following bodies School, teacher, student, community?
2. How is the implementation of co-curricular activities in the school supported, monitored and evaluated?
3. What are the success and main challenges of the implementation of Co-curricular Activities in the primary schools of your Woreda?
4. Is there any interscholastic program at Woreda level? Please, list and evaluate the implementation
  - Success and failure
5. What are the possible recommendations to improve the implementation of co-curricular activities in the school?
6. Any idea you want to add

## Annex - 5

### Existing Scenario of Co-curricular Activities in the schools

Available Activities	Schools				
	Onaya	Awdale	Melkaroba	Funganbira	Awbare
<b>A. Type of clubs</b>					
1. Red cross	√	√	√	√	**
2. Music	√	√	√	X	√
3. anti AIDS	**	**	√	√	**
4. Health and Malaria	**	**	*	√	X
5. Environmental protection	√	√	√	√	√
6. sport	√	√	√	√	√
7. Question and answer	√	X	√	X	X
8. civic and ethics	√	√	√	√	√
9. Girls	√	X	x	x	X
10 Counseling	x	X	X	x	√
11. culture	X	X	X	x	√
12. mini media	X	X	X	√	X
13. library	x	X	X	√	x
14. Civil service	√	x	X	x	x
<b>B. Non-club Activities</b>					
1. Parent Day	√	√	√	√	√
2. Inter School Sport Computation	√	√	√	√	√
4. School Sanitation	√	√	√	√	√
5. Class Monitor	√	√	√	√	√
6. Inter Class Question And Answer Competition	√	√	√	√	√
7. Tutor	√	√	√	√	√
8. Wearing Uniform	x	x	x	√	x
9. Wearing Guan	√	√	x	P	x
10. Hoisting Regional Flag	√	√	√	√	√
11. Hoisting National Flag	x	x	x	√	x
12. National Anthem	x	x	x	√	x
13. Regional Song	√	√	√	√	√

\* Separately organized

\*\*Integrated clubs

P= partially used

√ = Available

X = not available

**Annex 6**  
**Existing scenario of physical facilities and Material**

**A. Materials**

No	Name of material	Funganbira	Awbare	Awdale	Melkaroba	Onaya	Remark
1	Athletics						
1.1	Measuring Tape						
1.2	Rope						
2	Material						
2.1	Valley Ball balls	✓				✓	
2.2	Foot Ball balls	✓	✓	✓	✓	✓	
2.3	Net for valley ball	✓		✓		✓	
2.4	Sport wears						
3	Culture and Music						
3.1	Cultural Dress						
3.2	Local Musical Instrument						
4	SPC Material						
4.1	Different colors						
4.2	Markers	✓	✓	✓	✓	✓	
4.3	Graph papers	✓	✓	✓	✓	✓	
4.4	Brush						
4.5	Eraser						
4.6	Scissors						
4.7	Knife						
4.8	Paper cutter						
4.9	Ruler	✓	✓	✓	✓	✓	
4.10	Table	✓	✓	✓	✓	✓	
4.11	Steeple Machine	✓	✓	✓	✓	✓	
4.12	Saw	✓					
4.13	Hammer						
4.14	Nail	✓	✓	✓	✓	✓	
5	Laboratory Equipment and chemicals						
6	Minimidia material - Taper recorder - Mic - Horn - Tape cassettes - Speakers	✓    ✓					
7	Flags - National - Regional	✓ ✓	✓	✓	✓	✓	
8	Uniform for students	✓					
9	Guan for teachers	✓		✓			
10	Materials in club office - Cabinet - Files - Marker - Guidelines - Paper - Flip chart - File holder - Rule and regulation - Minute - Furniture - Supporting materials (leaflet, brochures, manual etc)	  ✓ ✓  ✓ ✓ ✓  ✓ ✓					For anti AIDS club

## B. Facilities

No	Name of material	Funganbira	Awbare	Awdale	Melkaroba	Onaya	Remark
1	Play ground - For Volley ball - For Foot ball	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	
2	Toilet and sanitation - For teacher - For Students - Garbage - Water	✓  ✓		✓			
3	Land for garden	✓	✓	✓	✓	✓	
4	Offices For clubs - Anti AIDS - Red cross - Minimidia	✓ ✓ ✓					
5	Staff Office	✓					
6	SPC room	✓					
7	Laboratory room	✓					
8	Library room	✓					

✓ = available

No (✓) mark = no available

### Annex 7

#### Existing Scenario of Teacher and Student Ratio

No	Name of the Schools	No. of Teachers	No of students	Teacher-student ratio
1	Funganbira	42	1529	1:36.4
2	Awbare	10	398	1:39.8
3	Awdale	7	196	1:28
4	Melkaroba	9	330	1:36.6
5	Onaya	9	207	1:23
	Total	77	2660	

National Norm is 1: 50



## Declaration

I, the undersigned, declare that this is my original work and has not been presented for A Degree in any other University and that all Sources of Material used for the thesis have been dully Acknowledged.

Name

Mesayneh Eshetu

Date of Submission

\_\_\_\_\_

Signature

\_\_\_\_\_

The thesis has been submitted for Examination with my Approval as a University Advisor.

\_\_\_\_\_  
Ato Gizaw Tasissa