

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

**Practice of Co- curricular Activities and How They Develop Students' Talent in
Preparatory Schools in Addis Ababa**

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May, 2012
Addis Ababa

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**A thesis submitted to the school of graduate studies of Addis Ababa University in
partial fulfillment of the requirements for the degree of Masters of Educational
Research and Development in the Institute of Educational Research.**

May, 2012

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School of Graduate Studies

Institute of Educational Research

This is to certify that the thesis prepared by Rahel Gebretsadik, entitled: *Practice of Co- curricular Activities and How They Develop students' Talent in Preparatory Schools in Addis Ababa* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

Education is very important for the amendment of children's behavior and individuals' personality. For this reason, the modern Education emphasize on all round development of children. Education has two parts; curricular and co-curricular activities. As curricular program, co-curricular activities are practiced in the world. Co-curricular activities are an integral part of students' holistic, well-rounded education. It helps to cultivate students' qualities such as resilience, tenacity, confidence and different talents. However, the practices of co- curricular activities in government secondary schools are challenged with different factors. To find out the factors in practice of Co- curricular activities and how they build students' talent the researcher used Cross sectional study. Education Bureau, sub-cities/Woreda/ education offices and selected schools were taken as study population. The three Sub cities were randomly selected. The three Preparatory Schools and students at each school were selected using stratified random sampling. The quantitative data was analyzed using Statistical Package for the Social Science, computer soft ware version 19, whereas the qualitative data were grouped in to thematic areas and analyzed. About (73%) teachers of three schools responded that they did not get training on Co-curricular activities, but Addis Ababa Education Bureau said even though it is irregular some teachers took training. (27.9%), (26.7%) of teachers and students respectively said there is very high shortage of facility,(85%) teachers explained that Woreda education office did not give attention for Co- curricular activities . Addis Ababa Education Bureau and sub city Education offices mentioned 18- 21 number of Co- curricular activities are expected in each preparatory school. Practice of Co- curricular activities is affected by untrained teachers, shortage of materials, the presence of inactive clubs in school compound, and unavailability of adequate budget for Co-curricular activities implementation. All should be available.

Acknowledgements

First of all, I would like to thank Addis Ababa University for giving me the opportunity to study.

I would like to express my heartfelt appreciation and gratitude to my advisor Professor Derebssa Dufera for his constructive advice and unreserved support during the whole process of the study. I very much appreciate his kindness and readiness to assist me.

I would like to express my deepest gratitude to all instructors and administrative staff in the Institute of Educational Research for their unreserved support.

I am thankful for all Research participants who gave me their unreserved time and support during the data collection process.

I would also like to thank my family, specially my sisters Hirut and Aynalem. All my classmates for their assistance and encouragement throughout my study period.

Acronyms

AAEB - Addis Ababa Education Bureau

CCAs – Co- Curricular Activities

ETP - Education and Training policy

IER – Institute of Educational Research

MOE – Ministry of Education

SPSS – Statistical Package for the Social Science, computer soft ware

USA -United States of America

UK- United Kingdom

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Chapter 1. Introduction

1.1 Background

Education has a vital role for the amendment of children's behavior and individuals' personality in a very innovative desirable form. It helps children's growth in body and mind, and proper development in physical and intellectual qualities are considered as few of the major determinants of children personality. For this reason, the modern and innovative approaches of education emphasize on all round development of children. The process of education is not something static and stagnant. Instead, it is a continuous and lifelong endeavor and it has two parts; curricular and co-curricular/extracurricular activities.

As curricular program, co-curricular and extracurricular activities are practiced in different countries of the world. Both co-curricular and extra-curricular activities, being non-credit activities, no distinction are made between co and extra-curricular activities. In this regard S. K. Kochhar (1993:283), which is cited in published research paper of co-curricular and extracurricular activities in Nepal, gives his strong view in these words; the distinction between curricular and extra-curricular activities must cease to exist. Co-curricular and extra-curricular activities are very much interwoven; there is no difference between them, and it is essential to develop better educational plans and programs. It helps to utilize money and resources more fruitfully for the better development of children mentally and intellectually. In most schools, it has a plan and budget to utilize but it needs follow-up and feedback to make it more effective.

Minnesota High Schools educate students to reach their full potential by participating in co-curricular activities. It helps to develop students' academic and fine arts to improve skills

without credit towards graduation. Even schools make reasonable accommodation for students with disabilities to participate in co- curricular programs (Balkhu, Kathmandu 2004).

Co- curricular activities are also recognized as a source of enrichment and vitalization of the school curriculum, these are mainly through the nurturing of hobbies, interests, and growing talents etc. Children are born with different talents and have innate ideas and interests that appear in different opportunities. According to Balkhu, Kathmandu (2004), co-curriculum is one opportunity for children to demonstrate their talent in these activities.

As different researchers mentioned, the difference between curricular and co-curricular activities is gradually disappearing in modern educational practice and the coordination and integration of all the experiences of the students' intellectual, social, moral, emotional and physical abilities has become the object of the persistent efforts of the schools activities.

In Singapore education program, co-curricular activities (CCAs) are no longer looked upon as extras it is an integral part of the school program, not seen as non-academic, it is formal part of education with timetabled and compulsory sessions for all students. Each student can choose what CCAs s/he desires to practice, but they are required to follow at least one. Teachers are required to run CCAs as part of their job, and the co-curriculum is generally well-funded (Ministry of Education, Singapore, 2011).

As different countries, Ethiopian education system has own CCAs in primary and secondary schools. As described in the beginning, curriculum and co- curriculum together make better change in children cognitive and skills development. Thus, cognitive development is mostly

taken care of by curricular activities and skills development in co- curricular activities and by the actual activities outside class room teaching (MOE, 1994).

B. and Bridge D, (2005) as cited in Mesay Eshetu (2008) reports, before modern education was started in Ethiopia, traditional education was found in Ethiopian Orthodox Church. The activities that have been taken as CCAs in modern education were found in traditional education of the Orthodox Church. Book binding (metsehaf digosa), agriculture, debating and discussion, painting, hand craft, school bands etc. are the common activities practiced before 1974 in modern education.

Setotaw (1998) as cited in Mesay Eshetu (2008) reports, some common activities practiced in modern education in Ethiopia included: Sport games, school bands, film shows, meteorological observations, student council, field related clubs like geography and history, art and drama, Agriculture etc

1.2 Statement of the Problem

Currently available documents showed that co-curricular activities (CCAs) are being implemented in different countries including Ethiopia. Ministry of Education, Singapore described CCAs are an integral part of students' holistic, well-rounded education. It helps nurture in students' qualities such as resilience, tenacity, confidence and perseverance, which prepare them to adapt and thrive in a rapidly changing world (Ministry of Education Singapore, 2011). In addition to this, according to Education law, talented students can use their full potential by using educational programs that further than those normally presented by the regular school program (<http://www.lawyers.com>).

Similarly, the Education and Training policy of Ethiopia (ETP, 1994), described some issues related to CCAs in its objectives, formal and non-formal program help to promote the relevant and appropriate education, training and aesthetic that can help to develop and enrich students' inquisitive ability and raise their creativity and interest.

For Example, some researchers stated the practice of CCAs is difficult from the academic teaching/ learning process because it needs more time. There are also different factors that affect the practice of CCAs like the absence of trained and motivated teachers, the absence of continuous monitoring, the recklessness of students to participate in this activity, and the shortage of finance (no allocation of budget); lack of equipment, etc and sometimes students feel that these activities interfere with their studies. Therefore, whenever CCAs are organized, students participate in these activities unwillingly. And some students are too shy to participate in these activities. Some students even do not know their hidden talents (Daniel Nesan, 2009).

So this study is designed to search the practice of CCAs in preparatory schools. The organization of these activities is equally important and every effort should be made to introduce and practice CCAs as important as academic classes. In addition, government preparatory schools can create multi talented students by participating them in CCAs.

In most foreign country schools, to facilitate co- curricular activities (CCAs), it has a plan, allocated budget and, follow-up and feedback.

In Ethiopia, one of the objectives of ETP, non formal education helps to promote the appropriate education to develop aesthetics. CCAs helps to develop and improve students' talents, ability, raise their creativity and interest.

Despite these facts, there are factors that affecting the effective practice of CCAs:

- The absence of trained and motivated teachers
- The absence of continuous monitoring and evaluation
- Students are careless to participate in this activity
- Lack of willingness
- Too shy to participate in these activities and
- Not knowing their hidden talents.

The above mentioned ideas stated in conducting research that focused on factors that affect the effective practice of CCAs in Government preparatory schools to build up students' talent and to steer clear of the affecting factors in effective practicing of CCAs. Through this study the

existing practice of CCAs in preparatory Schools is assessed and tried to find out the financial status or budget allocation, material support and giving practical training for teachers and students in conducting CCAs in Government preparatory schools. Besides the study is designed to search how the preparatory School students can build up their talents by participating in school clubs.

1.3- Objectives

1.3.1 General Objective

Analyze the practice of CCAs and how they develop students' talent.

1.3.2 Specific Objectives

- To identify the financial status (budget) for conducting CCAs.
- To identify the qualification and training level of teachers involved in CCAs.
- To find out the role of preparatory Schools' Administration in promoting CCAs.
- To identify the perception of students and teachers for CCAs.
- To identify barrier that affect students to practice CCAs.

1.4 Research Questions

The study will focus on the following research questions:

- Is the financial status (budget) of CCAs enough?
- Is the qualification and training level of teachers involved in CCAs competitive?
- What is the role of preparatory Schools' Administration in promoting CCAs?
- What is the perception of students and teachers for CCAs?
- What are barriers that affect students to practice CCAs?

1.5 Significance of the Study

This study is considered to be significant for the following reasons. Educational and Cultural policy of Ethiopia support the implementation of CCAs in schools. It helps to know/see what strategies should be employed to attain the effective practice of CCAs. Besides, it gives clues about how problems are solved concerning the effective practice of CCAs in secondary schools and helps to show opportunities for it.

1.6 Operational Definition

Talent - the natural endowment of a person, a special often athletic, creative, or artistic aptitude, general intelligence or mental power, ability. (The Free Dictionary, 2012).

Multi talented – a person who have more than one talent.

Curriculum – the courses offered by an educational institution, a set of courses constituting an area of specialization (The Free Dictionary, 2012).

Co – curricular Activity - being outside of but usually complementing the regular curriculum a program or out of class activity, supervised and/or financed by the School, this provides Curriculum-related and different character building experiences (The Free Dictionary, 2012).

Chapter 2. Review of related literature

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

2.1 Definition of Education

Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. It occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, for example, instruction in schools (Deering High School Student Handbook 2005 – 2006).

Aggarwal (1990) stated students get one- fourth of their education from their environment such as their teachers and others from their fellow students and the rest in the course of time through their life experience, on the other side, G.S Millar, as cited in Aggarwal (1990), argued that education is a conscious and deliberate process well planned to modify the behavior of the students in desirable and socially approved channels and to bring about in the students specific knowledge and skills.

2.2 Definition of Curriculum and Co- curriculum

As described 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 co-curricular activities (CCA s) need to be available in schools. It is important for the development of students and cannot be seen separately from the curriculum Kochhar (1993:286), as cited in (Balkhu, Kathmandu, Nepal, 2004:2).

2.3 Curriculum

The term curriculum refers to the program of study in various academic subjects like Mathematics, English, History, Science etc that followed by students at various levels of education. The school teaching staffs are employed to teach this curriculum, and students are periodically assessed by exams and term papers in their progress in each curriculum subject. As they grow older, students' achievements in their curriculum subjects are seen as important in helping them get into a good university or college, and to find a good job when they leave education. The academic curriculum has never been all that schools offer to their students. Often a range of other classes, clubs and activities is available to students, sometimes in lessons but more often in the lunch break or after school. These are referred to as the co-curriculum, or as extra-curricular activities, and they are mostly voluntary for students (Daniel Nesan, 2009).

2.4 Co – curricular/Extracurricular Activities

Co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum,

are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of all academic Schools.

Co-curricular requirements are designed to supplement students' formal coursework, promoting the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings (Jha et al 2004).

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

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

Extra-curricular, on the other hand, has been defined as, “Extra-curricular activities are small activities sponsored by students' clubs or groups and approved by the administration”. Extra-curricular 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 or required for graduation.
- They are generally conducted out-side school hours, or if partly during school hours, and at times, agreed by the participants and approved by school administration.
- The content of the activities is determined primarily by the student participation under the guidance of a stage-member or other adult.

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

However, according to Rocco Marano, the director of NASSP's Student Activities, as cited in Edward J. Klesse and Jan a. D'Onofrio, student activities are not extra; it should be regarded more than "extra." Extra implies something not necessary and suggests that student activities are just fun and games, which makes it easy for them to be dismissed or removed. There are numerous studies that show that students who participate in student activities usually have better grades, better attendance, and are more successful in later life than students who don't participate.

Certainly, student activities should be enjoyable, but there are also valuable skills and lessons that can be taught to those who participate, such as goal setting, communication, organization, decision making, teamwork, conflict resolution, and tolerance. These are sometimes thought of as leadership skills, but they are really life skills that can be practiced as part of a club or organization and complement what is taught in the classroom.

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

2.5 Types of Co- curricular Activities

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

Singapore Secondary schools typically divide CCAs into Core CCAs and Merit CCAs:

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

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

2.6 The Benefits of Co- curricular Activities

CCAs benefits children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. It has also been found that extra-curriculum activities help to reduce academic stress and tension, helping students to become more alert and productive in their learning. Well planned after-school activities can develop positive attitudes, fun and healthy lifestyles for students (M.S. Omar Fauzee, 2007).

Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something they enjoy. All students are strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and it helps them to know their hidden talents (Daniel Nesson, 2009).

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

special attention to the studies, and ignoring co- curricular activities altogether. Whereas, it is believed that unless balancing both the curricular and co- curricular activities is done the very purpose of education would be left unrealized (Daniel Nessian, 2009).

CCAs help students to strengthen the purpose of education, by implementing CCAs students can be responsible and develop different characters, such as critical thinking, social skills, and talents (NASSP 1996). It also offers students by making group of peers and adults who have interests and talents similar to their own.

Students who participate in CCAs have the chance to outshine individually, and part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service 1999).

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

- **Time displacement:** the widely held notion that if a young person spends a great deal of time in beneficial or harmless activities, he or she will not have time to get into mischief.
- **Commitment building:** the argument that participation in constructive activities, by developing skills, creating aspirations, and providing rewarding experiences, strengthens a young person's commitment to conventional institutions, such as school, and traditional careers.

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

According to Allison (1979) cited on Edward J. and Jan A. (2000), students who participate in co-curricular activities are not only do better academically than students who do not but also develop other facets of their personalities in the process. Self esteem self-confidence, social cooperation, and leadership skills are just a few of the cognitive factors that are affected. Co-curricular activities allow students to blend aspects of their academic learning into personal actions.

As Haensly, Lupkowsky, and Edlind (1985/1986) cited on Edward J. and Jan A. (2000) Co-curricular activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years. Students who are involved in co-curricular activities are able to extend and enrich previously learned academic skills through competitions and real-world simulations. In the co-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills.

In addition to this, according to Daniel Nesan, (2009) students have a right to a broad education. And he asked “Why should a science student have to give up for music or major social studies are not getting opportunities for sport?” Many children have remarkable talents in all sorts of different areas, and it is wrong to force them to specialize too early in specific areas. A career is not the only part of an adult’s life, school needs to make sure they have interests and skills that will help them in their family and leisure lives too. So the children’s educational development

stressed on their interest or needs. Through equal balancing of academic and co-curriculum, however, students have the chance to exercise their rights and the opportunity to be multi-talented. In this reason, co- curricular activities are supplementary or compulsory role for the classroom program in different countries.

In many UK and USA high schools for instance, sport activities such as football, golf, tennis, and basketball are the most popular after-school choices among students. In the same country those who prefer music, theatre and journalism, tend to join specific after-school clubs that provide specifically for those activities (Wikipedia 2011).

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

2.7 The value of Co – curricular Activities

CCAs have a number of values like academics. Educational value has a great potential, but the classroom teaching is theoretical. To get practical knowledge, CCAs can be imparted. There are so many valuables of CCAs: Development of social spirit, Recreational values, Physical development, and cultural values.

Development of social spirit has its own value. Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach social value through school subjects like Languages, Mathematics or Social Sciences. By participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' feeling, belongingness, unity and ability to be co-operative (Daniel Nesan, 2009).

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

Physical development, while games, sports and athletics directly contribute to physical development of students. These activities provide a useful opportunity for the growth and development of the body and it helps to develop psychological brightness too.

Some CCAs like understanding of different cultures have also a tremendous values, as they help in providing opportunities for better understanding of our cultural heritage and traditions, activities like dramatic song and dance, folk songs , folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture.

Even if CCAs are very important for students in all academic levels, different factors are affecting it to practice effectively.

2.8 Who is Responsible for CCAs?

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

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

As well as these quite specific advantages, Witt (2001) recognized three rationales for extra-curricular activities:

- i) The growing needs for child care.
- ii) Concern after-school activity has for improving educational achievements.
- iii) The linkage between after-school program development and school reform agendas,

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

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

Most studies of leisure activities have focused on specific leisure perspective models or theories and have given their attention to barriers to participation and sedentary habits and lifestyles (Ng, 1984; Salman, 2001). However, since Malaysian students participate in extra-curriculum as compulsory activities, this study has chosen to focus its attention on the active involvement of

young people in leisure and physical activities by drawing on psychological perspectives and using cognitive evaluation theory.

Cognitive evaluation theory can be described as a sub-theory of intrinsic and extrinsic motivation and in this sense bears a close resemblance to self-determinant theory.

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

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

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

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

- Integrated regulation (which involves individuals in activities become personally valued and freely done).

How is Ethiopian Education implementing the co- curricular activities (CCAs)? Until secular education was adopted in the early 1900s, Education in Ethiopia has been dominated by the Ethiopian Orthodox Church for many centuries and it was full of Practical subjects. The higher education in the Ethiopian Orthodox Church provided involved Church music (divided into digua, zemare and mawaset, and qidasse), poetry, math, history, philosophy and manuscript writing. Another field of study was aquaquam or the religious dance performed as part of church services (Education in Ethiopia, Wikipedia, 2011). These practical activities have been taken as CCAs in modern education were very familiar in traditional education of the Orthodox Church. Painting, hand craft, agriculture, debating and discussion were existed. Some common activities in modern education which is practiced before 1974 were sport and Games, School Bands, painting, Hand craft, Book bindings, Film shows, Meteorological observation, Excursion and picnic, Debating and Discussion, Art and drama and field related clubs such as Geography, history, Agriculture, etc (Wikipedia, 2011).

In relation to this, research focus it is hoped that the findings will be of benefit to the Ministry of Education in developing and reforming both extra-curriculum activities and the core curriculum in the future.

Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something they enjoy. All students are strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and talent what s/he have.

There are a minimum of eighteen school clubs in Ethiopian Government preparatory Schools, students and teachers are registered to participate in different school clubs.

Chapter 3 - Methods and Materials

3.1 Study Area Period

The study was carried out in Addis Ababa. Addis Ababa is the capital and Federal city of Ethiopia, located between 8055 and 9005 North latitudes and between 38040 and 38050 East longitudes. The climate is on average elevation of 2,500 meters above sea level. The total land area covers 54,000 hectares. Administration structure of Addis Ababa is City Government at the top, 10 Sub City Administrations in the Middle and 116 weredas Administrations at the bottom. There are about 52 Government, 71 private, 13 Local community schools, 1 foreign community, 11 church, 10 Mission, 1 Mosque, and 9 others Secondary Schools in Addis Ababa. These schools are distributed throughout the ten sub-cities. 101,288 students enrolled in Government, 11,343 in local community, 23,079 in Private, and 51,283 in non government (Foreign community, church, mission, mosque, and others) Secondary Schools (AAEB, 2011/12). The researcher selected three Government Secondary Schools for the reason that the majority of students are there. Administratively, Government Secondary schools are governed by Woreda education offices. The study area was conducted randomly selected sub-cities, Yeka, Arada, and Bole. In these sub cities, there are five preparatory schools and three of them are randomly selected. Dejazmach Wondirad, Menelik II, and Bole Secondary Schools are selected using stratified random sampling. The study was carried out from February 2, 2012 G.C to April 4, 2012 G.C.

3.1.1 Study Design

Cross sectional study was conducted in Addis Ababa Education Bureau (AAEB), Yeka, Arada, and Bole Sub-city Education Offices and in Woreda 11, 7 and 3 education offices respectively.

The study was conducted in Dejazmach Wondirad, Menelik II, and Bole secondary schools. The researcher used mixed approach to assess the school administrators', teachers', and students', attitude towards the effective practice of CCAs in strengthening of students' talent.

In order to collect data, two sets of survey were prepared as research tools. Open and close ended questions were prepared for the questionnaire. It was formed to school administrators, teachers, and students. Semi structured interview was prepared for the key informants found in Addis Ababa Education Bureau (AAEB), Yeka, Arada, and Bole Sub-city Education Offices and Woreda education offices. Finally data was interpreted qualitatively and quantitatively in terms of the status, problems and overall situation of the effective practice of CCAs in the selected secondary Schools.

3.2 Source population

The source population is found AAEB, all sub-cities Education Office, all Woreda Education Office, and all Government secondary schools found in the city.

3.3 Study population

Supervisors, school administrators, teachers, and Students of selected schools, selected Woreda education offices, sub-cities education offices and AAEB were the study population.

3.4 Conceptual Framework

The study unit were each student, teacher and school administrator that of selected for the study, and each Woreda, sub-city representatives of CCAs and AAEB representatives were selected for the interview.

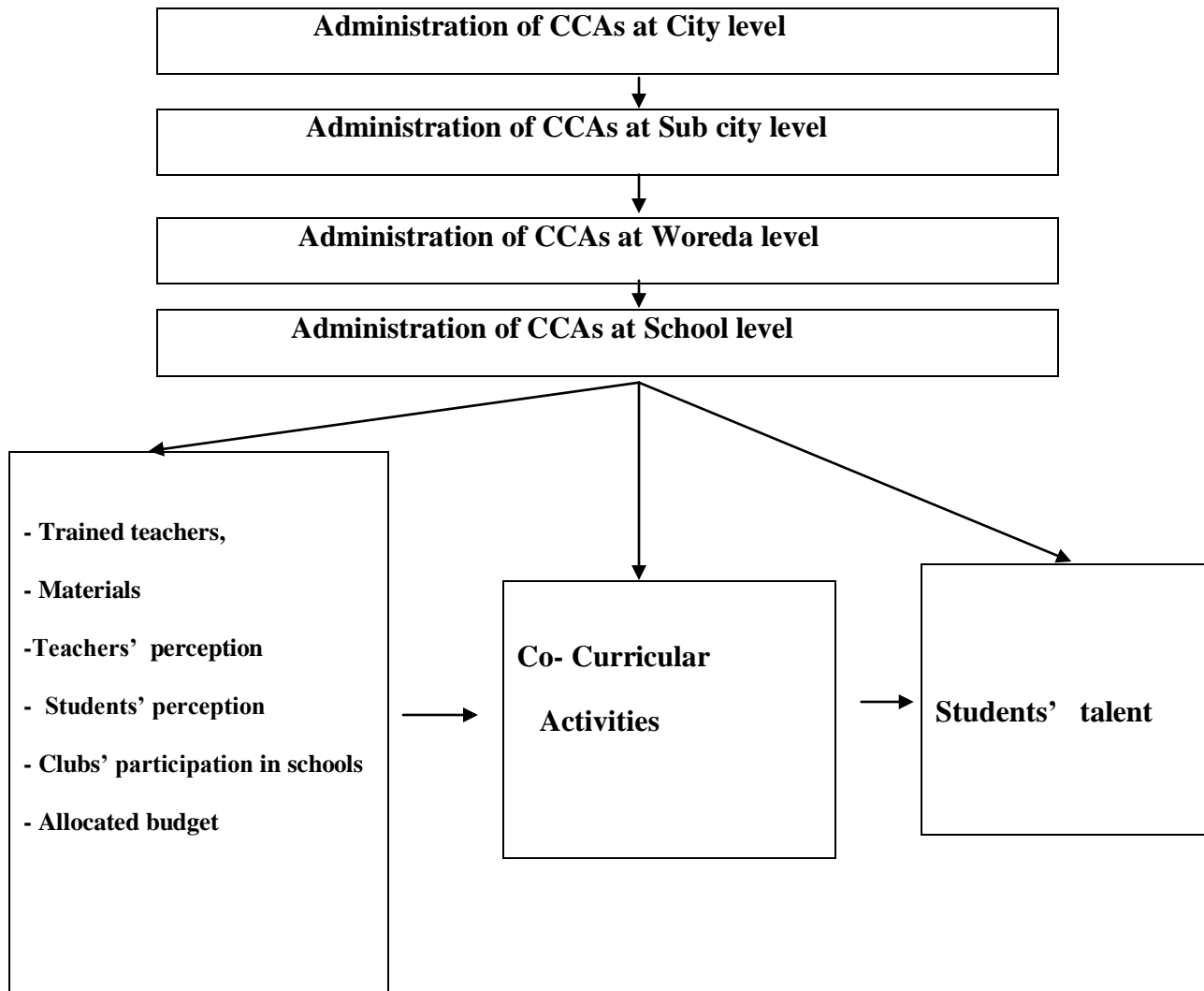


Figure: 1 Conceptual Frame Work on the effect of Co-curricular activities to produce talented students.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Three randomly selected sub cities from the whole were identified based on available budget of the researcher. Stratified random sampling technique was also employed to select three Government's preparatory schools from the selected sub cities were identified.

3.5.2 Sample Size

Quantitative and qualitative data are used in data collection process. Out of 10 sub cities three sub cities are selected randomly by using lottery method. By considering type of students with similar background, and available budget of the researcher, three governmental preparatory schools were selected using stratified random sampling technique. Out of each schools grade eleven students were selected. Grade twelve students were excluded from the study for students in this grade were concentrating in preparing themselves for national exam. Of the School environment: administrators, teachers, and students were selected for the study. 3- 4 school administrators from each school, 20- 25 preparatory school teachers, and a total number of 422 students were selected for the study. Students were selected using single population proportion formula. Based on the single proportion formula the total sample size were 422.

$$n = \frac{(Z_{\alpha/2})^2 p (1-p)}{d^2}$$

Where: n = is the minimum sample size required

P= is estimated effective practice of CCAs in three preparatory schools.

d= is the margin of sampling error tolerated 5% at 95% confidence interval.

$Z_{\alpha/2}$ = the standard normal value at 95 % confidence level which is 1.96. Since there were no previous studies on CCAs in Addis Ababa, to estimate the prevalence be taken as 50% (0.5) to get the possible minimum large sample size with 10 % non response rate total sample size were =422

The calculated sample size was distributed to the selected three government secondary schools proportional to their size.

N = Total number of students in 11 grade of three preparatory school.

n = number of students selected from grade 11 of three preparatory schools.

n_1 = number of students selected from grade 11 of Wondirad Preparatory School.

n_2 = number of students selected from grade 11 of Menelik Preparatory School.

n_3 = number of students selected from grade 11 of Bole Preparatory School.

Two key informants working in supervision in Addis Ababa Education bureau (AAEB), one person from each sub city and Woreda education office, who are working in teaching- learning process, were interviewed using semi structure questionnaire to triangulate the data collected from three schools.

The whole grade11 students found in selected three Preparatory schools were taken as a sample frame. Stratified random samplings were taken to select students from each school. A total of 422 students were taken using single population proportion formula. Stratified sampling technique used to distribute expected number of students for the three Preparatory schools. Based on number of student available in Grade11 the total samples were stratified. Total number of students in grade 11of Dejazmach Wondirad, 1152, Menelik II is about 1757, and in Bole is

about 1692. Based on the size of students in each school in Dejazmach Wondirad, 98 sample students, in Menelik II 149 sample students and in Bole 142 sample students were proportionally selected. The sample size is stratified for each class according to the number of students available in the 11th grade total classes, which is 16, 23, and 15 of Dejazmach Wondirad, Menelik II, and Bole preparatory schools respectively. Of these classes, number of sample students is taken by stratifying the sample size based on the number of students for each class. After the sample size determined, each sample subject is selected using excel (rand) to select random number of each section. Based on randomly selected number the data collector with the researcher collected the data from each section of 11th grade of the three high schools (Dejazmach Wondirad, Menelik II, and Bole).

3.5.3 Sampling Procedure

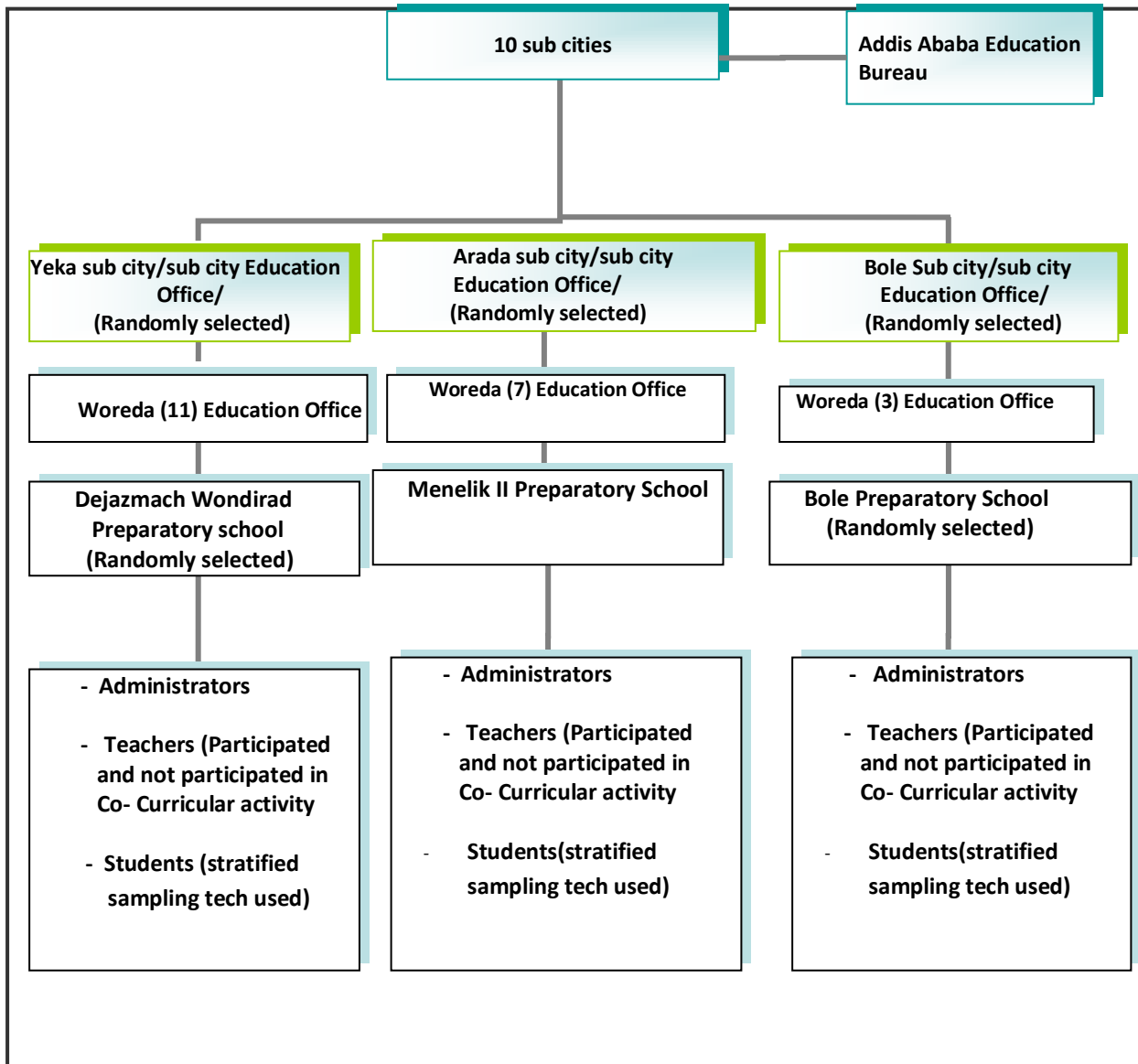


Figure 2: Sampling procedures used to select study participants at city, sub city, weredas, and school level in Addis Ababa.

3.6 Data Collection Technique and Instruments

3.6.1 Data Collection Technique

Quantitative and qualitative data collection technique was used. Open and close ended questionnaires were used to collect data in preparatory schools. Semi structured questionnaires were used in interviewing with Addis Ababa Education Bureau (AAEB), sub cities, and Woreda education office key informants, who have adequate information on CCAs. At selected schools (teachers and administrators), Woreda education office, sub city education office and city level education Bureau till it reached on saturation level.

3.6.2 Tools for Data Collection

Semi structured standardized questionnaires were prepared in English and translated to Amharic language to collect quantitative and qualitative data. Selected /recruited/ three data collectors collected the data from all the three preparatory schools. In addition, the researcher collected the data and check for consistency and completeness of the data to obtain good quality data and completeness and correctness were followed. Whereas semi-structured questionnaires/interview was prepared for the qualitative data and collected by three professionals who have teaching experience of secondary schools; and who were participated in CCAs.

3.7 Data Entry and Analysis

The quantitative data was coded and entered in to SPSS version 19 statistical software. Data cleaning was follow after the data entry procedure. Data was analyzed using the same software, for descriptive and analytic statistical procedures. The result was expressed using frequency

distribution, tables and graphs. The qualitative data was analyzed after grouping the data in each thematic area and it was triangulated with the quantitative data.

3.8 Data Quality Assurance/Data Quality Control procedure

The questionnaires were adopted from different literatures that were developed for similar purposes. It was reviewed with professionals from school directors and teachers. It was organized in English; the questionnaires were pre-tested before the actual data was collected; it was practiced in Kokebe Tsebah preparatory School which is not selected for the study. The questionnaires were modified according to the result obtained of the pre-test. Training was given for the data collectors and supervisor a day before the pre- test and a day after the pre- test on the procedures and technique of the questionnaires to collect necessary data. The supervisor was following the data collectors daily.

3.9 Ethical Consideration

The proposal was approved by Institutional Review Board of Addis Ababa University. Ethical clearance was obtained from IER. Data collectors were obtained informed verbal consent from the study participants after a brief explanation of the benefit of the study. Information was taken from volunteer study participants.

3.10 Report Writing and Dissemination Plan

The final research report will be presented to Addis Ababa University Institute of Educational Research and valuable comments will be taken. In addition, hard and electronic copy of the final report will be disseminated to all concerned bodies, Addis Ababa University Institute of Educational Research and other interested bodies. Result of the study will be disseminated for

schools, Woreda education offices, sub-city education offices and AAEB that are facilitating and coordinating CCAs.

3.11 Limitation and Strength of the study

There were time and money constraints, in this reason the researcher did not use focus group discussion, and interviewing individuals at school level. As a solution, the researcher has used quantitative and qualitative self administered questions and key informants interview at Woreda, sub city and city level of Education offices. Besides, data collectors provide introduction for study participants and checks for completeness and consistency of data.

Chapter 4. Result of the Study

From the total of 422 sample size, 389 students participated which is (92%). who were found in Preparatory schools namely; Dejazmach Wondirad, Menelik II, and Bole. All the expected school administrators, teachers, AA Education Bureau, Sub city, and Woreda education office representatives have responded to the interview given by the data collectors.

NB: At school level the qualitative data do not add to hundred percent.

4.1 Socio demographic status

Table: 1 Distribution of students and teachers from selected three preparatory schools in Addis Ababa, 2012.

Variable	Frequency	percent
Selected teachers per schools/subcity Dejazmach Wondirad/Yeka	23	33.8
Menelik II/Arada	22	32.4
Bole/Bole	23	33.8
Teachers Educational status		
masters	6	8.8
degree	61	89.7
diploma	1	1.5
Sex of Teachers		
female	16	8.8
male	52	89.5
Occupation		
administrator	10	14.7
teacher	58	85.3

Work experience		
1-10	13	2.8
11- 20	28	6.1
21- 30	8	1.7
31- 40	19	27.9
Total number of selected Students per sex and age		
Sex of students		
Male	203	52.18
Female	215	55.26
Age of Students		
15- 19	327	84.06
20- 24	62	15.93

Dejazmach Wondirad, Menelik II, and Bole preparatory schools are found in Yeka, Arada, and Bole sub cities in Woreda 11, 7, and 3 in each sub city respectively. 23(33.8 %) teachers were from Dejazmach Wondirad, while 22(32.4%) and 23(33.8%) were from Menelik II and Bole preparatory schools respectively. From the total number of 68 teachers, 10 (14.7%) were in administration work, and 58 (85.3%) of them are in teaching. 16 (23.5%) of them are females and 52 (76.5%) are males. The educational status of teachers and administrators is masters, degree and diploma, 6 (8.8%) of teachers are in masters' level, 61 (89.7%) of them have first degree and 1(1.5%) is in diploma level. 13(19.1%) of them are in 1-10 years work experience, 28 (41.2%) have 11- 20 years, 8 (11.8%) of the rest are 21- 30 year of work experience. And the rest 19 (27.9%) is living in teaching work from 31- 40 years gap.

When the researcher described information of the individual schools, from Dejazmach Wondirad, 23 teachers participated from the total 71 number of teachers. 5 (21.7%) were females and 18 (78.3%) were males. 4 (17.4%) of them are school administrators, and 19 (82.6%) were teachers. 5 (21.7%) of them are working from 1-10 years, 5 (21.7%) are working from 11-20 years experience. 4 (17.4%) teachers are working from 21-30 years, and 9(39.1%) teachers are

found from 31-40 years of experience. The educational status of these 23 teachers is 5 (21.7%) have masters, 18 (78.3%) have first degree.

In Menelik II, 22 teachers participated from the total 149. From them, 3 (13.6%) were school administrators, and 19 (86.4%) were teachers. 6 (27.3%) of the teachers were females and the rest 16 (72.7%) were males. From the total number of teachers, 1(4.5%) was in 1- 10 of years working experience, 13(59.1%) were in 11-20 years experience. From 21-30 years, 1 teacher was found, and 7 (31.8%) teachers were in the year of 31-40 working experience. 1 (4.5%) of them was masters, 20(90.9%) were first degree, and the rest 1(4.5%) was a diploma graduate.

Bole secondary school, which is found in Bole sub city in Woreda 3, has 155 teachers. From these teachers 23 were participated, and 3(13%) were school administrators and the rest 20 (87%) were teachers. 23 of them were degree graduated. 5(21.7%) were female and the rest 18 (78.3%) were males. 7(30.4%) of teachers have 1-10 years work experience, there were also from 11-20 years of experience 10 (43.5%) teachers participated, 3(13%) were from 21-30 years, and the rest 3 (13%) were working from 31-40 years.

From the total of 389 Students, 98 (25.1%) from Dejazmach Wondirad, 149 (38.3%) from Menelik II, and 142 (36.5%) were from Bole secondary school. 327(84.1%) were on the age of 15-19 and 62 (15.9%) were between the age 20-24. 215 (55.3%) students are females and 174 (44.7%) students are males.

The three of the school students' information were described here. Dejazmach Wondirad, which is found in Yeka sub city in Woreda 11, has the total number of 1152 students in grade 11. From the total number of students, 98 were participated. From these, 55 were females and 43 were

males. The age of them were from 15- 19 and 20- 24. 69(47.61%) students were form 15- 24 and 29 (8.41%) students were 20- 24

Menelik II, which is found Arada sub city in Woreda 7, had 1757 total number of grade 11 students, 149 students were selected. 82(55%) of them were females and 67(45%) were males, and they were from the age of 15- 21. 1(0.7%) was 15, 12(8.1%) were the age 16, 55(36.9%) were 17, 48(32.2%) were on the age 18, 22(14.8%) were 19, 8(5.4%) 20, and the rest 3(2%) were on the age 21.

Bole Preparatory School was found in Bole sub city in Woreda 3. From the total 1692 number of grade 11 students, 657 males and 1035 females. From the selected 142 sample students, 64 were male and 78 were females. The age gap of the sample students were from 16 to 22, which is 14(9.9%) students were 16, 47(33.1%) students were on the age 17, 41(28.9%) were 18, 31(21.8%) had 19 years old, 6(4.2%) 20, 1(0.7%) 21 and the remaining 2(1.4%) were on the age 22.

Table 2 - Teachers and students Response in Yes or No Questions, Addis Ababa, 2012

Questions	Choices	Frequency	Percent
Is training available on CCAs?	yes	18	26.5
	No	50	73.5
	Total	68	100.0
Is CCAs important to produce multitalented students?	yes	51	75.0
	No	17	25.0
	Total	68	100.0
Is colleague teachers' participation important?	yes	63	92.7
	No	5	7.4
	Total	68	100.0
Is teachers' self participation important?	Yes	47	69.1
	No	20	29.4
	Missing	1	1.5
	Total	67	100.0
Is students' participation important?	yes	17	25.0
	No	51	75.0
	Total	68	100.0
The attention of Woreda Education office	yes	7	10.3
	No	58	85.3
	Missing	3	4.4
	Total		100.0
Is the presence of CCA in Annual plan	yes	53	77.9
	No	15	22.1
	Total	68	100.0
Students' response in Students Participation in school clubs	Yes	116	29.8
	No	272	69.9
	I do not know	1	0.3
	Total	389	100.0
Have you ever regret by your profession choice?	yes	1	50.0
	no	1	50.0
	Total	2	100.0
Students' response in the Importance of CCAs to produce multitalented students	Yes	262	67.35
	No	127	32.64
	Total	389	100.0

Table 3 - Teachers and students Response on the Likert Scale Questions, Addis Ababa, 2012

Questions	Choices	Frequency	Percent
Teachers' response in the Shortage of mathematics?	Very high	19	27.9
	High	17	25.0
	Average	18	26.5
	low	11	16.2
	Very low	3	4.4
	Total	68	100.0
The perception of Students on CCAs	Very good	21	5.4
	Good	74	19.0
	Average	135	34.7
	Poor	108	27.8
	Very poor	50	12.9
	Total	389	100.0
The perception of Students on Teachers' participation in School Clubs	Very good	31	8.0
	Good	67	17.2
	Average	104	26.7
	Poor	129	33.2
	Very poor	57	14.7
	Total	389	100.0
Students' response about their friends participation	Very good	21	5.4
	Good	52	13.4
	Average	100	25.7
	Poor	128	32.9
	Very poor	88	22.6
	Total	389	100.0

4.2 The Availability of Trained Teachers

4.2.1: Teachers and Administrators Response on the Availability of trained teachers

From the total of 68 teachers and administrators, 50(73.5%) responded that teachers was no training at all, the rest 18(26.5%) of them said that there was training.

4.2.2: AAEB and sub city education offices responses on the availability of trained teachers

The participants from AAEB and sub city education offices responded, even if it is not regular, there were CCAs training and capacity building in each school and also has supervision, but as observed from each school there is inactive practice/ participation of CCAs.

4.3: Teachers and Administrators Response on the shortage for Materials

In total 68 number of administrators and teachers said, school teachers and students have a problem to participate in school clubs, and they showed the reason by likert scale, 19(27.9%) of them said have very high shortage of facility, 17(25%) said high shortage of facility, 18(26.5%) average lack of facility, 11(16.2%) of them said, students have low facility, and 3(4.4%) said they have very low facility problem.

4.3.1: Students Response on Shortage of Materials

104 (26.73%) students said there was lack of facilities in school compound, and it brought the inactive participation in different clubs. These students put it as a one reason of not participating in school clubs. One student said, "School clubs were not encouraging, not well organized and have lack of facility in the school compound, but sometimes there was a gift to mini- media to encourage the club.

4.4: The Perception of Teachers on the Importance of CCAs to Produce Multi- talented Students

Regarding the perception of teachers' about CCAs, 51(75%) teachers said that school clubs have major contribution for strengthening students' talents, while 17(25%) of them said that school clubs were don't have major contribution for strengthening of students' talents.

4.4.1: Teachers' response on the importance of colleagues participation on the

Effectiveness of school club.

Concerning the above conception of teachers' about the importance of teachers' participation in school clubs, 63(92.6%) of school teachers said that they believed that the participation of teachers in school clubs is important, while 5(7.4%) of them said that teachers participation in school clubs is not important. Those five teachers replied teachers' participation in school clubs is not important, teachers' duty is teaching only academic subjects.

4.4.2: Teachers response of their participation on school clubs

Among the participant teachers of the research, 47(69.1%) teachers participated in school clubs, while 20 (29.9%) teachers did not participate.

In responding why they did not participate in school clubs, 21(30.88%) teachers said they didn't participate in school clubs because of the burden of life, the school administration, teachers and students did not give attention for this activity.

One teacher said, "Life is difficult even for survival; I have to work hard to get extra income. Why I waste my time for nothing?"

4.4.3: Teachers' response on Students' Participation in School clubs

When teachers were evaluating the students' participation in school clubs, 51(75%) teachers said students did not participate in school clubs, 17(25%) teachers said, students participate in school clubs.

Teachers further expressed the reason for students not responding in clubs, 44(64.7%) of them said they have peer interaction problem, they are so shy, and have financial problem, house chores and course load, and they did not have interest.

4.4.4: The perception of teachers, concerning the attention of Woreda education office for School Clubs

58(85.3%) of teachers said that Woreda education office did not give attention for school club movement, but 7(10.3%) said there is an attention from Woreda education office.

47 (69.11%) teachers who said Woreda education office did not have attention for school clubs, explained Woreda Education office and school administration are totally engaged in different administration works. Even though school clubs are part of these activities, they did not give attention at all. There are no skills developing activities supported by Woreda Education Offices.

4.4.5: The presence of CCAs in Annual plan

From the total 68 teachers, 53(77.9%) said that the school take into consideration the school clubs in annual plan. 15(22.1%) of teachers said it was not included in annual plan

4.5: The Perception of Students on co-curricular activities

The perception of students about CCAs, 21(5.4%) of students said the practice of school clubs were very good, 74(19%) said good, 135(34.7%) said average, 108(27.8%) said poor and 50(12.9%) said school clubs have very poor practice in school clubs.

158 (40.62%) students said, school clubs are not working well, it must go together with academic class, and school clubs should be supported by different organizations to get support by finance and material.

4.5.1: The Perception of Students on Teachers Participation in School Clubs.

From the total 389 students, 31(8%) of them said teachers have very good participation in school clubs, 67(17.2%) said good, 104(26.7%) of students said teachers have average participation in school clubs, 129(33.2%) of students said there is poor participation, 57(14.7%) said teachers have very poor participation in the school clubs.

One student said “teachers are facilitators and role models for their students. If they are involved in school clubs, students will participate.” Teachers’ participation will encourage students to involve actively in school clubs.

72 (18.5%) students put their idea as follows: teachers are leaders, to encourage students, to create awareness, to help students to grasp knowledge easily, because clubs have positive influence in teaching- learning process, and for mental development.

4.5.2: Students Response about their Friends Participation in School Clubs.

From the total 389 students, 21(5.4%) of them said their friends are very good participants in school clubs, 52(13.4%) said good, 100(25.7%) of students said their colleagues have average participation in school clubs, 128 (32.9%) of students said there is poor participation, 88(22.6%) were said students have very poor participation in school clubs.

4.5.3: Student Participation in School Club.

272(69%) of students said they did not participate in school clubs, 116(29.8%) of students replied that they participate in clubs, and 1(0.3%) of student responded, I do not know.

128 (32.9%) students said that they did not participate in school clubs, because it consumes their time not to work more on academic classes. One student said, “I am totally engaged in academic subjects, I have no time for CCAs. There is no evaluation in participating there; participating in clubs does not have mark.”

4.6: The Perception of Students on the Importance of CCAs to Produce Multi- talented Students.

262(67.35%) students said that school clubs build up students’ talent and 127(32.64%) were said not develop students talent.

4.6.1: The presence of school clubs.

Arada and Yeka Sub city Education Office Supervisors said, from 18- 21 school clubs are found in preparatory schools, but all are not active except a few of them. The supervisors of Bole sub city education office said, there is monitoring and follow up, but it is not consistent in the reason of the work burden. Some clubs are working actively like mini- media and there is academic

competition between clubs once in a year to provoke students to participate. 50(73.52%) of the three school teacher said that, there are clubs in these 3 preparatory schools, but they are not working effectively. These teachers believed that school teachers and students consider it like time taking activity. 14 (20.58%) teachers said there is lack of awareness around students. Majority of teachers are totally engaged in gaining extra income rather participating in school clubs.

122(31.36%) students believed that school clubs should be avoid from school compound, academic work only have to be practiced otherwise it will divert students' mind, students have to use their time properly instead of losing in clubs.

4.7: Allocated budget for Co-curricular activities

A participant from AAEB working in supervision, three of participants in three sub cities education offices in department of teaching- learning process, said that curriculum and co-curriculum activities go together, there is no difference between them. Both are found in academics program, so there is no budget that allocated for CCAs. It is included with the budget for curriculum.

48 (70.58%) administrators and teachers said that the reason for students not participating in CCAs is the absence of budget for CCAs. 272(69.92%) students suggested that CCAs did not supported by finance, do not have budget at all. It is difficult to practice in without financial support.

Chapter 5– Discussion

This research identifies factors affecting the effective practice of CCAs at Government Preparatory schools.

5.1 Trained teachers on CCAs

About 50(73%) teachers of three schools responded that they did not get training about CCAs.

As AAEB and sub city education office participants responded, even though it is not given regularly some teachers took training and there is checklist available for supervision. Rarely, supervision was given for each high school. In this regard one of the three sub city level supervisors explained “there are other urgent tasks we expected to do.” Besides, Woreda Education offices explained that they did not have part in CCAs rather; they are engaged in different administrative works.

It is similar with the study in Nepal; teachers were not trained in practical skills to support students on CCAs. Not having skills in practical things make difficult to support students (Balkhu, Katmandu, 2004). For untrained teachers, it might be difficult to lead /facilitate CCAs.

5.2 The availability of Materials

19(27.9%) of teachers said there is very high shortage of facility, 17(25%) said high shortage of facility, 18(26.5%) said there were average shortage of facility, 104(26.7%) students explained one of a reason to not participate in school clubs is shortage of facilities in school compound.

They said shortage of materials in the school brought the inactive participation in different clubs.

As expressed in the research work of Balkhu, Katmandu, (2004) there is the shortage of appropriate physical facility, the problem of availability of teachers' guide and resource books are factors not to practice CCAs in the school compound.

Most CCAs are practical skills and practices, supportive materials are needed to practice. Shortage of guiding books and materials might be the reason of students and teachers not to be enthusiastic to participate in CCAs.

5.3: The Perception of Teachers and Students

5.3.1 The Perception of Teachers

51(75%) teachers perceived that school clubs have major contribution for strengthening different students' talents. Majority of teachers, 63(92.6%) believed that teachers participation in school clubs are important. It creates good impact on students to be motivated and participate in CCAs.

As literatures said CCAs develop skills in young people, and they may foster positive characters. School activities can teach students the importance of vigilance, hard work, and attention to detail, patience, and persistence in the face of setbacks. School activities encourage cooperation and teamwork, personal sacrifice for group goals, and empathy, qualities that benefit young people in their studies, their jobs, and their personal lives, as well as help them become responsible and successful adults. School activities in high school are often a predictor of later success in college, in the workplace, and in society Zill, Nord, and Loomis (1995) as cited on Edward J. AND Jan A. (1999).

Co- curricular activities help students to strengthen the purpose of education. By implementing CCAs students can be responsible and develop different characters, such as critical thinking, social skills, and different cognitive and psycho motor talents.

In practice, 47(69.1%) of the teachers are member of CCAs but not practice as expected. They explained not to participate in the clubs, in the reason of not have adequate materials and budget. 21(30.9%) of teachers said they did not participate in school clubs because of the school administration problem, lack of facility, economic problem. One teacher explained that in the reason of economic problem, majority of teachers want to work to gain extra income and they want to save time to work more.

Almost all participants from selected sample schools stated that they did not satisfy with the existing practice of CCAs. 44(64.70%) teachers said the majority of students did not participating in clubs, because they have peer interaction problem, they are so shy, have house chores load and course load, and they did not have interest. In similar literatures, because of over teaching load students were unable to conduct and practicing CCAs (Balkhu, Kathmandu, 2004).

5.3.2: The Perception of Students

Majority of students, 262(67.4%) believed the importance of CCAs. 183 (47.04%) students said, school clubs are not working actively, it must go together with academic class, and school clubs should be supported by different organizations by finance and material. 262 (67.4%) students said that school clubs build up students' talent. These students believed today's practice make difference for tomorrow. Different talents might be the way of living for future, not only academics. According to Daniel Nesan, (2009) students have a right to a broad education. Many

children have remarkable talents in all sorts of different areas, and it is wrong to force them to specialize in specific areas.

In contrary, 127(32.6%) students said that CCAs were not developing students talent. 122(31.36%) students believed that school clubs should be avoided from school compound.

As literature said that self esteem, self-confidence, social cooperation, and leadership skills are just a few of the cognitive factors that are affected by school practices. CCAs allow students to blend aspects of their academic learning into personal actions according to Allison (1979) as cited in Edward J., Klesse and Jan A. D’Onofrio (2000).

Participation in CCAs improves an adolescent's chances of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in the bad habits like juvenile delinquency, smoking, or abusing drugs or alcohol, Zill, Nord, and Loomis (1995) as cited in Edward J. Klesse and Jan A. D’Onofrio (2000).

Students who participate in CCAs tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems than students who do not participate in CCAs Edward J., Klesse and Jan A. D’Onofrio (2000).

Actual practice of school clubs might influence in the development of student’s talent. To convince students in participation of school clubs might need models to show. It is obvious that today’s practice make a difference in tomorrow life. As much as possible clubs must be practical, not only existing only by name. Different talents might be the way of living for future, not only academics.

5.4 School administration support for co-curricular Activities

Based on the hierarchal support Woreda education office is the first level in giving technical support including CCAs. Majority of the participants 58(85%) teachers explained that Woreda education office did not have attention for CCAs support; they are engaged in different administrative work.

The Woreda education office participants also explained that they have different tasks to do rather than CCAs. Participants from Sub city education office and AAEB also mentioned, once in year supervision were given for CCAs, but most of the time supervisors had other urgent tasks.

As mentioned in Education and Training policy of Ethiopia (ETP, 1994), CCAs help to promote the aesthetic development and enrich students' inquisitive ability and raise their creativity and interest.

In similar study, school administrators and resource personnel did not provide technical support. But school programme has been monitored negligently.

5.5 The presence of School Clubs

According to the AAEB and sub city education offices' response there are 18- 21 number of CCAs in each preparatory school. Besides, 53(77%) teachers responded CCAs found in annual plan to practice, 158 (40.62%) students said that there are school clubs in their schools, but most of them are inactive. Almost all teachers and students 51(75%) and 262(67.4%), believed that CCAs are important but most of clubs did not practicing, and they did not participating actively by different reasons. 14 (20.6%) teachers said that students did not aware and majority of

teachers are struggling to achieve their day to day life activities, they totally engaged by their routine life burden. 122 (31.2%) of students believed school clubs are not that much important and needs to be out of school environment. 128 (32.9%) students also said they totally engaged in academic works, they did not have time for CCAs. These most of teachers and students complained, school clubs found in none of administrative support, financial support, there is material constraint, lack of trained teachers and students. In contrast, with the study in Nepal; most schools received donations from the tourists and other organized agencies for development of CCAs (Balkhu, Kathmandu, Nepal, 2004).

Putting CCAs in the strategic plan and annual plan of each school and creating the clubs at school level is the first step toward the achievements of CCAs. However, getting multitalented students is not only depending by the presence of clubs. It needs active clubs that involves administrators, teachers and students.

5.6 Allocated budget

48(70.58%) of teachers and 272(69.92%) of students mentioned that there is no allocated budget for CCAs. However, participants from sub city education offices and AAEB explained that the budget of CCA is integrated with academic.

On the study in Nepal stated by Balkhu, Katmandu, (2004) getting fund from donation organizations and collecting money by doing creative or local resource mobilization solves in covering tasks that need budget. No regular budget available for CCAs. Teachers who are the members of CCAs donate to manage specific programs of CCAs. Students also bear their own expenses during field trip and short walk exercises.

Most of the selected schools organize cultural programme and collect the funds for CCAs by selling tickets to the tourists. Besides that the schools received donations from the tourists and other organized agencies for CCAs.

In addition, in Uganda, in achievement of millennium goal, the government plans including meeting the cost of CCAs (African Development Bank, August, 2008).

Conclusions

- Majority of teachers are not trained in CCAs.
- There is shortage of materials/equipments in the three preparatory schools to practice CCAs.
- In general, teachers' participation creates good impact on students to be motivated, and to develop their talents by participating in school clubs. Majority of the teachers perceived that CCAs strengthen getting multitalented students; but most students are not practicing in CCAs.
- Most students are also perceived that participating in CCAs helps in building students talent. However, the existing situation is not like what they expected to participate.
- School clubs are available in preparatory schools, but most clubs are inactive.
- Putting CCAs in the strategic plan and annual plan of each school and creating the clubs at school level is the first step toward the achievements of CCAs .CCA plan is available at preparatory school level, and there is a plan to give supportive supervision at Woreda, sub city and AA education offices. But it doesn't get priority as other urgent tasks.
- More than half of teachers and students complained on the unavailability of adequate budget for CCA implementation.

Recommendations

- Teachers should be assigned and trained on the basis of their interest, age, and abilities in facilitating CCAs at school level.
- The available strategies and plans of CCAs strategic and annual plan and budget need attention by AAEB, Sub city and Woreda education offices to practice it effectively.
- At school level resource can be mobilized from different sectors including from school environments to fill gaps in having materials and equipments for CCAs.
- A strong monitoring, evaluation, and feedback should be established for CCA practice by sub city, Woreda, and school level.

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Annexes

Annex- 1. The Three Preparatory School CCAs (School Clubs)

S.No.	Co- Curricular Activities (School Clubs)	Preparatory Schools			Remarks
		D. Wondirad	Menelik II	Bole	
1	Information Technology	√	√	√	
2	Mini- Media	√	√	√	
3	Library	√	√		
4	Physics, Maths, Biology, and Chemistry		√	√	
5	Traffic Welfare		√	√	
6	Anti HIV/AIDS	√	√	√	
7	Special needs and Counseling		√		
8	Literature, Music and Drama	√	√	√	
9	Red Cross	√	√	√	
10	Anti-Drugs	√	√	√	
11	Clever Students	√			
12	Let know your Country		√		
13	History and Geography		√		
14	Sport and Tourism	√	√	√	
15	English Club		√	√	
16	Ethics and Civics	√	√	√	
17	Voluntary Service		√	√	
18	Keeping Nature				
19	Teachers of Tomorrow	√		√	
20	post service	√		√	
21	Females club			√	
22	Science and Technology	√		√	
23	Environmental Monitoring	√	√	√	
24	Gender	√			
25	Question and Answer	√			
26	Demography	√		√	
27	Research and Development	√			

Annex 2

Addis Ababa University Institute of Educational Research and Development Interview on the Factors Affecting the Effective Practice of Co- curricular Activities to Strengthen Students' Talent.

Interview for Addis Ababa Education Bureau, Sub city Education Office, and Woreda Education Office

Date: _____

Institute of Educational Research and Development Addis Ababa University

Questionnaire identification No _____

Name of interviewer _____

Name of supervisor _____

Time of start of interview _____

Time of end of interview _____

Introduction: Greeting, I'm working for the Institute of Educational Research and Development,

A.A U. I am interviewing Addis Ababa Education Bureau, Sub city Education Office, and Woreda Education Office, to evaluate the effective practice of co- curricular Activity in Preparatory schools in Addis Ababa. Therefore, you're honest and genuine participation by responding to the questions prepared is highly appreciated and credited.

If yes, proceed.

If no, thank and stop.

Part I: Questions of Socio Demographic data of Supervisors in Education Offices in Addis Ababa, 2012		
1	The Name of the Organization?	1. Addis Ababa Education Bureau 2. Sub city Education Office 3. Woreda Education Office
2	Sex	
3	Age	
Part II:		
1	Is there a plan of Co- curricular Activities in sub city and Woreda Education Office?	
2	How do CCAs of Preparatory Schools get Support from you?	
2.1	Do CCAs have budget?	
2.2	Do you monitor and give feedback about the budget?	
3	What difficulties preparatory schools face in Practicing CCAs?	
4	Do teachers get training about CCAs?	
4.1	If so how do they train?	

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ቀን _____

አዲስ አበባ ዩኒቨርሲቲ ጥናትና ምርምር ተቋም

የመጠይቅ መለያ ቁጥር _____

የጠየቁ ስም _____

የተቆጣጣሪ ስም _____

የተጀመረበት ጊዜ _____

ያለቀበት ጊዜ _____

መግቢያ፡ -

ሰላምታ፣ ይህ መጠይቅ የተዘጋጀው ለአዲስ አበባ ዩኒቨርሲቲ፣ ጥናትና ምርምር ተቋም ነው፡፡

በትምህርት ቤታችሁ ያሉትን ክብባት እንቅስቃሴና ወጠታዎች ለመዛዘን እንዲሁም የተመራጩትን ተሰጥኦ እንዴት እያጠናከረ እንደሆነ ለማወቅ ነው፡፡ የሚገኘውም መረጃ ለሁለተኛ ዲግሪ መመሪያ ቤቅ ፅሁፍ ማጽናት ይወላል፡፡ ስለዚህም በመጽሐፍ ላይ ማሳሰብ ለማድረግ እንደትተባበሩኝ በትህትና እጠይቃለሁ፡፡ ስማችሁን መጻፍ እንደሚገባ ለማረጋገጥ ለመጽረግ እንደትተባበሩኝ በትህትና እጠይቃለሁ፡፡

1. የትምህርት ቤት ክብባት በክፍለ ከተማ በወረዳ ትምህርት ጽህፈት ቤት እቅድ ውስጥ አለ?
2. አስፈላጊው ድጋፍ ይዳረጋል?
 - 2.1. የፋይናንስ/በጀት ድጋፍ ይዳረጋል?
 - 2.2. በጀቱን እንዴት እየተጠቀሙት እንደሆነ ክትትል ይደረጋል?
3. በትምህርት ቤት ክብባት እንቅስቃሴ ያለው አስቸጋሪ ሁኔታ ምንድነው?
4. ማህርን ስለክብባት እንቅስቃሴ ስልጠና ይሰጣቸዋል?
 - 4.1. ስልና ካለ እንዴት ይካሄዳል?

Annex 3

Addis Ababa University Educational Institute of Educational Research and Development Survey Questionnaire on the Practice of Co- curricular Activities in Preparatory School Administrators and Teachers

Date: _____

College of Educational Research and Development Addis Ababa University

Questionnaire identification No _____

Name of Data Collector _____

Name of supervisor _____

Starting time _____

Ending time _____

Introduction: Greeting, I'm working for the College of Educational Research and Development, A.A.U.

The purpose of this questionnaire is to collect information on the Effective Practice of Co-curricular Activities to strengthen the students' talents in your School. Hence you kindly are requested to give full and genuine 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.

If yes, proceed.

If no, thank and stop.

No	Part I: Questionnaire of Socio Demographic data of students , 2012	Response
1	Occupation	1. Teaching 2. Administration
2	Work Experience in year	
3	Sex	
4	School Name	1. Dejazmach Wondirad 2. Menelik II 3. 3. Bole
5	Educational Status	1. Masters 2. Degree 3. Diploma

Part II: The following questions designed to identify factors that affect the school students that are not participating in co- curricular activities. Put the Tick mark (√) if personally consider the factors as very high, high, average, low, and very low.					
According to your opinion students that do not participate in co- curricular activities due to	very high	high	average	low	Very low
Administrative Problems					
Financial Problems					
Course load problem					
Poor peer interaction					
House chores load					
Don't have interest					
Lack of facilities in School compound					
Low awareness' of students					

	Part III: Circle the best answer on the blank space.	Response
1	Do you believe the school co- curricular activities have a major contribution on the students' academic performance?	1. yes 2. no
1.1	If your answer is No, Please try to mention your reasons.	
2	Do you believe the school teachers' participation in co- curricular activities are important?	1. yes 2. no
2. 1	If your answer is Yes/No, Please try to mention your reason.	
3	Does the School take in to consideration co-curricular activities in the academic annual plan of the school?	1. yes 2. no
4	Do you observe any difference between the School students that participate in co- curricular activities and not participate in co- curricular activities?	1. yes 2. no
4.1	If your answer is Yes/No, Please try to mention your reason	
5	Do you participate in co- curricular activities of the School?	1. yes 2. no
5.1	If your answer is No, Please try to mention the reason	
5.2	If your answer is Yes for the above question, please try to describe the type of club you Participate and your major role in the club.	
6	Do you believe the school students encouraged to participate in co- curricular activities?	1. yes

		2. no
6.1	If your answer is Yes, Please try to mention who encourage the students	
7	Do you believe the school administrators or Woreda education bureau give appropriate attention for the practice of co- curricular activities in your school?	1. yes 2. no
7.1	If your answer is no, Please try to mention the reason	
8	Do you believe the school clubs are working effectively?	1. yes 2. no
8.1	If your answer is No, Please try to suggest your opinion to make them worth effective	
9	Do you think the school teachers are participating actively in the co- curricular activities?	1. yes 2. no
9.1	If your answer is No, Please try to mention the reason	
10	What benefits do the school; teachers, students and other school personnel get from co- curricular activities?	
11	Do you have additional suggestion about co- curricular activities in your school?	

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ቀን _____

አዲስ አበባ ዩኒቨርሲቲ ጥናትና ምርምር ተቋም

የመጠይቅ መለያ ቁጥር _____

የጠየቁ ስም _____

የተቆጣጣሪ ስም _____

የተጀመረበት ጊዜ _____

ያለቀበት ጊዜ _____

መግቢያ፡ -

ሰላምታ፣ ይህ መጠይቅ የተዘጋጀው ለአዲስ አበባ ዩኒቨርሲቲ፣ ጥናትና ምርምር ተቋም ነው፡፡

በትምህርት ቤታችሁ ያሉትን ክብባት እንቅስቃሴና ወጠታማነት ለመወዛን እንዲሁም የተመራጭነትን ተሰጥኦ እንደገና እያጠናከረ እንደሆነ ለማወቅ ነው፡፡ የሚካኘውም መረጃ ለሁለተኛ ዲግሪ መመሪያ ቤቅ ፅሁፍ ማጽደቅ ይወላል፡፡ ስለዚህም በመጽሐፍ ሀቀኝነት መረጃ በመስጠት እንደትተባበሩኝ በትህትና እጠይቃለሁ፡፡ ስማችሁን መጻፍ እንደማይሰፈልግ እየገለጽኩ፣ ለመጽረግልኝ ትብብር በቅድሚያ አመሥግናለሁ፡፡

ክፍል አንድ

የትምህርት ቤቱ ስም _____

የሥራ መደብ -- አስተዳደር፤ መምህር

የትምህርት ደረጃ -- ማእከላዊ፤ ዲግሪ፤ ዲፕሎማ

የሥራ ልምድ _____

ጾታ _____

ክፍል ሁለት

ቀጥሎ የቀረበት ጥያቄዎች የተዘጋጁት ተመራጮች በትምህርት ቤት ውስጥ ባሉ ክበባት እንዳይሳተፉ ያግደቻቸዋል ተብሎ የመረጡ ሲሆኑ፤ ይህን ምልክት (✓) በመድረግ ያለህን/ሽን ሀሳብ ግለጽ/ጩ :

እንዳንተ/ቺ ሀሳብ ተመራጮች በክበባት እንዳይሳተፉ የሚገባቸው የትኛው ነው?	በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
የትምህርት ቤት አስተዳደር ችግር					
የበጀት /ገንዘብ ችግር					
የትምህርት ጫፍ					
ዝቅተኛ የእኩያ ግንኙነት/ፍርሀት					
የቤት ውስጥ ሥራ ቻና					
ፍላጎት ማጣት					
በትምህርት ቤት ክበባት ውስጥ የተሟላ ቁሳቁስ አለመኖር					
ግንዛቤ ማጣት					

ክፍል ሦስት

ተ.ቁ	ትክክለኛው ማለት ላይ ምልክት አድርግ	ማለት
1	በትምህርት ቤት ውስጥ ያሉ ክበባት በተማሪዎች ትምህርት ላይ ተፅዕኖ አላቸው?	1. አላቸው 2. የላቸውም
1.1	ማለትህ የላቸውም ከሆነ እባክህ ምክንያትህን ግልፅ	
2	የመግቢያውን በክበባት መሳተፍ አስፈላጊ ነው ብለህ ታምናለህ?	1. አምናለሁ 2. አላምንም
2.1	ማለትህ አምናለሁ/አላምንም ከሆነ ምክንያትህን ግልፅ	
3	ትምህርት ቤቱ ክበባትን በአመታዊ የትምህርት እቅድ ውስጥ አካቶታል፡፡	1. አዎ 2. አይደለም
4	በክበባት በሚከተሉትና በሚሰጡት ተማሪዎች መካከል የሚታይ ልዩነት አለ?	1. አለ 2. የለም
4.1	ማለትህ/ሽ አለ/የለም ያልክበት/ያልሸበት ምክንያት ምንድነው?	
5	ትምህርት ቤታችሁ በጣኝ ክበባት ትሳተፋላህ/ሽ?	1. እሳተፋለሁ 2. አልሳተፍም
5.1	ማለትህ/ሽ አልሳተፍም ከሆነ ምክንያትህ/ሽ ምንድነው?	
5.2	ማለትህ/ሽ እሳተፋለሁ ከሆነ በየትኛው ክበብ ውስጥ ትሳተፋላህ/ሽ?	
6	ተማሪዎች በክበባት ይሳተፋሉ?	1. ይሳተፋሉ 2. አይሳተፉም
6.1	ማለትህ/ሽ ይሳተፋሉ ከሆነ፣ እንዲሳተፉ የሚያበረታታቸው የትኛው ክፍል ነው?	
7	በትምህርት ቤታችሁ ለጣኝ ክበባት እንቅስቃሴ የወረዳ ትምህርት ቢሮ ወይም የትምህርት ቤቱ አስተዳደር ትኩረት ይሰጣል?	1. ይሰጣል 2. አይሰጥም
7.1	ማለትህ/ሽ አይሰጥም ከሆነ ምክንያቱ ምንድነው?	
8	በትምህርት ቤታችሁ ያሉ ክበባት በትክክል እየተንቀሳቀሱ ነው?	1. አዎ

		2. አይደለም
8.1.	መልስ/ሽ አይደለም ከሆነ፣ በአንተ/ቺ አመለካከት ምን በረግ እንቅስቃሴያቸው ጥሩ ይሆናል?	
9	የትምህርት ቤታችሁ መሥሪያ በክበባት እንቅስቃሴ ይሳተፋሉ?	1. ይሳተፋሉ 2. አይሳተፉም
9.1.	መልስ/ሽ አይሳተፉም ከሆነ ምክንያቱን ግለፅ/ጩ	
10	በትምህርት ቤቱ ክበባት ቀልጣዬ እንቅስቃሴ፣ ተሜዎች፣ መሥሪያ፣ የትምህርት ቤቱ አስተዳዳሪዎች በመሉ ተጠቃሚ የሚሆኑት እንዴት ነው?	
11	ስለ ትምህርት ቤት ክበባት ተጨማሪ አስተያየት ካለህ/ሽ እባክህ/ሽ ግለጽ/ጩ	

Annex 4

Addis Ababa University Educational Institute of Educational Research and Development Survey Questionnaire on the Practice of Co- curricular Activities in Preparatory School Students

Date: _____

College of Educational Research and Development Addis Ababa University

Questionnaire identification No _____

Name of Data collector _____

Name of supervisor _____

Starting time _____

Ending time _____

Introduction: Greeting, I'm working for the College of Educational Research and Development,

A.A.U. The purpose of this questionnaire is to collect information on the effective practice of Co-curricular activities (school club participation) to strengthen students' talent in your school. Hence, you are kindly requested to give full and genuine responses for all questions. You're honest and genuine participation is highly appreciated and credited. Your response will keep confidential and used only for the academic purpose. No need of writing your name.

If yes, proceed.

If no, thank and stop.

No	Part I: Questionnaire of Socio Demographic data of students , 2012	Response
1	Age in years	
2	Sex	
3	What is your School name	1. Dejazmach Wondirad 2. Menelik II 3. Bole
4	Sub City of the School	1. Yeka 2. Arada 3. Bole
5	Woreda of the School	1. 11 2. 7 3. 3
	Part II: Write the right answer	
1	Do you participate in School clubs?	3. yes 4. no
1.1	If your answer is yes how much time do you spent?	1. more than two hours 2. two hours 3. one to two hours 4. less than one hour 5. other-----
1.2	If your answer is yes, what is your reason?	
2	Do you believe school club participation can strengthen the academic and other talents?	1. yes 2. no
2.1	If your answer is yes or no, what is your reason?	

3	How do you evaluate your school clubs activity?	<ol style="list-style-type: none"> 1. very good 2. good 3. average 4. poor 5. very poor
4	How do you evaluate your school colleagues participation in school clubs?	<ol style="list-style-type: none"> 1. very good 2. good 3. average 4. poor 5. very poor
5	How do you evaluate your school teachers' participation in school clubs?	<ol style="list-style-type: none"> 1. very good 2. good 3. average 4. poor 5. very poor
6	Do you observe the support of school clubs from different organizations?	<ol style="list-style-type: none"> 1. yes 2. no
6.1	If your answer is yes, who and how?	
7	If you have any comment and suggestion, write on the blank space.	

አዲስ አበባ ዩኒቨርሲቲ የትምህርት ጥናትና ምርምር ተቋም ለመስናዶ ትምህርት ቤት ተመራጭ የቀረበ መጠይቅ፡፡

ቀን _____

አዲስ አበባ ዩኒቨርሲቲ ጥናትና ምርምር ተቋም

የመጠይቅ መለያ ቁጥር _____

የጠየቁ ስም _____

የተቆጣጣሪ ስም _____

የተጀመረበት ጊዜ _____

ያለቀበት ጊዜ _____

መግቢያ፡ -

ሰላምታ፣ ይህ መጠይቅ የተዘጋጀው ለአዲስ አበባ ዩኒቨርሲቲ፣ ጥናትና ምርምር ተቋም ነው፡፡

በትምህርት ቤታችሁ ያሉትን ክብባት እንቅስቃሴና ወጠታማነት ለመወዛን እንዲሁም የተመራጭነትን ተሰጥኦ እንደት እያጠናከሩ እንደሆነ ለማወቅ ነው፡፡ የሚኖረውን መረጃ ለሁለተኛ ዲግሪ መመያየቂያ ፅሁፍ ማጽደቅ ይወላል፡፡ ስለዚህም በመላኩ ሀቀኝነት መረጃ በመስጠት እንደትተባበሩኝ በትህትና እጠይቃለሁ፡፡ ስማችሁን መጻፍ እንደሚከተለው እየገለጽኩ ለመጽረግልኝ ትብብር በቅድሚያ አመሥግናለሁ፡፡

ክፍል አንድ

- የትምህርት ቤቱ ስም
- ትምህርት ቤቱ የሚኝበት ክፍለ ከተማ
- ትምህርት ቤቱ የሚኝበት ወረዳ
- ጾታ
- እድሜ

ክፍል ሁለት

ለተጠየቀው ጥያቄ ትክክለኛውን መልስ ለመስጠት በተራ ቁጥሩ ላይ ምልክት ያድርጉ፡፡

1. አንተ/አንቺ በክበባት ትግበራ ትሳተፋለህ/ፊያለሽ?

- 1. እሳተፋለሁ
- 2. አልሳተፍም

1.1. መልስሽ እሳተፋለሁ ከሆነ በሳምንት በአሜሪካ ስንት ሰዓት ታሳልፋለህ/ታሳልፈለሽ?

- 1. ከሁለት ሰዓት በላይ
- 2. ሁለት ሰዓት
- 3. ከአንድ እስከ ሁለት ሰዓት
- 4. ከአንድ ሰዓት በታች

ተጨማሪ ሰዓት ካለ ግለጥ/ጪ _____

1.2. መልስህ/ሽ አልሳተፍም ከሆነ ምክንያትህ/ሽ ምንድነው?

2. በክበባት ወስጥ መሳተፍ የተማሪዎችን የትምህርት ወጠታማነት ያግዛል ብለህ/ሽ ታምናለህ/ታምኛለሽ?

- 1. አምናለሁ
- 2. አላምንም

2.1. መልስህ/ሽ አምናለሁ ወይም አላምንም ከሆነ ምክንያትህን/ሽን ግለጥ/ጪ

3. በትምህርት ቤታችሁ ያለውን የክበባት እንቅስቃሴ እንዴት ትመዘኑ ዋለህ/ሽ?

- 1. በጣም ጥሩ
- 2. ጥሩ
- 3. መካከለኛ
- 4. ዝቅተኛ
- 5. በጣም ዝቅተኛ

4. የትምህርት ቤት ጓደኛህን/ሽን የክበባት እንቅስቃሴና ተሳትፎ እንዴት ትመዘኑ ዋለህ/ትመዘኛለሽ?

- 1. በጣም ጥሩ
- 2. ጥሩ
- 3. መካከለኛ
- 4. ዝቅተኛ
- 5. በጣም ዝቅተኛ

5. የትምህርት ቤትህ/ሽን መምህራን በክበባት እገዛ ላይ ያላቸውን ተሳትፎ እንዴት ታዩ ዋለህ/ሽ?

- 1. በጣም ጥሩ
- 2. ጥሩ
- 3. መካከለኛ
- 4. ዝቅተኛ
- 5. በጣም ዝቅተኛ

6. ለትምህርት ቤታችሁ ክበባት በተለያዩ ተቋማት ድጋፍ ይደረጋል፡፡

- 1. ይደረጋል
- 2. አይደረግም

6.1. መልስ/ሽ ይደረጋል ከሆነ ድጋፉን እነማን በምን መልኩ እያደረጉ ነው?

7. በትምህርት ቤታችሁ ያሉት ክበባት የተመራዎቸን የትምህርትና የተሰጥኦ እድገት ይደግፋሉ ብለህ/ሽ ታምናለህ/ኛለሽ?

1. አምናለሁ

2. አላምንም

7.1. መልስ/ሽ አላምንም ከሆነ የትምህርትና የተሰጥኦ እድገትን እንዲደግፉ ምን መደረግ አለበት?

8. በትምህርት ቤት/ሽ ባሉት ክበባት እንቅስቃሴ ላይ ያለህን/ያለሽን ተጨማሪ አስተያየት ግለጥ/ጩ

Annex 5

Lottery method used to select three sub cities	
No	Name of Sub cities
1	Arada subcity
2	Kirkos sub city
3	Gullele sub city
4	Yeka subcity
5	Lideta sub city
6	Nefassilk/lafto sub city
7	Kolfe sub city
8	Bole subcity
9	Akaki sub city
10	Addis Ketema sub city

Annex 6

List of Preparatory school in three sub cities			
No	Yeka sub city	Arada sub city	Bole sub city
1	Kokebe Tsebah Preparatory school	Menelik II Preparatory school (There is no other preparatory School in this sub city.)	Bole Preparatory school
2	Dejazmach Wondirad Preparatory school		Bole Community Preparatory school