

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**PRACTICES OF EXTRACURRICULAR ACTIVITIES
IN ADDIS ABABA UNIVERSITY**

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**JULY, 2007
ADDIS ABABA**

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IN ADDIS ABABA UNIVERSITY**

**A Thesis Submitted to the School of Graduate Studies of
Addis Ababa University in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Curriculum and Instruction**

BY

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Table of Contents

	Page
ACKNOWLEDGMENT -----	i
TABLE OF CONTENTS-----	ii
LIST OF TABLES-----	v
ACRONYMS-----	vi
ABSTRACT-----	vii
CHAPTER ONE	
1. INTRODUCTION	1
1.1 Background	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Significance of the Study	4
1.5 Delimitation of the Study	5
1.6 Limitation of the Study	5
1.7 Operational Definition of Terms	5
CHAPTER TWO	
2. REVIEW OF THE RELATED LITERATURE -----	7
2.1 Purpose of Extra Curricular Activities -----	7
2.2 Concepts and Definitions of Extra Curricular Activities -----	8
2.3 Classification of Extra Curricular Activities -----	11
2.4 Educational Contribution of Extracurricular Activities -----	14
2.5 Organization and Administration of Extracurricular Activity Clubs -----	18
2.5.1 Club Organization -----	18
2.5.2 Administration of Extracurricular Activities-----	20
2.6 Evaluation of Extracurricular Activities	23
2.7 The significance of Extracurricular Activities in Colleges and Universities	24
2.8 Emergence and Development of Extracurricular Activities	25
2.8.1 International Perspective	25
2.8.2 National Perspective	27
2.8.2.1 Higher Education in Ethiopia	29

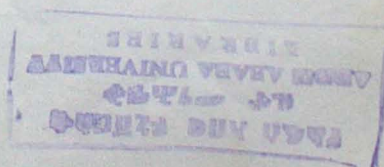
2.8.2.2. The University College/Hailesilassie I University (1950-1974)	30
2.8.2.2.1 Sport Activities	31
2.8.2.2.2 Social Activities	32
2.8.2.3 Addis Ababa University from 1975 -1991	33
2.8.2.4 Addis Ababa University from 1992- 2007	34
2.8.2.4.1 Sport, Drama, and Literature clubs	35

CHAPTER THREE

3.0 METHODS AND PROCEDURES OF THE STUDY	37
3.1. Method	37
3.2. The Source of Data	37
3.3 Population and sampling Technique	37
3.3.1. Population	37
3.3.2. Sampling Techniques	38
3.4. Instrument and procedure of data collection	39
3.4.1. Instrument for Data Collection	39
3.4.2. Questionnaire	39
3.4.3. Interview	40
3.4.4 Pilot Study	40
3.5 Procedure of Data Collections	41
3.6 Data Analysis	41
3.6.1 Data Analysis Tools	41

CHAPTER FOUR

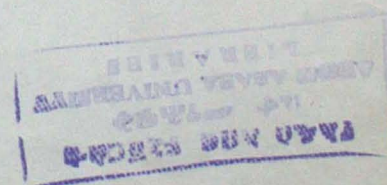
4.0 PRESENTATION AND ANALYSIS OF THE DATA	42
4.1 Background of Respondents	42
4.2 Availability of Extracurricular Activity	44
4.3 Adequacy of Extracurricular Activities	46
4.4 Participation of Extracurricular Activities	47
4.5 Practices of Extracurricular Activities	49
4.6 Organization of Extracurricular Activities	51
4.7 Administration of Extracurricular Activities	54
4.8 Benefits of Extracurricular Activities	56
4.9 Factors Hindering Participation of Extracurricular Activities	59



4.10 Factors Blocking Practices of Extracurricular Activities	62
4.11 Motivation of Club Leaders.....	66
4.12 Executing Of Club Work -.....	67
4.13 Facilities of Clubs	68
4.14 Evaluation of Extracurricular Activities	69
4.15 Responses for Open-Ended Questions.....	70
CHAPTER FIVE	
5.0 SUMMARY, CONCLUSION AND RECOMMENDATION.....	72
5.1 SUMMARY.....	72
5.2 Conclusions.....	75
5.3 Recommendations	76
Bibliography	79
Appendix A	83
Appendix B-----	91
Appendix C-----	92
Appendix D-----	94

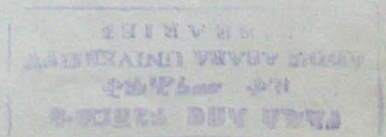
LIST OF TABLES

	Page
Table I Distribution of population in AAU Campuses	38
Table II Total sample of the study according to their sex.	39
Table III – Characteristics.....	43
Table IV - Type of Extracurricular Activity available in AAU by Faculties	45
Table V - The extent on the Adequacy of Extracurricular Activities.....	46
Table VI - The Degree of Participation in Extracurricular Activities	48
Table VII - The Degree of the Implementation of Extracurricular Activities	50
Table VIII – Students and Club leaders Perception on the Organization of Extracurricular Activities	52
Table IX -Students and Cub leaders Perception on the Administration of Extracurricular Activities	55
Table X - Perception of Students and club leaders to the benefits of extracurricular activities-.....	57
Table XI- Perception of Respondents to Factors Hindering Participation of Extracurricular Activities.....	60
Table XII- Perception of Respondents to Factors Blocking the Practices of Extracurricular Activities	64
Table XIII- Respondents towards motivation of club activities	66
Table XIV- Perception of club leaders towards Club Work.....	67
Table XV- Constraints on the Facilities of Clubs.....	68
Table XVI- Mechanisms employed for evaluating the extracurricular activities	69



ACRONYMS

AAU-	Addis Ababa University
IEAF-	Imperial Ethiopian Air Force
MOE-	Ministry of Education
REYA-	Revolutionary Ethiopian Youth Association
UCAA-	University College of Addis Ababa



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ABSTRACT

The purpose of the study was to look through the practice of extracurricular activities in AAU and there by to come up with possible recommendations .In order to conduct the study descriptive survey method was used. Purposive and random sampling techniques were used to select the data sources of the study. The study was conducted in five Faculties of AAU, i.e. ILS, Faculty of Science, Faculty of Medicine (Paulos Nursing School), Faculty of Technology (South), and Faculty of Veterinary Medicine (in Debrezeit) . The study include 242 3rd year students who are club members and those who are not, 33 club leader students from all levels of studies and 4 dean of students' affairs officials from each campus. Both close-ended and open-ended questionnaires and a semi-structured interview were instruments used for data gathering. Numbers and percentages were the statistical tools used to analyze and interpret the data obtained from the sample population. When the actual practices of extracurricular activities of the AAU is seen in relation to what is expected, it was found below average. The performance was inadequate and entangled by shortage of spare time, finance and material. As a result it seems mandatory to give due attention and be considerate to the extracurricular activities to serve as supplementary source of knowledge and formation of responsible citizen.

1. INTRODUCTION

1.1 Background

Education has contributed a great deal of asset for man kind in different aspects to over come his/her problems. It is a means to develop the economic, social, political, cultural condition of one country in a better way.

Education is a complex endeavor and that learning occurs through all life experiences. Certainly learning takes place in the classroom, learning also takes place in a variety of ways out side the classroom, in the dining room, in the residence halls, and by taking part in social activities, participation in athletics, in the civic community, with service projects, and through relationships with diverse populations. Involvement in such experience is a source of growth, development and enrichment of life. These experiences and activities had given different names by different educators in the last centuries, like extracurricular activities, co-curricular activities, extra class activities, student activities, outer class activities, etc (cited in ተ.ሚ. የትምህርት ቤት አደረጃጀት ... 1974).

According to Clark and Star (1986) extracurricular activities are free and informal activities which enable learners to gain opportunity in life adjustment through successful exercise; and to make curriculum in general and institution program in particular more relevant and interesting.

High school and college curriculums are becoming better in adapting to the satisfaction of social needs. One of the most striking results of the social emphasis in education has been the recognition of extra curricular activities in the school program (Flaum, 1953:281).

Extracurricular activities has been carried on by pupils for generation and taken over as part of the schools educational program (Harrison, 1936:564). For this reason conducting extracurricular activities by the side of the regular curriculum give the opportunity for students (or learners) to practice their feelings, interests, abilities, etc.

Flaum (1953:285) states, when an extracurricular activity is well organized, guided, and taught it has equal educative value with any of the so called academic courses.

Addis Ababa University is the first and oldest internationally recognized university in Ethiopia. It was named "University college of Addis Ababa" at its inception in 1950, then it was changes into Haile Silassie I university in 1962, and became Addis Ababa University in 1975 (AAU, 2006).

In the university college, besides the main curriculum there were some extracurricular activities incorporated and offered to students. On top of various activities the student union has passed different ladders through times within the university (News and Views Dec, 1961:7).

The goal of any higher institution is to produce trustworthy citizen who have a strong academic back ground. The process of producing responsible citizens, i.e. mentally, physically, morally can be difficult if it is thought to be given through fixed sessions. These sessions are very limited in terms of time. This implies that in addition to the regular curriculum, if extracurricular activities prevail in the colleges, students will get opportunities to gain varieties of educational skills which cannot be acquired through the regular academic programs.

Currently in AAU limited numbers of clubs, associations, and organizations have been performing their functions. Therefore, this research attempts to make a survey on the major problems while practicing extracurricular program in Addis Ababa University.

1.2 Statement of the Problem

A large number of writings have been done on the regular academic program and have got wider acceptance. Besides, it is thought and believed that these writings have a great deal of importance and special concerns have been given to them. But, the numbers of writings on extracurricular activities were limited in number and offered less attention, and also it had presented insignificant regard. The importances of extracurricular activities are well accepted in instructional processes, but the practices of extracurricular activities vary depending up on different factors affecting their implementation in different environmental context. As we know, one needs knowledge and skills through regular curriculum in specific time interval. How ever, it seems difficult to acquire the required knowledge and skills within short period of time. Thus, the regular curriculum should be complemented by other extracurricular activities that are performed by students out side of the normal curriculum programs so as to fill the gap. There is also lack of awareness on the parts of the students in order to participate actively in extracurricular activities. For this reason, the student and the society have been lacked of the benefits that can be gained through extracurricular activities.

According to Berk (1987:1024) the level of extracurricular participation declined from high school to college in both college environments, but the decline was greater for students in the large university. Many people believe that in most schools, colleges and universities extracurricular activities are widely practiced, but the reality shows that, especially in higher institutions like colleges and universities their practice have been declining from time to time. So this situation invites some researchers to conduct a research on this issue.

Thus, this study will attempt to identify the major factors that currently affect the practices of extracurricular activities in the Addis Ababa University. Hence,

the investigation will be carried out by way of answering the following basic research questions.

1. Which types of extracurricular activities are practiced in AAU?
2. What mechanisms were employed to organize and administer extracurricular activities in AAU?
3. What supports are given to the proper function of extracurricular activities in AAU?
4. What factors influenced the practices of extracurricular activities in AAU?

1.3 Objectives of the Study

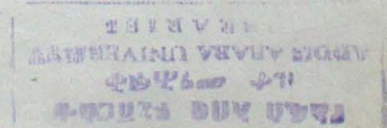
The purpose of this study is to examine the following points, and at the end to propose some recommendations for better implementation of extracurricular program. Hence the objectives are:

1. To explore the educational contribution of extracurricular activities in Addis Ababa university.
2. To identify the factors that affects the practices of extracurricular activities in AAU.
3. To make possible recommendation on problems encountered.

1.4 Significance of the Study

The research will give a clear-cut picture on how extracurricular activities can be implemented in AAU. In doing so it will:

- Create awareness of extracurricular activities in AAU
- Show the strength and weakness of extracurricular program that has been implemented in AAU
- Provide some hints for further study on extracurricular program
- Contribute to the better practices of extracurricular program in AAU.



1.5 Delimitation of the Study

The study delimited in terms of area, samples and variables, so as to make it manageable. Concerning the research area, it is delimited to the practice of extracurricular activities of AAU, considering that the university has better experience towards extracurricular activities. With regard the samples, it is supposed to consult the concerning group having substantial contribution as partner in extracurricular activities. Thus in order to get holistic and adequate information, 3rd year students, club leader students, and deans of students' affairs were consulted.

1.6 Limitation of the Study

The absence of sufficient and recent publication in the area of extracurricular activity in and out of the libraries of AAU was one of the major shortcomings that the investigator encountered during the time of the study.

1.7 Operational Definition of Terms

Extracurricular Activities: - Are activities related to but not included in the academic subjects that can be organized by institution or students themselves and practiced out side the classroom by interested members (Dejene, 2006:7).

Club: a group of students at various year levels organized for the purpose of pursuing some activity in which all members of the group are interested (Page and Thomas, 1978) .

Organization, student: an officially recognized student group designed to conduct a program or manage an enterprise appealing to students; programs may be social, recreational, intellectual, and fraternal (Good, 1973).

Co curricular activities (or function): activities sponsored or recognized by a School or colleges which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co curricular activities include sports, school bands, student news papers, etc (Good, 1973).

6 6

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Purpose of Extra Curricular Activities

The origins and functions of extracurricular activities at all levels of education reflect a concern with development of the total student and an intention to use the school as a primary agency for socialization into adulthood in a manner complementary to the academic curriculum.

As Berk (1987:1023) argues, "the opportunity to function, to play a key role in an important human enterprise, provided by extracurricular activities should enhance young people's sense of personal satisfaction, their perception of themselves, and their knowledge of how the world works".

Extracurricular activities give an opportunity to individuals to explore their physical, creative, social political and career with those who have common interests. It also helps individuals to find friends. Trying something different may bring them in contact with people they didn't know who share their interests and curiosity.

Individuals can get involved with groups as a way to get support from other students with their background. Extra curricular activities give chances to develop students with life- long interests of hobbies in cultural and artistic activities. As Lompsher 1982 (in Setotaw 1998:228) states "The way in which a young person uses his/her leisure time is a vivid expression of his development as a personality, on the one hand, and a factor of her/his future development, which should not be underrated, on the other".

This implies that the ultimate goals of the objectives is that the students gradually develop their skills through participating in extra curricular activities to be used in their lifelong.

2.2 Concepts and Definitions of Extra Curricular Activities

Educational objectives commonly described to the extra-curriculum by implying that learning to work cooperatively with others, to be a responsible and productive contributor to society, to use leisure time effectively, and to develop one's own abilities to their fullest.

The concept of activities which is held out of the class is varied from individual educator perspectives, by giving different names. These days it is possible to find out of class activities programs well-established on all levels of education, with each activity making a contribution to the over-all education and development of those individuals who wish to associate themselves with others who have the same general interests.

From the many names given by Elicker 1964 (in Setotaw , 1998:227) include extracurricular , extra class, out-of-school, co-curricular, co-curriculum and student activities, others call them as free activities, out-of-class activities, after school activities, allied activities, inter curricular. Setotaw consider that the most commonly used terms are "extra curricular" and "Co-curricular".

Educators do not agree with the meaning to the names of the educational activities or programs which is complementary to the regular curriculum of the educational institution.

Scholars like Kilzeretted and Miller etal 1956, Collins 1973 (in setotaw,1998:227) opposed the term extra curricular activities due to its negative concepts' and prefer using the term " co-curricular" that reflects the

relationship that exist between the curricular activities and out of the class activities of the school.

✓ According to Gutek (1988) the words co-curricular and extra curricular are often used inter changeable. Though in this study "co-curricular" and "extra curricular" are used synonymously believes of their meaning and goes in touch with the formal curriculum. As it clearly shown in the statements there were disagreements due to pursuing different terms and different meanings and attitudes to the same purpose.

As far as curriculum is concerned, we believe that curriculum and extra curriculum are two faces of same coin. Curriculum deals with a program which is developed, organized and evaluated by schools and institutions which takes place in the classroom, where as extra curriculum is a program which is also takes place in schools out side of the classroom that has no credit as a regular subjects.

Because of reference and importance of integrating students activities with classroom studies and who believe that extra curricular per suits are as vital a part of educational experience as regular academic work.

Despite of the differences of terms, general agreement exists that extra curricular pursuits differ in essential ways from most classroom work, because they are more social than cognitive in orientation and suit the social life of the institutions. The other reason in that at least in theory not always in practice, they are student planned rather than teacher directed, with teacher serving as advisers and guides rather than instructors and students assuming important leadership roles. The other important is participation is voluntary rather than mandatory, leading the extra curricular program to be a domain of schooling that is especially responsive to individual differences in student interests and abilities.

There are many definitions written by different educators to extra curricular activities, so the one more relevant is given by:

Montrol (1956: 424-428). State as follows:

Extracurricular activities is a program or events carrying no academic credit, sponsored and organized by pupils or students organizations or by educational institutions, designed to entertain, instruct and or provide exercises of interests and abilities subjects to some measure of control by the institution.

In the early history of extracurricular activities most of the time the better students were allowed to participate or to put it another way, scholastic eligibility was required. For example, if it was an athletic activity, only those who were extremely skilled were permitted to take part. These days the trend is a very worthwhile one to accommodate every member of the school population into some extracurricular activities with having the slogan "An activity for every boy and a girl and a boy and a girl for every activity." (Cressman and Benda 1966:250).

In Ethiopia we used the name "Teguadagn Timihirt", which means activities that help the formal curriculum. (ት/ሚ የትምህርት ቤት አደረጃጀትና ... 1974). It is basically structured differently from the structure of formal curriculum of the school in such a way that students join co-curricular activities voluntarily without the imposition of the school administration and also it is not mark oriented as the school subjects.

Some characteristics of co-curricular activities can be directly related to the subjects given in the class, others may not have relationships with the subjects, actually they are targeted to the well-being development of , or " all - round personality" of the students.

All creative extra class activities are social as well as individual in nature Students have different motives to participate in extracurricular activities.

Some want to develop his/her individual aspiration to participate in hobby activities like photography, woodwork, handicrafts, or any other activities which are the out growth of students needs. Others want participate in social scheme like competitive athletic program, the competitive dramatic program or/and the competitive music program to develop ethics and self governing discipline. But it is quite difficult to get agreement on which type or kind of activity contributes to a particular type of growth for the pupil.

As we sometimes can observe different activities that come with the same effect, fore example athletic team and student council will develop the same qualities of leadership and the sprit of co-operation.

2.3 Classification of Extra Curricular Activities

The nature and types of activities which are embraced in extra curricular or co-curricular are so many and varied, it is not an easy task to make an exhaustive list.

Some characteristics of the co-curricular activities can be directly related to the subject given in the class. There are others that may not have relationships with the subjects.

According to Frederic and Elicker 1966 (in Setotaw,1998:229) identified over 250 types of activities may be found especially in high schools and can be categorized them as homeroom, social activities, class organization, physical activities, school clubs, publications, assemblies, students government (students councils), school events, fund -raising activities and other like out door activities, exhibits, contests, graduation ceremonies. On the other hand, Aggarawal 1981 (in Setotaw 1998:229) categorized the activities as observance and celebration of festivals and events of national importance, sports, educational excursions, tours and picnics, military training, debates,

symposium, dramatics and youth festivals and events related to work, production and social services are also included in the category.

According to Frederic (1959:429-431) major classifications are:

1. The semi - curricular activities
 - A. Assembly
 - B. Home -room
 - C. Student council
 - D. Commencement
2. The large technical activities
 - A. Athletics
 - B. Musicales
 - C) Dramatic
 - D) Speech activities
 - E) Publications
3. co-operatively sponsored activities
4. Fairs, pageants, and carnivals
5. Camping and out- door activities
6. Religious and welfare activities
7. Scholarship activities
8. Social activities
9. Subject related activities
10. Trips and excursions
11. School Service organizations and activities
12. Youth centers
13. Fraternities and sororities
14. Special senior activities
15. Special interest clubs

Most literature pertaining (many in hundreds) to extracurricular activities offering in high schools and have devised taxonomies in which activities are grouped according to their general function. Studies revealed that classification systems differ in the 1930s devised by Millard, Terry , Reavis and Van Dake and current taxonomy, devised by Gholson and Buser in 1983 (in Berk,1987:1005).

1930s

1. School government organizations
2. Academic or departmental clubs
3. Special interest clubs
4. Major voluntary organizations
5. Assembly programs and activities
6. Social, moral, leadership, and guidance clubs
7. Social activities – parties and dances
8. Honorary organizations
9. Organizations in which all pupils of the school are included

1980s

1. Governance related
2. Cheer leading/Pep club related
3. Class related
4. Hobby/leisure related
5. Athletic / Sport related
6. Music related
7. Speech/ drama related
8. Special event days
9. Service related
10. Social related
11. Honors related

Indeed, the comparison shows that extra curricular activities have remained remarkably stable in range and content over the period of this century.

But there is no source to devise the taxonomy of student activities in higher institutions. Certainly high schools are bridges to colleges and universities; for this reason, all programs and trends of higher institutions will be the reflection of high schools, but not all high school extracurricular activities are expected to be performed in colleges and universities because they had formulated and organized for adolescence. Some extra curricular activities that are related to athletics and sports, music, governance, speech/drama, Hobby/ leisure, publication are common which will be extended to colleges and universities. Actually the number of activities will be determined by the size of a school, the enrollment and above all by the interest of the students.

The availability of variety of students' activities is not only to make school life pleasant but also to produce variety of people with variety of skill, knowledge and attitude (Aggarawal, 1982:185). And also variety allows people to choose the more that one intended and suit the best.

There are many student activities which may make a unique contribution as well as fulfilling a similar function and purpose of another. Some times, overlap and interchange exist between the curricular and extracurricular domains of schooling. For example, academic clubs are a clear extension of curricular concerns that grow into the extracurricular life of the school. Certain activities were quickly incorporated into the regular, credit generating courses like music and drama changed its status from extracurricular to curricular and of course its function remains as extracurricular too. Although certain extracurricular activities did become curricular, the reverse direction of movement never occurred (Berk, 1987:1008).

2.4 Educational Contribution of Extracurricular Activities

It is undeniable that the importance of extracurricular activities in all levels of education provides for many benefits.

Mckown1956 (*in Negussie, 1982:21*) forwards on importance of extracurricular activity as follows:

Extracurricular activities offer opportunities for the student to become curious about himself, his qualifications and characteristics of all types, give him settings in which he can experiment with this through actual participation, and furnish situations in which he may further develop and capitalize these to his own immediate and ultimate satisfaction and profit.

According to the above statements the desire of extracurricular activities is nothing else, but it makes an individual far sighted, sensible and it initiate to be curious and investigate every thing to become self-reliance through participating and building all rounded personality.

Through participating in extracurricular activities students can create cooperation, friendship among each other, student to teacher, student to other administrative body and it further help to acquire skills of communication in life-long for they are part of their communities.

After Second World War most countries of the world adjust their curriculum in line with mutual to extracurricular activities. When it compared to the pre-world war II and seems have a political character due to east and west block of socialist and capitalist orientation respectively. Fore example, the interference of Komsomol (communist youth league) to guide and sponsor extracurricular activities in the schools of Soviet Union Berk (1987:1005) and REYA (Revolutionary Ethiopia youth Association) inerter fare in the schools of student activities (AAU, 1985).

In light of this the aim of eradicating illiteracy in the world especially in socialist oriented countries, such as Cuba, Ethiopia, Tanzania, Mozambique, etc, can be mentioned in promoting cooperative work. Teachers, students and other professionals participated in the literacy campaign, additionally it necessitated the importance of labor education as an extracurricular activities beside the school curriculum.

Cuba has upheld the motto "the school to the country." Where urban students should spend as much as twelve weeks in a year in the country side.

The integration of schooling with productive work enables life to be further promoted by the creation of *circulos de intres*, which means "interest circles". This can pave the way for students to participate in "Extracurricular" activities such as in the science and technology clubs animal sciences, soil chemistry, and the likes (Fagerlind and Saha 1989:4).

The goal of these activities was to stimulate interest and commitment to careers in applied science and technology, and it also brings students and professionals

together. By the same token, the participants can share a common interest of schooling, in universities and other tertiary institutions.

Extracurricular activities can be used as means's or instruments to accommodate multiculturalism and different social strata.

Krung 1964; Spring 1986; Violas 1987 (in Berk,1987:1004) stressed that extra curriculum as a central means for building unification among social strata and cultivating industrious and prosocial personalities. Further they explained the impact of extracurricular activity that brings about loyalty to a school which includes many groups of students can easily be prepared for loyalty to the state and nation.

Some literatures show that extracurricular activities are not only duties of students, but are also responsibilities of teachers. Rosen (1971) stated that ✓ Soviet teachers are party members and work as propagandist to implement party education net work at factories, plants, state and collective farms and institutions out side of their regular school work considering as extracurricular activities.

Universities and colleges are homes of knowledge and skills. There are many reasons that students join colleges and universities. The primary reason is may be secure educational credentials- to a degree or diploma which enables one to get major additional value in life. Apart from the academic achievement one acquires various skills. Students develop their knowledge after they join a university or college. They probably learn about different kinds of people, cultures, sports, excursions, etc.

✗ At a matter of fact, in certain countries especially in Ethiopia, many people who are on the stage of his/her learning and sending their children to school, in most cases they prohibit the children not to involve in any out of class

activities in the name of care taking. Since a great number of parents consider it as unnecessary and problem creating, they instruct their children only to concentrate on academic subjects. As a result those who are passing through this trend are obliged to make themselves to be isolated from their surrounding. This arises due to lack of communication that should have been acquired during their school life.

On the other hand, students who participated in a structured extracurricular activities as Black (2002) say " they are likely to have higher academic achievement and higher levels of commitment and attachment to school". Students more frequently made an attachment to peer groups on the basis of their common interest. Sometimes they engaged in activities merely to seek the attention of others. In turn they get inspiration not to miss classes and not to be absent from schools. When the number of students who take part in clubs increases, it brings about a significant decline in problems of discipline and rates of dropouts. In relation to this view Rombokas 1995 (in Black, 2002) states, when students participate extracurricular activities, they see the effect on themselves during the time of they stay in high school. She interviewed 292 college students, collecting data on social and academic achievement.

She found that those who participated in high school extracurricular programs had higher intellectual and social development than those who avoid such programs. Finally, she concludes by saying that extracurricular activities are often "the only component" that causes some students to stay in school and attend school regularly.

Students who participated in competitive sport clubs they feel responsible for their club not to be beaten by other clubs there fore, they do all their best as much as they can. This trend also leads them to their academic responsibility.

A vast number of components contributed to the reasons why extra curricular activities benefit students academically. One of these reasons is that students

learn character-building lesson that they can apply to their study habits and to their lives. Activities such as athletics, Music, theatre, and organizations teach students how to discipline themselves through drills, practices, or rehearsals. Hollarh (2001) points out that when students actively participate in participatory activities they gain a sense of self-respect, self-esteem, and self-confidence.

Education is not solely learned by reading the text book, students can learn an incredible amount from their peers through extracurricular activities. Students learn how to compromise and work in a group.

Extracurricular activities also allow students to meet and interact with peers that may not be within their close group of friends. In addition, extracurricular activities help to enhance these social skills and open the opportunity to get lessons that cannot be learned in classrooms.

2.5 Organization and Administration of Extracurricular

Activity Clubs

2.5.1 Club Organization

Clubs and organizations offer opportunities for students to peruse their special interests and to participate actively in school life. Availability of clubs/organizations can vary from year to year, depending on student interests. Students may also form their own club or activity, subject to be approved by the concerned administrative body.

Clubs differ from country to country according to the situation of a country depending on many factors, such as social, cultural and economic. In a country clubs can even vary from school to school, institution to institution due to the objective conditions of individual school environment setup.

Some clubs have national character, while others have international character. For examples educational clubs or organization like chemistry, biology, etc do not go beyond the school in particular and the country at large. But clubs or organization like student union, scout, Red cross, animal care, etc has international character, it needs the co-operation of countries.

Almost any extracurricular activity may be considered a form of club organization. There is no reason that all institutions would have the same club, it could differ from the interests of individual, groups and faculties characteristics. It should be through student interests that most clubs are initiated and organized. A club should serve to promote and provide active participation to each of its members, otherwise students will get little satisfaction feel out of belonging.

Mckown 1952 (in Cressman and Benda 1966:257) lists the following principles of basic club organization.

1. The club should be based on definite and worthy objectives.
2. The purposes and activities of the club should be those of its student member.
3. Wherever possible, club activity should grow out of curricular activities.
4. The club program should fit the local situation.
5. Provision should be made for the proper encouragement and limitation of participation.
6. Every student should belong to a club.
7. Club membership should be voluntary.
8. All students should have equal opportunities for joining clubs.
9. The club should be limited in size.
10. The club should not be considered vocational in purpose.
11. Normally, the club should be scheduled on regular school time.
12. Club meetings should usually be held on school premises.

13. Club sponsor should be carefully chosen and assigned.
14. Generally speaking, there should be no outside sponsorship.

Since interest change with time and locality, it is impossible to list all principles of club activities, the above lists are the major among the whole club principles.

In order to organize and operate the extracurricular activities effectively, organizers should be laid out the basic inputs that substantially execute. Koos 1926 (in Berk, 1987:1005) points out the following inputs to organize extracurricular activities in an institution. "There would be clear and transparent school policy, clear procedure for implementing extracurricular program, well trained and committed faculty sponsors, appropriate scheduling of activities, mechanisms to encourage broad-based student participation and sufficient financial support".

According to Koos, once the institutions believe and decide the importance of extracurricular activities, first it should laid the ground of each activity and their corresponding administration settings. And then the institutions draft the on going processes to implement the objectives of the settings at the beginning.

2.5.2 Administration of Extracurricular Activities

The main body that take the responsibility of organizing and implementing extracurricular activities in institutions is the administrative body with the co-operation of other concerned within and out of the institution.

According to Frankel (1955:249) the organizing and monitoring is the responsibility of the college and particularly the administration:

The responsibility of administration is to consult and the right of students to be consulted apply to the regulation of dormitory life and of non political extracurricular activities as well as to the government of the central educational activities of the college. It also maintains residence halls and support extracurricular activities because these are necessary or desirable for the accomplishment of its educational purpose.

There is a variation in administration of extracurricular activities from school to school. Because of the very nature of extracurricular activity programs based on the voluntary of the participants in the institutions, it demands the systematic way of attracting, initiating and stimulating people. Sometimes extra work (out of regular duty) required extra compensation.

There is an attempt that, incentive for sponsors teachers and student leaders for better contribution of enhancing extracurricular activities. Richy (1979) says in supporting this teachers should receive extra compensation for extracurricular activities that demand portions of their time out side of the class room.

The next study proposes some better strategies of administrating extracurricular activities from hundreds of sample American high schools.

A study presented by vornberg, Zukowski; Gipson, and Southern's 1981 (in Berk, 1987:1009) in assessing extracurricular administration on the assignment of manpower. There are different approaches that view administration to be delegated to: the Principal, the athletic director, the assistant principal, the student council advisor or the student council as a whole. Other approaches put their idea on the selection of sponsors that should be selected by principals, and further the principals recruit sponsors and assign faculty member volunteered and combination of these alternatives.

Further they points out due to providing compensation for extracurricular sponsorship, suggestion given as offering extra salary, giving lighter class loads; and provided both kinds of benefits; other options which should be given is offering in-service training for extracurricular sponsors. Also financial support for activities can be obtained from money-raising projects, admission charges and appropriate funds.

They suggested that if all these variables are incorporated and linked to one another the extracurricular program of the school or institution will be fruitful, but a special consideration should be given to the delegation of students to their affairs. In another word, students who are in the executives of clubs are responsible in promoting their particular club. For this reason, the students should have broad and depth idea on playing leading role in the affairs of their club. Due to the transferring of responsibility from adult to students (Hastic, 1959:90) says: "Helping students take personal and social responsibility in part means sharing power with students and shifting decision making to them".

- Aggarawal (2004:264) points out the following due to student's right on the managing of extracurricular programs "Student representatives should have the rights and responsibilities of managing all curricular activities and programs of student welfare. These should be under complete student management with appropriate assistance/guidance from university or college authorities".

Since extracurricular activities are mainly belonging to students, every responsibility should be given to students under the supervision of the institution. If we allow students to involve in managing and financing their own activities, they learn more about making decisions, cooperating with others, handling responsibility and leading effectively.

On the other hand, Zaudneh (1972:49) points out that some student associations get trouble with school authorities, and he considers it as a shortcoming creating negativism in individuals. So, he proposed that to alleviate such a negativism trend of students and to upgrade a better leadership extracurricular activity should be guided by teachers. In addition to the above statement, Aggarawal (2004:132) states the following: "Extracurricular activities should form an integral part of education imparted in

the school and all teachers should devote a definite time to such activities". To stress the importance of teachers in order to activate the extracurricular program, MOE (in Juneidi, 2006:49) issued the following statements, "A teacher could have up to 30 periods per week unless he/she is engaged in extracurricular activities".

2.6 Evaluation of Extracurricular Activities

Evaluation is a process in which an issue of task can be observed and measured using different parameters either quantitatively or qualitatively.

"Extracurricular activity evaluation is a process of self measurement as well as measurement of the group and the teacher in a situation which demands constant planning, creating and behaving" (Flaum1953:289). This implies that evaluating extra class activity comparatively not as easy as evaluating the regular curriculum using of testing method. Rather it is a measurement of an individual skill in a social situation within a group or in an individual project. The evaluation should not be based on comparative scale because students in all senses come to the activity with a wide variety of initial interests, abilities, and skills.

Extracurricular activity evaluation, then, must be directly geared to the individual and his development regardless of the competitive development of the other students.

There is a need of efficient procedure that would let the administrator to monitor the on-going process of extracurricular activities and to check whether or not the program meeting their stated objectives. This procedure helps the administrator to identify the progress and weakness of the program and helps to make the basis for redesigning and improving extracurricular programs. But preparing an efficient evaluative method for extra curriculum

activities is not an easy task, as to Koos 1926 (in Berk,1987:1011) “evaluative efforts seldom went beyond documenting participation rates, comparing the academic accomplishments of involved and uninvolved students, and soliciting sponsor opinion on the extent to which student growth occurred.”

This implies that the out growth of students in the participation of extracurricular activities can not be determine with in a few variables. The ultimate test of the values of any learning experience is what kinds of citizens the students become as results of them.

2.7 The Significance of Extracurricular Activities in Colleges and Universities

Basically colleges and universities should encourage and support programs of extracurricular activities by offering professional advice they share their experiences and knowledge to promote students' entertaining, learning, and leadership opportunities.

Moreover, the extracurricular program should serve as a unifying force in the campus life for all members of the university community- students, faculty, staff and alumni. The services and programs should be catalysts for social, cultural, recreational and intellectual growth.

✓ In a university, extracurricular program should be as part of the educational program, and it serves as a laboratory of citizenship in developing socially responsible leaders who essential for democracy. In the universities extracurricular program should be designed to provide stimulus for maximizing the potential, hidden or obvious, individual skills, talents and abilities in achieving their visions (Frankel, 1955:241).

Rudolf (1951:53) expressed extracurricular activities emphatically that:

It is the instrument of change, the instrument with which generations of students, who possess through the rungs of college but for a few years, register their values, often fleetingly, yet perhaps indelibly. It is the agency that identifies their enthusiasms, their understanding on what a college should be, and their preferences. It enables them to disclose their attitude towards the course of study; it records the demands of the curriculum, (or the lack thereof). It is a measurement of their growth. It is a particular province of lively, imaginative young men and women not immobilized by tradition, status, power, and custom. The extracurricular is likely to respond more quickly than any other agency of the college to the fundamental perhaps has not clearly expressed yet the movements in the world beyond the campus and to the developing expectations of society.

✓ This implies that extracurricular activities build students personalities as the whole some food builds human body.

2.8 Emergence and Development of Extracurricular Activities

2.8.1 International Perspective

As a matter of fact, it was believed that human activities are results of natural phenomena which exhibit in different aspects from childhood to old age. According to kebede (1969:4) " Man has learned through activities which are fundamental skills of life like, the physical skills of running, leaping, hunting, fighting,...and the social skills of competitive action and cooperating action." Further he explain man's feeling like (Joys and sorrows, hopes and fears, aspirations and frustrations,...)are manifests through the activities of games, songs and dances.

Although the expression extracurricular activities have come to be known recently, student's activities are not new. Student's activities are as old as the organized formal education itself. Many of them, even in their modern form, have to be found in ancient schools. History tells us that the emergence and

development of extracurricular activities traced back to the ancient civilization. For instance Haris (1960:759-760) states about the origin of extracurricular activities as follows:

There is evidence of athletic games, social activities, and student government organization in early Greek schools for boys. Plato's Academy partially governed by elected student "Scholars". This plan was extended later in Aristotle's.

Other supportive views that reveal extracurricular activities came into being in schools at the civilization era of ancient Greek and Rome. The following statements clearly show the incidences.

In early civilization much, if not all, of the education consisted of activities. During the classical period emphasis was placed on sports and arts, including gymnastics for the body, music for the soul. The importance of oratory and physical activities during the roman era was well known (Lee, 1971:490-491).

As to Negusse (1982:15) the emergence and development of extracurricular activities had been existed during the period of four stages in human history like, Ancient period, Medieval period, the Renaissance and Modern period. He stressed on the middle age that student organizations were high especially universities were often governed by student nations or guides for mutual protection against the town people and even the professors. He further explain that students were exercising to administer their schools and used to safeguard their universities or schools from any sort of harm that comes within or with out.

According to Rudolf (1951:47) it was early that, the founding of the Yale literary magazine in 1837 and the first inter collegiate baseball game between Amhrest and Williams in 1859, the beginnings of an elaborate system of student government at the university of California early in the present century

Other study pertaining that extracurricular activities are in one form or another as old as the educational system itself in prior to the 20th century they emerged loosely in secondary schools without a regularly formulated plan or educational rationale Berk (1987:1003) . But by the 1920s the extracurricular movement had taken on the status of an “ education cult” and hence in the succeeding decade a wide variety of books and articles were published on the topic, and two specialized journals were established, school activities (1929), and student life (1934), then after this called forth many scholars to participate in the introduction of the importance of extracurricular program in every institutions and schools in America Graham 1969 (in Berk,1987:1003). In the early 20th century extracurricular activities have got more emphasis in education.

2.8.2 National Perspective

In 1906 with some ten Coptic teachers from Egypt and with a few Ethiopian teachers secular education started in Addis Ababa, at Minilik II school under the general direction of professor Saleh Bey, with some extracurricular activities included Physical training and sports (Teshome, 1979:29). At this time physical training and sports are out of class activities but, they are including the main curriculum, latter football, gardening and crafts were added to the curriculum.

Most schools were established in the 1920s and early 1930s up to the Italian invasion took place. In 1934 the first Boy Scout troop in Ethiopia was started at Medhane Alem School (Teshome,1979}. In 1946 at General Wingate School the curriculum included art, music and ample space and equipment for physical education were given. The importance of physical education was recognized in 1947 curriculum guide. The Ethiopian Inter-school Athletic Association was organized during 1949-50 and held annual competitions in football and athletics (Teshome, 1979:75). Then after a long period of time in 1963- 64 the

new curriculum of MOE fully operational by designating non academic subjects (health and safety , morals, agricultural, arts and crafts, home making, physical training and games, and music).

In all these periods of time there had not been a clear stand or consistency in the demarcation of the main curriculum and extracurricular activities.

According to Setotaw (1998:229) in the latter parts of the 1950s some extracurricular activities were organized out of class and were offered in schools like sports and games, school bands, painting, handicraft, book binding, film shows, meteorological observations, fields related clubs like history, geography, agriculture, art and dramatic clubs, excursions and picnics, welfare activities, debating and discussions, student council activities and Girls guide movements .

In early times, in most schools the student council was responsible of encouraging as well as regulating the over-all program of co- curricular activities (Cress man and Benda 1966:256).

In the Ethiopian school activities the main organization was the student council. Student council or student union is the organization which is directly concerned about student's affairs in schools and institutions. The nature and functions of student council or student union differ from time to time, it has been considered as one of extracurricular activities, another time as one of a major organization of schools and institutions which is used to organize, stimulating, initiating and leading extracurricular activities in schools and institutions. In fact in both cases their role in extracurricular activities cannot be shunned. They have been seen in playing their part in various activities.

Tedla (1970:13) points out the function of student council in Ethiopia secondary schools as follows: "If students are supposed to develop rounded

personalities, they must be allowed full participation in the activities of the school through their organization”.

Although he showed that the relation of student council and other extracurricular activities in the following way:

The student council is a large body under which fall the photo and Art club, the editorial Board. The student council shows movies, stage plays, holds debates and discussion and arranges trips and excursions for students. It presents weekly news at the morning assembly and provides radio music and other programs every day. It deals with student problems.

According to Butts 1967 (in Tadesse,1999:12) “a good student union can reshape student values, enrich students social and cultural experience, strengthen the university as a viable educational community, and vastly improve the conditions of students life” .

One of the best ways of accomplishing an understanding of democracy in action is to provide for self-government organization within the institution, namely the student union. If it is set up properly, it may encourage open discussions on problems that revolve in institutions and afford equal representation from all faculties within the institution.

2.8.2.1 Higher Education in Ethiopia

In 1940s high schools were expanding faster than that of the elementary which enable to have a need for further education at college or university level (Teshome, 1979).

The need of higher education had been believed by the government and put a functional base and approved by the Board of education and the Emperor on 20 march 1950 Teshome (1979:64-65). Further states that after the appointment of the responsibility of organizing the college to Dr. Lucien Matt, a distinguished Canadian Jesuit educator former head of Teferi Mekonnen School, the dream came to be realized. The university college initially started

with a two - year program to deliver Ethiopian Higher Certificate. The coming into being of the foundation of the university college gave birth to various activities along with the formal class courses.

2.8.2.2. The University College/Hailesilassie I University (1950-1974)

When university college education came into being in Dec. 11, 1950 at the Arat Kilo campus, which is now the science faculty of AAU, there were few instructors and students. Their being small in number, made it possible the instructors and the students to live in the campus together. This in turn opened the door for various activities to be launched. Students were encouraged to perform entertaining and instructing activities outside the formal class lessons. These activities enabled the students to move further. For example, the formation of university collage students union in 1961-62 was the direct result of the activities. The formation of the union brought about the election of students for various leadership positions (News and Views 1961:4).

These were:

1. President
2. Vice- president
3. Secretary
4. Press and information officer
5. Cultural activity officer
6. President of the debating society
7. Sport officer
8. Treasurer

These executives served as a bridge, to communicate the student body and the administration, and mainly they worked to safeguard the rights and benefits of the students. They undertook all these duties side by side with their lessons using their spare times wisely.

On top of the above mentioned responsibilities to enable the student to use their spare times some clubs were organized. The clubs played their part in giving instruction by arranging entertaining events, and could help the students not pass their times in loitering and at spoilt places. The clubs empowered the students with various physical and mental skills which were

very useful. The activities which were performed out of the classroom are called extracurricular activities. The activities which were performed at that very moment are as follows: football, basketball, sport volleyball, softball, track and field, lawn tennis, indoor games social entertainment Amharic and English Debating societies, publication (News and Views, 1961:4).

As it is mentioned above the formation of college students union to fight for their rights within the campus, became exponent for high school students. Further more, the college students' union endeavored hard for the formation of country wide university students' union which eventually realized. This became impetus for their success to form the continental and international Ethiopian students' union, and they could make their voice to be heard. When problems arose in other universities, they showed their solidarity standing by their side and could echo the problem to the world using international broadcasting institutions.

2.8.2.2.1 Sport Activities

In a friendly football match and basketball event that held in Debre zeit between the first team of UCAA and Imperial Ethiopian Air Force (News and Views 1961:5). This indicates that after the Italian Invasion, the country engaged in nation building. The activities which were independently undertaken by these two different institutions were very useful. Besides there were various sport tournaments among faculties and colleges. The spirit of winning a game created a culture of defeating and being defeated. The inter college championship games took place among colleges of UCAA. There were also competitions among various blocks Minilik, Asfaw Wossen dormitories and Tewodros and Yohannes halls (News and Views Dec, 1961:5).

In the university college in the 1960s and latter which was named Haile Silassie University in the 1970s. Some clubs, associations, organization more or less were set up and became operational. There are: Photography club, Stamp

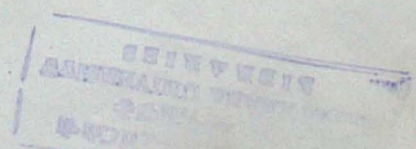
collecting club, Orthodox students club, Boxing club, Glee club (both male and female), Pharmaceutical Association, Education students Association, Law Association, Inter-college sport Association, Physical society, Ethnological Association, Geography society, Debating society, Society of Public Administration, Society of Biological Science, Mathematics circle, Biological circle. Some of these were guided by qualified advisors. But almost all of them were planned and put into practice independently by the students.

2.8.2.2.2 Social Activities

The university college in the 1960s for the various calls of supporting and cooperation in the needs of the community responded satisfactorily. For example the UCAA students were asked to volunteer for a fight of illiteracy in Ethiopia, they gave practical response. They organized mobile schools and evening classes in and the nearby farmland surroundings of Addis Ababa. They not only conducted the lessons but also administered the day to day process of the teaching.

Its main objectives was to teaching reading and writing in Amharic, and also some arithmetic to adults and school age children who were looking after cattle and sheep in the out skirts of Addis Ababa. Moreover, they took care of malnourished children who were in the villages around the UCAA by gathering the necessary relief from international welfare organization and individuals. On top of this, UCAA students took part in the 1961 census by their union and the various clubs, associations and societies. Here the king forwarded his gratefulness for their successful accomplishment.

Most likely the root of such enthusiastic participation of the students in affairs of the community in particular and the nation at large was expressed in the press release speech made by the leader of a student union delegation, Ato G. Silassie, visited some Universities in Europe. His speech was in a way criticism to the student body as a whole. "Students in Europe are



active and want to serve the society, while students here are consciously aloof" (News and Views, Oct, 1961:1).

Formerly, it was university college students union latter it become Haile Silassie 1st university students union could gain various useful experiences from overseas universities through correspondences and visits. This enabled the union to establish formal relationship with the university authorities and other concerned bodies. However, this healthy relation could not move on in the 1970s due to the following various reasons:

1. From time to time the rights and interests of the students went from bad to worse.
2. Improper following up the student's movement and the banning of students publications.
3. The university student's movement became an organ in reflecting the economic, political and social injustices. For this reasons, the university was closed repeatedly. These factors contributed to disappearance of the extracurricular activities.

2.8.2.3 Addis Ababa University from 1975 -1991

This period indicates the overthrowing of the Haile Silassie regime by popular revolution and its replacement by new system of government. The major factor of the end of the feudal era that was marked by its master servant relation for many years. This by itself opened the door for its collapse. The other condition that influenced the downfall of the age old system was the inequity of education in the country gave rise for the outburst of popular violence. The agitation work was carried out by the university students union. Besides, its role in up lifting the consciousness of the people, it played the role of organizing secondary students. In fact, for the intended change the student as a whole the university and secondary students endured imprisonment, torture, summary killing and escaping their country.

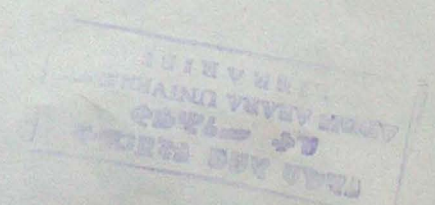
At the beginning of the first phase of the Dergue regime a campaign Development through Cooperative Campaign was proclaimed. In order to put it into effect all University and secondary students from grade 9-12 were participated.

This campaign lasted for one year and some months, and the places of the campaign were the rural areas. The tenets of the campaign centered on offering basic education, health care and development. Although the campaign could not completely fulfill its objectives, the university was closed more than a year and half. When the University opened all free movement of students including their independent union were banned. As a result, through the Dergue period of operation there could not be any viable activities. Students who stood by the side of the regime knowingly or unknowingly got the opportunity in taking part in clubs, and this helped them to get privilege. Clapham 1990 (in Tadesse 1999: 24). "In the university REYA organization are favored in awarding graduate assistantships, and may thus work their way on to the academic staff. Political activity is an important and explicitly recognized criterion in making academic appointments".

In this very time the extracurricular activities were known as intramural and extramural. The activities were limited to sport festivals that used to take place once a year. The activities were athletics, football, Volleyball, basketball, chess, etc.

2.8.2.4 Addis Ababa University from 1992- 2007

The Addis Ababa University students were deprived of students rights at large and their independent union in particular under the socialist system. When it is compared to that of the era under the King, the socialist system was outrageous in stripping off basic human rights. At the present time, the formation of the students union was undertaken in different times. The



University senate in its session that was held in 1993 raised the reactivating of the extracurricular activities.

The need to supplement some extracurricular activities (such as public lectures, panel discussions etc.) to the curriculum was seen crucial (News and Views, AAU 1993: 10-11).

The meeting points out the following statements:

It is often said and written that at best, routine classroom work can only scratch the surface of any field of knowledge. Activities outside routine classes developed students' personalities and provide a proper balance for their daily performance. As a matter of fact, extracurricular activities were very minimal. Absence or lack of extracurricular activities meant lack of all their benefits that would have accrued to students.

The general assembly of the senate have been passing resolution on problems of curriculum, extracurricular activities, and other related and relevant issues that has been unresolved for several years. The senate has been trying to give serious attention to issues which are significant for the advancement of the university community as a whole. On top of this, the senate underlined the substantial role of the extracurricular activities. The classroom lessons are reconsidered in giving limited knowledge. In this regard the students need to gain various skills to broaden their view of the world. In relation with this Tirusew (1998) in his study entitled, "Issues surrounding the Academic efficiency of AAU" forwarded recommendation on student related part, initiating extracurricular activities such as intra and inter-departmental discussion, fieldtrips, clubs, etc.

2.8.2.4.1 Sport, Drama and Literature Clubs

Starting from 1970s the physical education departments voluntarily engaged in extracurricular activities. The department was the responsible body that was organizing various sport tournaments among the university community. The physical education department used to assign a sport instructor to every

faculty in order to organize various sport events. It used to prepare intramural and extramural programs on the following events: basketball, football, volleyball, table tennis, athletics and chess. The spearhead sponsor of these events being the physical education department and the office of dean of students, sport commission, ministry of Youth and Culture and some individuals, it had been undertaking various sports (News and Views 1997:11-12).

There was a drama and literature club during the reign of the king. This club was controlled and guided by some instructors. As time went by, the need to open the drama department came to the front. Some instructors who were in departments that related to drama in some way started the drama department. This department has been staging some instructive dramas and music to the university community and some invited guests. At the same token there had been literature competition held between students from various faculties (Fekade, 2000). Presently, there are presentations of literature and poems programs in Amharic, Aphan Oromo and Tigrigna. Thus this condition indicates some how that the past tradition is continuing in the present time.

CHAPTER THREE

3.0 METHODS AND PROCEDURES OF THE STUDY

3.1. Method

The purpose of this study, as it is explained explicitly is to assess the current statues and practices of extracurricular activities in AAU. For this reason, the methodology that was employed to undertake the research was descriptive survey method. As the focus of the research is on some colleges and faculties under AAU, the size of the population is large. Descriptive survey method is considered the most useful device because it used to conduct large size of population and to describe opinion, attitude and suggestion. Thus the investigator employed it to uncover the major factors that checked the implementation of extracurricular activities.

3.2. The Source of Data

The data was collected from different sources using questionnaire and interview.

These sources include:

- A. The dean of student
- B. Club leader students
- C. Third year students

3.3 Population and sampling Technique

3.3.1. Population

Addis Ababa University has 17 faculties and colleges on graduate and undergraduate level in different campuses. The campuses are situated at different areas of Addis Ababa city, but one is located at Debrezeit. The study focuses on undergraduate students. Out of 17 faculties and colleges 14 offer under graduate programs, but the rest are only at a graduate level. Therefore,

using the random sampling method, from the 14 only five were selected. The opted ones are: ILS, Science Faculty, Technology Faculty (South), Medical Faculty (Paulos Nursing School) and Faculty of Veterinary Medicine.

Table I Distribution of population in AAU Campuses

No	Name of faculties	3 rd year students			Club leaders			Dean of students' affairs officials		
		M	F	T	M	F	T	M	F	T
1	ILS	330	137	467	9	5	14	1	0	1
2	Faculty of Science	319	98	417	7	3	10	1	0	1
3	Faculty of Technology (south)	67	31	98	2	2	4	1	0	1
4	Faculty of Veterinary Medicine (Debre zeit)	50	10	60	2	2	4	1	0	1
5	Faculty of Medicine (Paulos N. School)	131	80	211	5	1	6	0	1	1
	Total	897	276	1253	25	13	38	4	1	5

Source: Registrar of each faculty

3.3.2. Sampling Techniques

The researcher used different sampling approaches such as purposeful sampling in order to collect relevant and detail information. This sampling approach is used to determine the level of students who can be used to share their experiences and knowledge. It can be understood that the longer their stay in the university the more their realization and cognition of their campus settings. In this case from all levels of university students those who were at third year were selected. Besides, in order to select samples from 3rd year student population stratified quota sampling method was employed. As a result from ILS 25%, Science Faculty 24% Technology Faculty (south) 18%, Faculty of Veterinary Medicine 12%, and Medical school (Paulos Nursing School) 21%, were taken according to 3rd year total population found in each of the

campuses. Furthermore since club leader students and dean of students' affairs officials can provide relevant information, they are included as sources of this study. Thus, club leader students from different level of studies were selected by using random sampling method. Due to the deans of students' affairs officials being small, all deans of students' affairs who were in the above mentioned campuses took part in the study.

Table II Total sample of the study according to their sex

No	Name of faculty	3 rd year students			Club leaders			Dean of students' affairs officials		
		M	F	T	M	F	T	M	F	T
1	ILS	82	35	117	9	5	14	1	0	1
2	Faculty of Science	76	24	100	7	3	10	1	0	1
3	Faculty of Technology (south)	12	6	18	2	2	4	1	0	1
4	Faculty of Veterinary Medicine (Debre zeit)	5	3	8	2	2	4	1	0	1
5	Faculty of Medicine (Paulos N. School)	27	17	44	5	1	6	0	1	1
	Total	202	85	287	25	13	38	4	1	5

3.4. Instrument and procedure of data collection

3.4.1. Instrument for Data Collection

In order to gather the data two types of questionnaires were prepared for 3rd year students and club leader students, also two types of interviews for deans of students' affairs officials and club leader students.

3.4.2. Questionnaire

The questionnaire consisted eight sections with closed ended and some open-ended types. The first section of the questionnaire was to collect the background of the respondents. The second section dealt with availability and adequacy of extracurricular activities in AAU. The third section was related to

the participation in extracurricular activities. Section four was designed to evaluate the Organization and Administration of extracurricular activities. Section five was intended to comprehend the educational benefit of extracurricular activities. This section consists of 9 items which required the respondents to show their attitudes in five level of rating scale, i.e. Strongly Disagree, Disagree, Undecided, Agree or Strongly Agree .

Section 6 contains 12 items which were planned to assess difficulties of students participation in extracurricular activities that required respondents to show their agreement or disagreement in five level of rating scale, i.e., Strongly Disagree, Disagree, Undecided, Agree or Strongly Agree. Section 7 comprise 10 items which are related to problems of implementing extracurricular activities, that required respondents to show their agreement or disagreement in five level of rating scale, i.e., Strongly Disagree, Disagree, Undecided, Agree or Strongly- Agree. Section 8 was designed to know the duties and responsibilities of club leaders.

3.4.3 Interview

Both interviews were semi- structured types it was conducted with dean of students' affairs officials and club leader students in the sample areas. The interviews deal with the implementation of over all programs of extracurricular activities in AAU.

3.4.4 Pilot Study

In order to collect more accurate data, the first draft of the questionnaires had to be tested before using them in the main study. A pre-test was conducted in different faculties in the main campus that are not included in the final study. During the pilot study 14 students and two club leader were participated. Besides some professors including my advisor and 4 colleagues were looked into the questionnaire and finally forwarded their comments. Accordingly from the total of 35 questions 3 of them to be dropped out because of their

vagueness and redundancy. In light of this some alternatives were added to one question and some sentences were reconstructed.

3.5 Procedure of Data Collections

The questionnaire was distributed to 287 students and 38 club leader students i.e. to a total of 325 respondents. The investigator distributed the questionnaire to the sample population through the representatives of students' union in each campus and in person. The questionnaires which were dispatched by coordinators took about one week to be returned. Those which were distributed in person by the investigator were collected within 1 and ½ hours. However, 45 questionnaires from students and 5 questionnaires from club leader students, a total of 50 questionnaires were not returned to the investigator.

3.6 Data Analysis

This section covers the analysis of the data gathered through questionnaires from the respondents. Moreover the responses that drawn from interview was also incorporated under some of the pertinent parts.

3.6.1 Data Analysis Tools

The respondents were grouped in to three categories, with regarding to the questionnaire; the responses were tallied, counted and computed in percentage. Further more, the open-ended questions and interviews were analyzed by descriptive statements.

Based on the data analyzed, interpretations were made to reach at certain findings. Finally, conclusions and possible solutions are recommended.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF THE DATA

This part of the thesis deals with the presentation and analysis of the data gathered from the population in the campuses that are taken as samples. The data were gathered through questionnaires from students and club leader students and through interview with club leader students and dean of students' affairs officials. Of the total number of questionnaires distributed to students 242 (84.32%) out of 287 and 33 (86.84%) out of 38 club leader students were returned and used. Apart from the total number of interviewee club leader students 5 (100%) and dean of students' affairs officials 4 (80%) out of 5 partook in the interview.

A total of 279 3rd year students, club leader students and dean of students' affairs officials participated in the study. Among these 242 were students of which 163 (58.42%) were males and 79 (28.32%) females. From the total of 33 of club leader students, 22 (7.89%) were males and 11 (3.94) females. And out of 4 dean of students' affairs officials, 3 (1.08%) were males and 1 (0.36%) is female. By and large, from 279 total participants 188 (67.39%) were males and 91 (32.72%) females.

The analysis was made based on the responses obtained from these groups of respondents and of the related literature.

4.1 Background of the respondents

Some questions on personal back grounds were posed to respondents of students, club leaders, and deans of students'. In this regard, the characteristics of respondents have been summarized in Table III.

Table III – Characteristics of respondents

Category		Category					
		Student N=242		Leader/ Coordinator r N=33		Dean of Students' affairs officials	
		No	%	No	%	No	%
Sex	Male	163	67.4	22	66.7	3	75
	Female	79	32.6	11	33.3	1	25
	Total	242	100	33	100	4	100
Age	15-20	40	16.5	3	9.1	0	0
	21-25	181	74.8	30	90.9	0	0
	26-30	21	8.7	0	0	0	0
	31-40	0	0	0	0	0	0
	Above 40	0	0	0	0	4	100
	Total	242	100	33	100	4	100
Faculty	ILS	102	42.1	10	30.3	1	25
	Medicine	33	13.6	5	15.2	1	25
	Science	87	36	10	30.3	1	25
	Technology	16	6.6	4	12.1	0	0
	Veterinary	4	1.7	4	12.1	1	25
	Total	242	100	33	100	4	100
Year level	I-Year	0	0	0	0	0	0
	II-Year	0	0	6	18.2	0	0
	III-Year	242	100	18	54.6	0	0
	IV-Year	0	0	9	27.3	0	0
	Total	242	100	33	100	0	0
Qualification	BA/BSc	0	0	0	0	1	25
	MA/MSc	0	0	0	0	1	25
	Ph.D	0	0	0	0	2	50
	Total	0	0	0	0	4	100

The majority of club leaders, students and dean of students' affairs officials are males that is they are 22 (66.7%), 163 (67.4%) and 3 (75%) respectively. On the other hand, 11 (33.3%), 79 (32.6%), 1 (25%) are females respectively. From Table III we notice that females were not adequately participated in the extracurricular activities.

With respect to age the majorities of students and club leaders, i.e. 74.8% and 90.9% respectively are found in the rage of 21-25 and all of dean of students' affaires officials are in the age of above forty. In regard to age of respondents,

the majority of them was found to be matured to participate in the practices of extracurricular activities.

Regarding faculties, the distribution of the sample population indicates that the more the population increases the more diverse the sample becomes. In this case ILS and science faculty shared more sample population than others.

Concerning the year level, deliberately 3rd years students were preferred from other level of students. The reason is their experience and knowledge on extracurricular activities is helpful to the study. But since club leaders assume the position through election or by some other means, they can be from all level of studies.

With respect to the qualification out of 4 dean of students' affairs officials 2 (50%), 1 (25%) and 1(25%) respectively hold Ph.D, MA/MSc, BA/BSc. It can be concluded that deans of student's affairs have enough experiences since they have a good position in their qualification besides their academic duty.

4.2 Availability of Extracurricular Activity

Clubs and organizations are the means for the students to perform their abilities that have been kept with them. These enable them to share their competence with others.

Table IV - Type of Extracurricular Activity available in AAU by Faculties.

No	Name of club	Name of Faculty				
		ILS	Medicine (Paulos Nursing School)	Science Faculty	Technology (South)	Veterinary Medicine
1	Anti-HIV AIDS club	X	X	X	X	X
2	Girls club	X	X	X	X	X
3	Geo-society club	X				
4	Jara Oda environ. Club	X				
5	AAU Student Development Association club	X				
6	Social science club	X				
7	Oromigna literature club	X				
8	Tigrigna literature club	X				
9	Amarigna literature club	X	X			
10	AAU Welfare club	X				
11	AAU Steadfast Virgin Girls club	X				
12	Visually impaired Students club	X				
13	Physically impaired Students club	X				
14	Wild life protection club			X		
15	Technology club				X	
16	Animal Welfare club					X

The number of clubs varies from Faculty to Faculty. The type of clubs available in the five Faculties include: Anti- HIV AIDS club, Girls club, Geo-society club, Jara Oda environ. Club, AAU Student Development Association club, Social science club, Oromigna literature club, Tigrigna literature club, Amarigha literature club, AAU Welfare club, AAU Steadfast Virgin Girls club, visually impaired Students club, physically impaired Students club, Wild life protection club, Technology club, and Animal Welfare club. The highest number of clubs available is in ILS. This allotment indicated that there is shortage of extracurricular activities in general and uneven distribution in particular.

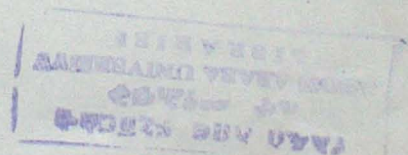
4.3 Adequacy of Extracurricular Activities

Table V- The extent on the Adequacy of Extracurricular Activities

No	Items	Alternatives	Respondents			
			Students		Club leader	
			N	%	N	%
1	Are there extracurricular activities in your campus?	a. Yes, there are but not adequate in number	162	66.9	27	81.8
		b. Yes, there are adequate in number	42	17.4	4	12.1
		c. No, there is not any	37	15.3	2	6.1
		d. I do not know	1	0.4	0	0.0
		Total	242	100	33	100
2	Do you satisfy with the variety of extracurricular activities in AAU?	a. Yes	77	31.8	12	36.4
		b. No	165	68.9	21	63.6
		Total	242	100	33	100
3	If your answer is 'No' would you suggest additional extracurricular activities?					

The adequacy of extracurricular activities in AAU was addressed for both students and club leader students. The majority of students 162 (66.9%) out of 242 and 27 (81.8%) out of 33 club leader Students said that there are clubs for extracurricular activities but, they are not adequate in number. Moreover, Table IV can clearly show that there is inadequacy of extracurricular activities. It can be concluded that there are limited number of clubs in AAU.

The second question in Table III focuses on the variety of the types of the existing extracurricular activities in AAU. The response revealed that the majority of students 165 (68.9%) out of 242 and 21 (63.6%) out 33 club



leader students not satisfied with the variety of clubs available in each campus or the whole AAU.

Regarding the variety of extracurricular activities, Aggarawal (1982:185) points out that the availability of variety of extracurricular activities is not only to make school life pleasant but also produce variety of people with variety of skill, knowledge and attitude.

For the third questions those who are said "No" or not satisfied on the sufficiency of extracurricular activities suggest some more extra curricular activities. These are: Sport club, Anti-child abuse club, Anti-Drug abuse club, Anti-sexual abuse club, Charity club, Entertainment club, Nile club, Dialogue club, Experience your country club, Experience sharing club, Counseling club, Departmental club, Solidarity club, Metrology club, Information Communication Technology club, Free community service club, Research club, Physical exercise club, Green club, Health club, Dance club, Conflict solver club, Scout club, Get together club, Political discussion club, Music club, Gender club (for both sex), Nature club, Civic society club, Essay writing competition club, Water club, Mini-media club, Special affaire club, HIV AIDS counseling club, First Aid club, Theatre club, AAU Idol club, Fashion show club, Agricultural movement club, Drama club, Panel discussion club, Red cross club, and Compassion club.

4.4 Participation of Extracurricular Activities

Everyone, particularly students need an environment to share their talents and also receive from others. So, taking part in clubs enables the participants to gain vast knowledge.

Table VI - The Degree of Participation in Extracurricular Activities

No	Items	Alternatives	Respondents			
			Students		Club leader	
			N	%	N	%
1	Have you ever participated in any one of the extracurricular activities in high school?	a. Yes	174	71.9	25	75.8
		b. No	68	28.1	8	24.2
		Total	242	100.	33	100.
2	Are you participating in extra curricular activities currently?	a. Yes	128	52.9	33	100.
		b. No	114	47.1	0	0.0
		Total	242	100.	33	100.
3	If your answer is 'No' for question number two what could be the reason?	a. No interest in it	15	13.2	0	0.0
		b. In adequacy of extracurricular activities	29	25.4	0	0.0
		c. Unavailability of extra curricular activities	22	19.3	0	0.0
		d. fear of failure in courses	7	6.1	0	0.0
		e. lack of spare time	39	34.2	0	0.0
		f. unknown	2	1.8	0	0.0
		Total	114	100	0	0.0

In Table VI the three questions addressed to the participation of Students in extracurricular activities. The first question is to check whether the students have had prior experience in taking part in extracurricular activities when they were in high school. The given responses are:

The majority of students 174 (71.9%) out of 242 and 25 (75.8%) out of 33 club leader students said that they had been participating at least in one extracurricular activities in high school. This shows that most of the

respondents are not new for extracurricular activities. They had far more experiences in taking part in clubs.

The second question addresses the participation of students in extracurricular activities currently in AAU. The given responses are: A little bit more than half 128 (52.9%) out of 242 students and all 33 (100%) club leader students approved that they are currently participating at least in one club. Whereas 114 (47.1%) out of 242 students approved that they are not participating currently.

Those who are not currently participating gave some reasons. The majority 39 (34.2%) out of 114 students said that there is lack of spare time. Twenty nine (25.4%) out of 114 students said that there is inadequacy of extracurricular activities. This implies that some of the reasons for not participating in extracurricular activities are shortage of spare time and the clubs being limited in number. Dean of students' affairs officials approved through the interview that the participation of the staff members has been less.

4.5 Practices of Extracurricular Activities

In Table VII the two questions are centered on the status and practices of extracurricular activities in AAU.

Table VII - The Degree of Practicing Extracurricular Activities

No	Items	Alternatives	Respondents			
			Students		Club leader	
			N	%	N	%
1	How do you describe the status of extracurricular activities you are participating in AAU?	a. High	20	8.26	3	9.1
		b. Medium	68	28.1	12	36.36
		c. Low	122	50.41	14	42.42
		d. undecided	32	13.2	4	12.1
		Total	242	100	33	100
2	To what extent extracurricular activities practiced in your campus?	a. High	19	7.85	1	3.03
		b. Average	76	31.4	14	42.42
		c. Below average	127	52.48	17	51.52
		d. I do not know	20	8.26	1	3.0
		Total	242	100	33	100

The first question is on the status of extracurricular activities in AAU. The respondents reveal the following response. Here two pairs of responses are selected due to more number of respondents and variation of responses. In the first hand 68 (28.1%) out of 242, students and 12 (36.36%) out of 33 club leaders said that, the status of extracurricular activities is medium. Whereas 122 (50.41%) out of 242 students and 14(42.42%) out of 33 club leaders said that the status of extracurricular activities in AAU is low. So, one can conclude

from the majority of respondents that the status of extracurricular activity is low from the expected level.

The second question of Table VII has to do with the extent of the practices of extracurricular activities in the campuses. Here is also similar type of statistics viewed to that of the first question of Table VII, 76 (31.4%) out of 242 Students and 14 (42.42%) out of 33 club leaders said that, the practices of extracurricular activities in AAU is at the average. Whereas 127 (52.48%) students out of 242 and 17 (51.52%) club leaders out of 33 said that the practices of extracurricular activity is below average.

4.6 Organization of Extracurricular Activities

Mostly in schools and institutions, clubs are organized based on the interest of students. Clubs are organized by students under the supervision of the concerned bodies.

Here all the questions in Table VIII pose about the organization of extracurricular activities. The first question addressed to both students and club leaders on the establishment of extracurricular activities in AAU.

Table VIII – Students and Club leaders Perception on the Organization of Extracurricular Activities

No	Items	Alternatives	Respondents			
			Student		Club leader	
			N	%	N	%
1	The reason why the establishment of extracurricular activities in AAU	a. Student demand	107	44.2	21	63.6
		b. University administration demand	38	15.7	3	9.1
		c. Taken as a tradition in higher institution	49	20.2	4	12.1
		d. It has been stated in the senate legislation	11	4.5	0	0.0
		e. Combination of a, b, and c	37	15.3	5	15.2
		Total	242	100	33	100
2	Who should be in charge of organizing and administrating extracurricular activity programs in AAU?	a. The office of dean of students' affair	110	45.4 5	16	48.48
		b. The faculty	12	5.0	2	6.1
		c. The department	8	3.3	0	0.0
		d. The students' union	53	21.9	7	21.2
		e. Combination of the above	59	24.3 8	8	24.24
		Total	242	100	33	100
3	The financial sources for extracurricular activity program in AAU?	a. Membership fee	12	5.0	3	9.1
		b. Administration support	29	12.0	3	9.1
		c. NGO's donation	67	27.7	12	36.4
		d. No financial sources	97	40.1	4	12.1
		e. Combination of a, b, and c	37	15.3	11	33.3
		Total	242	100	33	100
4	Is there students union currently in AAU?	a. Yes	173	71.5	30	90.9
		b. No	28	11.6	2	6.1
		c. I do not know	41	16.9	1	3.0
		Total	242	100	33	100
5	Is there any conflict between organized clubs and administration?	a. Yes	54	22.3	9	27.3
		b. No	151	62.4	22	66.7
		c. I do not know	37	15.3	2	6.1
		Total	242	100	33	100

The majority of respondents that is 107 (44.2%) students out of 242 and 21 (63.6%) club leader out of 33 gave their answer that it was on the consent of students. Here it can be deduced that the formation of clubs depends on the needs of the beneficiary that is by and large the Students.

The second question in Table VIII is on the responsibility and accountability on organizing and administrating extracurricular activities in AAU. Regarding this item the following replies were given:

One hundred and ten (45.45%) students out of 242 and 16 (48.48%) club leaders out of 33 replied that the office of Dean of Students' Affairs should take the responsibility. On the other hand, 59 (24.38%) students out of 242 and 8 (24.24%) club leaders out of 33 confirms that, the office of Dean of students', the Faculties, the Departments, the Students' union should take the responsibility. In fact it can be concluded that all these bodies are directly or indirectly are responsible for students' affairs, but from all these functionary bodies the Dean of Students' Affairs is much more responsible. On line of this according to Vornberg et.al.1981 (in Berk, 1987:1009) there are different ways that the concerned body can delegate extracurricular activity activists from different bodies of the institute.

The third question on table VIII enquires the financial source for extra curricular activities program in AAU. In respect of this item, 97 (40.1%) students out of 242 and 4 (12.1%) club leader out of 33 delivered their responses there are hardly any financial sources. Whereas 67 (27.7%) students out of 242 and 12 (36.4%) club leaders out of 33 uphold that the financial source of extracurricular program in AAU is NGOs' donation.

Here we can observe that, the response of the majority of students indicates that there is absence of financial source. On the other hand the majority of club leaders affirmed that NGOs' are the financial sources for clubs in AAU.

The replies that were given by dean of students' affairs officials for the interview endorse that, there is no finance or budget allocated to promote club activities from the University. But when clubs requested the dean of students' affairs offices to write letter to NGO' s that can support them, the dean of students' affairs offices stamp the seal of the University. In fact, the office using its method of checking on the effective usage of the fund before stamping the seal.

This has made the active clubs to depend on the fund that can be obtained from NGO's. By the same token, this is the reason for the majority club leaders suggestion on NGO's being their financial sources.

The fourth question in Table VIII raised a question on the existence of students' Union currently in AAU. This is premised on the conception that student unions play significant roles in paving ways for extracurricular activities in schools in general and in higher institution in particular.

In relation with this item the majority of students 173 (71.5%) out of 242 and 30 (90.9%) out of 33 concluded the existence of student union brings about manifold importance. The importance of Student bodies substantiated as follows: According to Aggarawal (2004) Student representative should have the rights and responsibilities of managing all extracurricular activities with appropriate assistance/guidance from University or College authorities.

The fifth question in Table VIII is on the existence of any conflict between the clubs and the administration. The majority of respondents 151 (62.4%) students out of 242 and 22 (66.7%) club leaders out of 33 confirmed that, there is hardly any conflict between the existing clubs and the administration.

4.7 Administration of Extracurricular Activities

As any organization within or out side the institution extracurricular activities as organization needs a structured administrative body.

Table VII comprises of questions related to Administration of extracurricular activities. All questions are addressed to both students and club leader students.

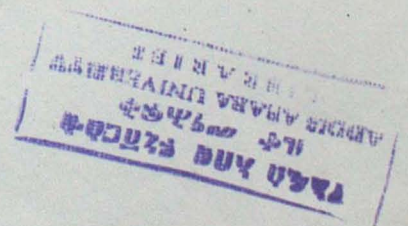


Table IX -Students and Cub leaders Perception on the Administration of Extracurricular Activities

No	Items	Alternatives	Respondents			
			Student		Club leader	
			N	%	N	%
1	Which administrative body gives more emphasis to the program of extracurricular activities?	a. High school administration	127	52.5	17	51.5
		b. University administration	56	23.1	12	36.4
		c. I do not know	51	21.1	3	9.1
		d. a and b	8	3.3	1	3.0
		Total	242	100	33	100
2	Does the university management announce the importance and availability of extracurricular activity a- head of time and make sufficient encouragement?	a. Yes, it does sufficiently	24	9.9	2	6.1
		b. Yes, but not sufficient	125	51.7	18	54.5
		c. No, it does not	72	29.8	13	39.4
		d. I do not know	21	8.7	0	0.0
		Total	242	100	33	100
3	Do you think, there is an even distribution of extracurricular activity/ clubs in all campuses of AAU?	a. Yes	56	23.1	7	21.2
		b. No	186	76.9	26	78.8
		c. I do not know	0	0.0	0	0.0
		Total	242	100	33	100
4	If you say 'No' why?					

The first question in Table IX enquires about which administrative body gives more emphasis to the program on extracurricular activities. The majority of respondents 127 (52.5%) students out of 242 and 17 (51.5%) club leaders out of 33 confirmed that high schools administrations give more emphasis for extracurricular activities. Whereas 56 (23.1%) students out of 242 and 12 (36.4%) club leaders out of 33 said that university administration give more attention. This indicated that high school administrations give more attention for extra curricular activity than the university administration.

Regarding creating awareness about extracurricular activities ahead of time, during the beginning of the academic year, the majority of the respondents 125 (51.7%) students out of 242 and 18 (54.5%) club leaders out of 33 said

that, yes there has been a program in creating awareness about extracurricular activities but, not sufficient.

Concerning on even distribution of extracurricular activity/ clubs in all campuses of AAU the majority of respondents 186 (76.9%) students out of 242 and 26 (78.8%) club leaders out of 33 replied that there is uneven distribution of extracurricular activities in all campuses of AAU.

Respondents indicated the reasons for the uneven distribution as follows:

- The subject matter that students learn in different campuses may influence the formation, limitation and nature of extracurricular activity in each campus.
- It depends on the interest of students in each campus and the perception to extracurricular activities of the concerned administrative body.
- There is absence of club net- work between campuses.
- Since some colleges and faculties are far from the main campus, it is difficult to have a proper communication between clubs.
- Owing to the low level of awareness creating occasions towards extracurricular activities, there has been inconsistency on the performances in each of the campuses.

4.8 Benefits of Extracurricular Activities

Beyond theoretical aspects of extracurricular activities, according to Hollrah (2001), when Students actively participate in participatory activities they gain a sense of self-respect, self-esteem and self-confidence. This implies that if students properly take part in the extracurricular activities they will be beneficiaries.

Regarding the benefits of extracurricular activities, respondents indicated their level of agreement on the basis of the preferences as Strongly Disagree,

Disagree, Undecided, Agree, or Strongly Agree, which was converted in to rating scales of 1, 2, 3, 4, or 5 respectively.

Table X- Perception of Students and club leaders to the benefits of extracurricular activities

No	Statements	Type of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	Total	(1)+(2)	(4)+(5)
1	Connect theory with practice	Students (N=242)	5.8	10.7	14.9	51.7	16.9	100	16.5	68.6
		Stu.Leader (N=33)	12.1	0.0	9.0	48.5	30.3	100	12.1	78.8
2	Exchange of experience	Students (N=242)	2.5	4.5	5.8	59.9	27.2	100	7.0	87.1
		Stu.Leader (N=33)	0.0	3.0	0.0	48.5	48.5	100	3.0	97.0
3	Utilize leisure time	Students (N=242)	4.5	11.6	9.1	59.1	15.7	100	16.1	74.8
		Stu.Leader (N=33)	0.0	15.2	3.0	48.5	33.3	100	15.2	81.8
4	Associate Students' to a real practical world	Students (N=242)	4.5	5.0	3.7	66.1	20.7	100	9.5	86.8
		Stu.Leader (N=33)	3.0	0.0	6.1	51.5	39.4	100	3.0	90.9
5	Promote recreation	Students (N=242)	3.7	9.1	9.5	58.7	19.0	100	12.8	77.7
		Stu.Leader (N=33)	3.0	6.1	6.1	48.5	36.4	100	9.1	84.9
6	Generate income	Students (N=242)	5.4	17.8	23.1	40.1	13.6	100	23.2	53.7
		Stu.Leader (N=33)	18.2	12.1	21.2	36.4	12.1	100	30.3	48.5
7	Enhance democracy	Students (N=242)	7.4	5.8	7.4	52.1	27.3	100	13.2	79.4
		Stu.Leader (N=33)	15.2	0.0	6.1	54.5	24.2	100	15.2	78.7
8	Develop responsibility and self direction	Students (N=242)	1.0	4.1	7.0	60.0	28.1	100	5.1	88.1
		Stu.Leader (N=33)	0.0	0.0	3.0	48.5	48.5	100	0.0	97.0
9	Enhance socialization	Students (N=242)	2.9	2.9	3.7	57.0	33.5	100	5.8	90.5
		Stu.Leader (N=33)	0.0	0.0	0.0	42.4	57.6	100	0.0	100.0

**All figures are in percentages SD = Strongly Disagree
D = Disagree UD = Undecided a = Agree SA = strongly Agree**

The majority of respondents, i.e., (68.6 percent) of students and (78.8 percent) of club leaders believe that extracurricular activities helps to connect theory with practice.

Most of the respondents agree that extracurricular activities help students to exchange experiences.

Regarding the benefits of extracurricular activities on utilizing leisure time, (74.8 percent) of students and (81.8 percent) of club leaders favored its benefits in this way.

Most respondents believe that extracurricular activities can help students associate their knowledge with a real world.

Again the majority of respondents i.e. (77.7 percent) of students and (84.9 percent) of club leaders agreed that extracurricular activities promote recreation.

A slightly above average (53.7percent) of students and below average (48.5 percent) of club leaders agreed that extracurricular activities can generate income. On the other hand, (23.2 percent) of students and (30.3 percent) of club leaders disagreed. The majority of respondents, i.e. (79.4 percent) of students and (78.7 percent) of club leaders believed that extracurricular activities can promote democracy. Therefore, based on the responses which were given by the majority of the respondents, it can be concluded that extracurricular activities has a contribution in enhancing democracy. Furthermore it is indicated that, (88.1 percent) of students and (97.0 percent) of club leaders agreed that extracurricular activities can create and develop feeling of responsibility as well as self direction.

Similarly (90.5 percent) of students and (100 percent) of club leaders approved that extracurricular activities can enhance socialization.

4.9 Factors Hindering Participation of Extracurricular Activities

In the second set of items of the questionnaire, the questions carry a list of twelve statements which are expected as major factors that hinders participation in extracurricular activities in AAU. The respondents gave their replies for each of the items by indicating their level of agreement as Strongly Disagree, Disagree, Undecided, Agree, or Strongly Agree, which can be converted in to rating scales of 1, 2, 3, 4, or 5 respectively. The responses of respondents are presented in Table IX below and followed by the analysis.



Table XI - Perception of Respondents to Factors Hindering Participation of Extracurricular Activities

No	Statements	Type of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	Total	(1)+(2)	(4)+(5)
1	Heavy learning load	Students (N=242)	14.5	22.7	13.2	39.7	9.9	100	37.2	49.6
		Stu.Leader (N=33)	6.1	27.3	21.2	24.2	21.2	100	33.4	45.4
2	Unclear extracurricular activities	Students (N=242)	4.5	21.1	12.4	50.4	11.6	100	25.6	62.0
		Stu.Leader (N=33)	9.1	12.1	12.1	54.5	12.1	100	21.2	66.6
3	Lack of interest	Students (N=242)	9.1	15.3	15.7	43.0	16.9	100	24.4	59.9
		Stu.Leader (N=33)	6.1	6.1	12.1	51.5	24.2	100	12.2	75.7
4	Inconvenient learning program	Students (N=242)	4.1	24.8	10.0	50.0	11.2	100	28.9	61.2
		Stu.Leader (N=33)	0.0	24.2	12.1	42.4	21.2	100	24.2	63.6
5	Inadequacy of extracurricular activities	Students (N=242)	2.9	12.0	8.7	60.7	15.7	100	14.9	76.4
		Stu.Leader (N=33)	3.0	12.1	12.1	54.5	18.2	100	15.1	72.7
6	The effect on study time and academic performance	Students (N=242)	7.4	24.8	9.5	45.5	12.8	100	32.2	58.3
		Stu.Leader (N=33)	9.1	39.4	9.1	24.2	18.2	100	48.5	42.4
7	Absence of motivation and incentive	Students (N=242)	5.0	8.7	7.4	51.7	27.3	100	13.7	79.0
		Stu.Leader (N=33)	3.0	3.0	6.1	66.7	21.2	100	6.0	87.9
8	Lack of self confidence	Students (N=242)	10.7	18.2	21.1	40.5	9.5	100	28.9	50.0
		Stu.Leader (N=33)	15.2	24.2	12.1	33.3	15.2	100	39.4	48.5
9	The perception of university as a place only for academic excellence and research work	Students (N=242)	10.7	16.5	21.5	41.3	10.0	100	27.2	51.3
		Stu.Leader (N=33)	3.0	24.2	18.2	36.4	18.2	100	27.2	54.6
10	Lack of clear understanding of extracurricular activities in the university community	Students (N=242)	5.8	10.3	6.2	59.9	17.8	100	16.1	77.7
		Stu.Leader (N=33)	3.0	6.1	3.0	60.6	27.3	100	9.1	87.9
11	Low status in the main curriculum	Students (N=242)	7.4	15.3	12.4	50.4	14.5	100	22.7	64.9
		Stu.Leader (N=33)	9.1	9.1	9.1	54.5	18.2	100	18.2	72.7
12	Not getting accommodation (residency)	Students (N=242)	6.2	16.1	12.4	53.7	11.6	100	22.3	65.3
		Stu.Leader (N=33)	0.0	27.3	6.1	54.5	12.1	100	27.3	66.6

**All figures are in percentages SD = Strongly Disagree
D= Disagree UD= Undecided A= Agree SA= Strongly Agree**

The majority of respondents i.e. (49.6 percent) of students and (45.4 percent) of club leaders believe that heavy learning load can be a reason for failing to participate in extracurricular activities.

- ④ Most respondents agreed that unclear extracurricular activities prohibited students from participating. It can be concluded that from the stand point of the majority that the reason for the students' failing to participate is lack of clear understanding of extracurricular activities.

Pertaining to statement 3 in Table XI, (59.9 percent) of student and (75.7 percent) of club leaders apprehended that loss of interest is the main cause for not participating in extra curricular activities. From the figures, one can conclude that interest is the main factor either to take part in club activities. As to the responses of statement 4, (61.2 percent) of students and (63.6 percent) of club leaders agreed that inconvenient learning programs are barriers to participate in extracurricular activities. From the majority of respondents, we can observe that miss-match of learning program can be a cause for not participating on extra curricular activities.

In relation to responses to statement 5, (76.4 percent) of students and (72.7 percent) of club leaders agreed that inadequacy of extracurricular activity is one of the factors that prevent a large number of participants.

A slightly above average (58.3 percent) of students and below average (42.4 percent) of club leaders agreed that the effect on study time and academic performance can be a cause for abstaining from participating in extracurricular activities. On the other hand, (32.2 percent) of students and (48.5 percent) of club leaders disagreed on the statement.

The majority of students (79 percent) club leaders (87.9 percent) agreed that absence of motivation and incentive can be a draw- back for participation. Here it can be concluded that motivation and incentive can activate participation.

On the average (50.0 percent) of students and below average (48.5 percent) of club leaders agreed that lack of self confidence can be the reason for not participating in extracurricular activity. In contrast, (28.9 percent) of student and (39.4 percent) of club leaders disagreed on statement.

The majority of the respondents agreed on the issue, i.e. perception of university as a place only for academic excellence and research work can be a barrier for participation in extracurricular activities.

The majority of respondents i.e. (77.7 percent) of students and (87.9 percent) of club leaders agreed that lack of clear understanding of extracurricular activities in the university community impedes participating in clubs.

Most of the respondents agreed that when the status of extracurricular activities is compared with the formal curriculum being low brings about hindrance for participation.

The majority of respondents i.e. (65.3 percent) of students and (66.6 percent) of club leaders believed that absence of residence in campuses can be a factor for not taking part in club activities. On the opposite, (22.3 percent) of students and (27.3 percent) of club leaders disagreed on this issue. It can be concluded from the majority of respondents, residency is a significant factor for participation.

4.10 Factors Blocking Practices of Extracurricular Activities

In order to organize and operate the extracurricular activities effectively according to Koos 1926 (in Berk, 1987:1005) the following inputs should be realized.

- Clear and transparent school policy
- Clear procedure for implementing extracurricular program
- Well trained and committed faculty sponsors

- Appropriate scheduling of activities ✓
- Mechanisms to encourage broad-based student participation ✓
- Sufficient financial support ✓

The absence of these important inputs brings about negative impact.

There are ten statements which are considered to be the main factors that impede the practices of extracurricular activities in AAU. The respondents reported their level of agreements to the issues raised in the statements provided as Strongly Disagree, Disagree Undecided, Agree, or Strongly Agree which are equivalent to rating scale 1,2,3,4, or 5 respectively. The data indicated in Table XII are responses of respondents to statements converted to numbers and expressed in percentages.

Table XII- Perception of Respondents to Factors Blocking the Practicing of Extracurricular Activities

No	Statements	Type of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	Total	(1)+(2)	(4)+(5)
1	Unwillingness of students or teachers to participate in extracurricular activities	Students (N=242)	12.4	12.4	10.3	55.8	9.1	100	24.8	64.9
		Stu.Leader (N=33)	12.1	15.2	6.1	42.4	24.2	100	27.3	66.6
2	The administration give more attention for academic courses than extracurricular activities	Students (N=242)	5.0	6.2	8.3	55.8	24.8	100	11.2	80.6
		Stu.Leader (N=33)	3.0	3.0	0.0	48.5	45.5	100	6.0	94.0
3	Absence of financial and material support	Students (N=242)	4.5	6.6	6.6	55.0	27.3	100	11.1	82.3
		Stu.Leader (N=33)	3.0	6.1	6.1	48.5	36.4	100	9.1	84.9
4	Absence of motivation and incentives	Students (N=242)	1.7	5.4	6.2	60.3	26.4	100	7.1	86.7
		Stu.Leader (N=33)	3.0	12.1	3.0	51.5	30.3	100	15.1	81.8
5	Absence of guide line for extracurricular activities	Students (N=242)	2.9	8.3	7.4	58.3	23.1	100	11.2	81.4
		Stu.Leader (N=33)	3.0	18.2	0.0	48.5	30.3	100	21.2	78.8
6	Absence of monitoring and continuing evaluation mechanisms	Students (N=242)	2.5	5.8	14.9	54.5	22.3	100	8.3	76.8
		Stu.Leader (N=33)	9.1	6.1	9.1	51.5	24.2	100	15.2	75.7
7	Fear of political instability in the university community	Students (N=242)	13.2	10.3	14.5	40.9	21.1	100	23.5	62.0
		Stu.Leader (N=33)	6.1	9.1	21.2	33.3	30.3	100	15.2	63.6
8	The inconvenience of the academic program	Students (N=242)	5.8	19.8	10.7	52.9	10.7	100	25.6	63.6
		Stu.Leader (N=33)	0.0	18.2	3.0	60.6	18.2	100	18.2	78.8
9	Absence of faculty administration advisor or sponsor	Students (N=242)	5.0	6.6	8.7	59.5	20.2	100	11.6	79.7
		Stu.Leader (N=33)	0.0	15.2	6.1	48.5	30.3	100	15.2	78.8
10	Lack of awareness towards extracurricular activities	Students (N=242)	7.0	13.6	7.4	51.7	20.2	100	20.6	71.9
		Stu.Leader (N=33)	0.0	9.1	3.0	60.6	27.3	100	9.1	87.9

**All figures are in percentages SD = Strongly Disagree
D= Disagree UD= Undecided A= Agree SA= Strongly Agree**

As to the responses of statement 1 in Table XII, the majority of respondents i.e. (64.9 percent) of students and (66.6 percent) of club leaders agreed that unwillingness of both teachers and students to participate in extra curricular activities blocks the practicing of extra curricular program in AAU.

The majority of respondents i.e. (80.6 percent) of students and (94.0 percent) of club leaders agreed on the issue that the university administration does not give any due attention to extracurricular activities where it is comparing to the academic courses. As a result, this can be the reason for failing to implement extra curricular program smoothly.

Most of respondents i.e. (82.3 percent) of students and (84.9 percent) of club leaders agreed that absence of financial and material support from the university has a negative impact on the implementation of extracurricular activities. Here from the majority of respondents it can be concluded that any kind of support plays a decisive role in promoting club activities.

Majority of the respondents, i.e. (86.7 percent) of students and (81.8 percent) of club leaders agreed that absence of motivation and incentives block the implementation of extra curricular activities.

The other impeding factor for implementing extra curricular activity is absence of guide line which is stated in statement 5, as pointed in the Table, (81.4 percent) of students and (78.8 percent) of club leaders approved that absence of guide line is one of the main factors that hinder the implementation of clubs activities.

The majority of respondents i.e. (76.8 percent) of students (75.7 percent) of club leaders agreed that absence of monitoring and evaluation mechanism is the main problem to implement extra curricular activities. We can conclude from the response of the majority without monitoring and continuing evaluation system any organization can not check its weakness.

Most of the respondents agreed that one of the impeding factors for implementing extracurricular activity is political instability.

The majority of respondents i.e. (63.6 percent) and club leaders (78.8 percent) indicated that the inconvenience of academic program is the main factor to implement extracurricular program in AAU.

The majority of respondents i.e. (79.7 percent) of students and (78.8 percent) of club leaders agreed that absence of faculty advisor or sponsor should be impeding factors for implementing extracurricular program.

Most of the respondents, i.e. (71.9 percent) of students and (87.9 percent) of club leaders believed that lack of awareness towards extracurricular activities is one of impeding factors to execute extracurricular activities program.

4.11 Motivation of Club Leaders

Table XIII- Respondents towards motivation of club activities

No	Items	Alternatives	Respondents	
			Club leader	
			N	%
1	Under what motivation you did became a club leader?	a. On the request of the organizer	4	12.1
		b. On your own willing	20	60.6
		c. By the opinion of your friend	5	15.2
		d. By election	4	12.1
		Total	33	100.0
2	How often do you have meeting of your club?	a. Once a week	2	6.1
		b. Every month	14	42.4
		c. Every fifteen days	8	24.2
		d. When it is needed	9	27.3
		Total	33	100.0
3	How many members are there in your club?	a. up to twenty	1	3.03
		b. Up to fifty	2	6.06
		c. Up to hundred	26	78.79
		d. Above hundred	4	12.12
		Total	33	100.0

Table XIII consists of three items which expresses about motivations that has been offered to club leaders.

Regarding motivation the majority of club leaders i.e. 20 (60.6%) expressed their opinion that they became members of club executive committees on their own will.

All club leaders stated that all clubs have scheduled their own regular meetings. In contrast, 14 (42.4%) of club leaders said that meetings is held every month in their clubs, 9 (27.3%) of club leaders said meetings take place when there is a need, 8 (24.2%) of club leaders said meetings is held at every fifteen days and 2 (6.1%) of club leaders said meetings is held every week. From the above responses one can understand there is a regular club meeting in different available time.

The majority of club leaders i.e. 27 (81.8%) indicated that there are about hundred club members in each club.

The club leaders say that the members in each club are small. This indicates that the number of club members is not sufficient as compare with large number of population in each campus.

4.12 Executing Of Club Work

Table XIV- Perception of club leaders towards Club Work

No	Items	Alternatives	Respondents	
			Club leader	
			N	%
1	Does the club activity create problem in your learning program?	a. Yes	8	24.2
		b. No	25	75.8
		Total	33	100.0
2	If 'yes' to what extent?	a. Much	1	12.5
		b. A little	7	87.5
		Total	8	100.0
3	Do you ever find it a burden to be as a club leader?	a. Yes	9	27.3
		b. No	24	72.7
		Total	33	100.0

Table XIV comprises of three items which are on issues related to matters in club activities.

Regarding the responses of the first item in Table XIV, the majority of club leaders 25 (75.8%) approved that club activities do not create problems in their learning programs. On the other hand, 8 (24.2%) of club leaders said that club activities brings about problems in their learning programs.

Those who are said yes forwarded their responses the extent of the problems to their learning programs. The majority 7 (87.5%) said that even though there is impact on their learning, it is a little bit not much. Thus, it can be concluded that club activities do not give rise to significant problems in students' learning programs. The majority of club leaders 24 (72.7%) approved that being a club leader can not be seen as a burden to individual student.

4.13 Facilities of Clubs

Table XV- Problems on the Facilities of Clubs

No	Items	Alternatives	Respondents	
			Club leader	
			N	%
1	Do you have special room or office for club work?	a. Yes	3	9.1
		b. No	30	90.9
		Total	33	100.0
2	If 'No', what could be the reasons?	a. There is no extra room	6	20.0
		b. The administration is not willing to give room	11	36.7
		c. Do not know	13	43.3
		Total	30	100.0

Table XV contains two items about facilities that are provided to clubs.

According to the responses on item 1 in table XV, the majority of club leaders 30 (90.9 percent) confirmed that there is no room or office for club work. Only 3 (9.1 percent) of club leaders said that there are rooms or offices for club work.

Those who said there are no offices or rooms forward their reasons. Eleven (36.7%) of club leaders said the administration is not willing to provide rooms. Six (20.0%) of club leaders said there are no extra rooms in the campuses. Thirteen (43.3%) of club leaders expressed that they do not know the reason. One can understand from the responses of Item 1, there are no rooms or offices for clubs in AAU. Similarly all deans of students' and club leaders when they interviewed confirmed that there is no room or office for clubs.

4.14 Evaluation of Extracurricular Activities

Table XVI- Mechanisms employed for evaluating the extracurricular activities

No	Items	Alternatives	Respondents	
			Club leader	
			N	%
1	What kind of mechanism does the concerned body of extracurricular activity program used to monitor overall condition of extracurricular activities?	a. Reporting system	7	21.2
		b. Observation	2	6.1
		c. Meeting with students leader	8	24.2
		d. No mechanism	12	36.4
		e. Combination of a, b and c	4	12.1
		Total	33	100.0

In most programs monitoring and evaluation are part and parcel of the packages.

The majority of club leaders 12 (36.4%) said that there is no monitoring and evaluation mechanism for extracurricular activities in AAU. Eight (24.2%) of club leaders said that there is a meeting between club leaders and dean of Students Officials. Seven (21.2%) of club leaders said that they report to the dean of students office about their work some times. In some cases, such kind

of meeting and reporting may be considered as a mechanism of follow up activities.

From the interview that was made for both dean of students' officials and club leaders expressed that there is hardly exists a system of monitoring and evaluating mechanism.

4.15 Responses for Open-Ended Questions

Problems raised by club leader students in the open- ended question.

- lack of financial and material support
- lack of awareness towards extracurricular activities
- absence of faculty advisor (or sponsor)
- absence of extracurricular policy
- absence of guide line, monitoring and evaluation mechanism
- Lack of leadership training for club leaders
- Absence of offices, sport and recreation centers, etc.

Possible solutions suggested by respondent's club leader students:

- The administration should support clubs financially, materially and technically, i.e. by assigning advisor.
- The concerned body should organize awareness program on extracurricular activities to university community before setting- up of clubs and other student organizations.
- The university should revise its policy on extracurricular activities.
- The concerned body should arrange leadership training for club leaders
- The concerned body should arrange offices for club work, and sport and recreation centers.

Suggestions are forwarded by respondents in the open- ended question for effective implementation and participation of extracurricular activities in AAU as follows:

- By forming a committee from all existing clubs to establish a net work of clubs in all the campuses of AAU.
- Creating successive awareness about extracurricular activities to the university community
- Establish and introduce more political free extracurricular activities in order to meet the needs of students properly.
- Formulate an independent policy for extracurricular activities in AAU.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The objective of this study was to examine the practices of extracurricular activities in Addis Ababa University. In order to obtain tangible information on the function of clubs, attempts have been made to reveal the current participation of students and club leader students in the extra-curricular activities. In order to meet this objective the study was guided by the following basic research questions:

1. Which types of extracurricular activities are practiced in AAU?
2. What mechanisms were employed to organize and administer extracurricular activities in AAU?
3. What supports are given to the proper function of extracurricular activities in AAU?
4. What factors influenced the practices of extracurricular activities in AAU?

In order to answer these research questions, questionnaire and interview were used as data collecting tools. The study was conducted in five Faculties of AAU, i.e. ILS, Faculty of Science, Faculty of Medicine (Paulos Nursing School), Faculty of Technology (South), and Faculty of Veterinary Medicine.

The subjects of the study were 242 3rd year students, 33 club leader students and 4 deans of student's affairs officials.

To select sample club leaders from each faculty, simple random sampling was employed. Purposive sampling technique was used for 3rd year students from each faculties and available sample technique was used for deans of students' affairs.

Percentage was used as a statistical tool throughout the study. Depending on the analysis that is made on the results, the following major findings of the study are listed below as follows:

1. The study revealed that clubs are very limited in AAU. For this reason, most of the students could not get clubs of their choice in order to participate.
2. The study indicated that the students' participation in extracurricular activities was found to be high in high school. In contrast, the number of students who participated in extracurricular activities as a member of a club in the university has been decreased by 19.0%.
3. The study found out that the university has been paying less attention to the program of extracurricular activities.
4. The study showed that the practices of extracurricular activities were found to be below the average since it was responded by the majority of the respondents.
5. The study showed that the duties and responsibilities of discharging in organizing and monitoring extracurricular activities were given to the dean of students' affairs by the university. This idea also supported by the majority of the respondents as the extracurricular activities could be run by the dean of students' affairs office. But, these duties and responsibilities were found to be difficult to this office to be discharged properly due to various factors affecting its practices.
6. The study depicted that at the beginning of every academic year orientation on extracurricular activities is given, but the orientation program given to the students was inadequate. The majority of students said that there is variations in the equity and quality of clubs in the various faculties of AAU.

7. The study showed that on average (78.4%) students, and (84.1%) club leaders revealed that extracurricular activities in the university had various benefits. These activities enabled students to put in to practice what they acquired in formal class courses as well as through informal ways. Similarly, participation in clubs opened the door for students to develop a complete personality.
8. The study indicated that on average 62.92% of students out of 242 and 65.33% of club leaders out of 33 stated that the following are factors that impede the participation of students in extracurricular activities either directly or indirectly. These include: Heavy learning load, unclear extracurricular activities, loss of interest, inconvenient learning program, inadequacy of extracurricular activities, the effect on study time and academic performance, absence of motivation and incentive, lack of self confidence, the perception of university as a place of only academic excellence and research work, lack of clear understanding of extracurricular activities in the university community, low status of extracurricular activities when it is compared to the main curriculum and absence of residency.
9. The study showed that on average 74.9% of students out of 242 and 79.0% of club leaders out of 33 confirmed that the following are factors that directly or indirectly affect the practices of extracurricular activities. These include: Unwillingness of students and teachers to participate in extracurricular activities, the administration gives more attention for academic courses than extracurricular activities, absence of financial and material support, absence of guideline for extracurricular activities, absence of monitoring and continuing evaluation mechanism, fear of political instability in the university community, the inconvenience of the academic program, absence of faculty advisor or sponsor and lack of awareness towards extracurricular activities.

10. The majority of club leaders expressed that they became executive committee members of their respective clubs on their own initiatives. In addition, the majorities of club leaders expressed that their being executive members in their respective clubs does not bring about any negative impact on their academic achievements.
11. The study manifested that the majorities of club leaders 30 (90.9%) out of 33 and dean of students affairs officials confirmed that there were no offices or corridors for club work, budget, sport and recreation centers, evaluation and monitoring mechanisms.

5.2 Conclusions

Based on the data analysis and major findings, the investigator drew the following conclusions:

1. Although there were different extracurricular activities in AAU, they were found to be small in number. From this result, one can conclude that these small numbers of extracurricular activities could not involve large number of students who could play their role in the club, and considerable number of students would be affected not to be participated in the activities.
2. Even though there was participation of students in the limited clubs in each campuses of AAU, the number of participants were very small than that of the high school, and there are many factors that attribute to decline for participation of students in the university. From this, it could be concluded that the students could not get many advantages from extracurricular activities since they lost the chance of participation. For example, some of the advantages are: extracurricular activities play significant role in cultivating students to be all rounded, self-dependent and to develop a sense of responsibility.

3. The orientations on extracurricular activities have rarely been conducted uniformly and adequately for the whole students of the university. Lack of adequate orientations on extracurricular activities would create a sense of lacking motivation on the parts of students in order to participate in clubs.
4. Inadequacy of the availability of budget, materials, guide line, club offices, sport and recreation centers, evaluation and monitoring mechanisms, together with less communication system existing in the university contributed to some degree of limitation to the success of implementation process of extracurricular program. For instance, the dean of students' office could not discharge their duties and responsibilities due to the above mentioned factors.
5. All students participated in clubs on the ground of their free will without the imposition of external body. Club leader students have much interest and positive attitude towards extracurricular activities, but they lack leader ship experience. Due to this reason, they could not execute their club work properly in order to make the implementation of extracurricular activities work effectively.

5.3 Recommendations

Based on major findings and conclusions the investigator suggested the following recommendations.

1. The emphasis was given to extracurricular activities by the university was less. The university administration should give due consideration to enhance the status of extracurricular activities, and organize orientation to increase the awareness of the university students on the significance of extracurricular activities.
2. Nowadays, the practice of club formation has been left to the students' self-initiative. This process has not allowed the formation of a large number of clubs. Therefore, the body that is mainly concerned with

extracurricular activities should undertake a study to increase the number of clubs based on the actual environment of the university. When there are more varieties of clubs, the students will have wider opportunities to take part in them. This also opens the door for the flourishing of varieties of clubs with essential attributes.

3. When students take part in clubs, they attain life-long benefits through informal lessons. However, in the condition of the university, the finding showed that there are factors not allowed clubs activity to go further steps. In order to alleviate these problems that have been confining extracurricular activities, the university administration should create a forum to work with other concerned bodies like, NGO'S, Kebeles, Embassies, etc. This will pave the way to minimize the problems in the finding and similarly it may open the door for better solution.
4. In order to enhance the execution and coordination of extracurricular activities, first and for most its organizational structure, should be made clear. So far, the university has given this responsibility to the dean of students' affairs. Since this office has broad responsibilities, it has been facing practical problem in carrying out this assignment. When these assignments were given to this office all the necessary essentials, i.e., advisory manpower, budget, materials, and etc, should have been allotted. Unless these are materialized, maintaining implementation and status could be difficult. For this reason, extracurricular activity needs to be organized independently as it is the mainstay of the formal academic program.
5. It is known that to lead club activities, one need to have leadership knowledge prior to implementation. In fact, almost all club leaders assume the position by their self-initiatives. In order to tackle this problem the concerned body in the university should facilitate leadership training to be given for the club leaders.

6. It is understood that club activities demand active participation of the whole community in the university. For this reason, in order to expand the number of club members and to put forward the activities of clubs there should be incentives and rewards. The university should prepare the ground to bestow presents for the clubs that have been doing remarkable and exemplary deeds.
7. The university should fix annual club's day officially in order to enable clubs to introduce their activities to the university community.

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APPENDIX A
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teacher Professional Development
Studies

A Questionnaire to be filled by 3rd year students of Addis Ababa University.
This questionnaire is designed to gather data on:

“The practices of extracurricular activities in AAU”

1. The data to be collected through the questionnaire is highly valuable to meet the objective of this research. The information you supply through the questionnaire would be kept strictly confidential and it would be used for academic purpose only. There fore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

Thank you in advance!

General instruction:

- Please, do not write your name
- Please, follow the general directions given under each part

Part One: Factual Information

Please put a thick “√” mark for the following alternatives to indicate your answer, or fully writing where necessary

1. Gender: Male Female
2. Age: 15-20 years
21-25 years
26-30 years
31- 40 years
41 years and above
3. Name of your faculty/ collage _____
4. Year I II III IV V

Part Two: Questions Related to Adequacy of Extracurricular Activities

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary

1. Are there extracurricular activities in your campus?
 - A. Yes, there are, but not adequate in number
 - B. Yes, there are adequate in number
 - C. No, there isn't any
 - D. Do not know
2. Do you think the variety of extracurricular activities being offered at Addis Ababa University satisfy the needs of the students?
 - A. Yes
 - B. No
3. If 'No' would you suggest additional extracurricular activities?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____

Part Three: Questions Related to Participation of Extracurricular Activities

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary

4. Have you ever participated in any one of the extracurricular activities in high school?
 - A. Yes
 - B. No
5. Are you participating in extracurricular activities currently?
 - A. Yes
 - B. No
6. If your answer is 'No' for question number six what could be the reason?
 - A. No interest in
 - B. Inadequacy of extracurricular activities
 - C. Unavailability of extracurricular activities
 - D. Fear of failure
 - E. Lack of spare time

F. Unknown

7. How do you describe the status of extracurricular activities you are participated/ leading in Addis Ababa University?

A. High C. Low

B. Medium D. Undecided

Part Four: Question Related to Organization and Administration of Extracurricular Activities

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary

8. Extracurricular activity program was established in AAU because:

A. The students demand it

B. The university administration demands it

C. Taken as a tradition in higher institution

D. It has been stated in the senate legislation

E. Any combination of A, B, and C _____

9. Is there students' union currently in AAU?

A. Yes B. No C. Do not know

10. In your opinion who should be in-charge of organizing and administrating extracurricular activity program in AAU?

A. The office of dean of students' affair

B. The faculties

C. The departments

D. The students' union

E. Any combination of the above _____

11. The financial source for extracurricular activity programs in AAU secured by:

A. Member-ship due

B. Administration support

C. NGO's donation

D. No financial source

E. Any combination of A, B, and C _____

12. Do you think the organized clubs in AAU would bring conflict between the administration and students, and among students?

A. Yes B. No C. Do not know

13. From your previous experience, which administrative body gives more emphasis to the program of extracurricular activities?

A. High school administration

B. University administration

C. Do not know

D. A and B

14. Does the university management announce the importance and availability of extracurricular activity ahead of time and make sufficient encouragement for participation?

A. Yes, it does sufficiently C. No, it does not

B. Yes, but not sufficient D. Do not know

15. In your opinion to what extent extracurricular activities implemented in your campus?

A. High C. Below average

B. Average D. Do not know

16. Do you think, there is an even distribution of extracurricular activities clubs in all campuses of Addis Ababa University?

A. Yes B. No

17. If you say 'No', why? _____

Part Five: Questions Related to Educational Value of Extracurricular Activities

Indicate your level of agreement or disagreement in accordance to the following:

- 1= SD= Strongly Disagree
- 2= D= Disagree
- 3= UD= Undecided
- 4= A= Agree
- 5= SA= Strongly Agree

18. To what extent the values gained from extracurricular activity are relevant to you Please indicate your agreement or disagreement by putting a thick "√" mark in the column provided.

No	Items	(1) SD	(2) D	(3) UD	(4) A	(5) SA
✓ 1	Connect theory with practice					
✓ 2	Exchange of experience					
✓ 3	Utilize leisure time					
✓ 4	Students to associate themselves in a real practical world					
✓ 5	Promote recreation					
6	Generate income					
7	Enhance democracy					
✓ 8	Develop responsibility and self-direction					
9	Enhance socialization					

Part Six: Questions Related to Factors that Inhibit Student Participation in Extracurricular Activities

Indicate your level of agreement or disagreement in accordance to the following:

- 1= SD= Strongly Disagree
- 2= D= Disagree
- 3= UD= Undecided
- 4= A= Agree
- 5= SA= Strongly Agree

19. The following lists are possible factors that hinder student's involvement in extracurricular activities. Please indicate your agreement or disagreement by putting a thick "√" mark in the column provided.

No	Items	(1) SD	(2) D	(3) UD	(4) A	(5) SA
1	Heavy learning load					
2	Unclear extracurricular activities					
3	Loss of interest					
4	Inconvenient learning program					
5	Inadequacy of extracurricular activities					
6	The effect on study time and academic performance					
7	Absence of motivation and incentive					
8	Lack of self-confidence					
9	The perception of university as a place of academic excellence and research work					
10	Lack of clear understanding of extracurricular activities in the university community					
11	Low status in the main curriculum					
12	Not getting accommodation (residency)					

Part Seven: Questions Related to Problems of Practicing Extracurricular Activities

Indicate your level of agreement or disagreement in accordance to the following:

1= SD= Strongly Disagree

2= D= Disagree

3= UD= Undecided

4= A= Agree

5= SA= Strongly Agree

20. The following lists are some possible factors that block the implementation of extracurricular activities in AAU. Indicate your level of agreement or disagreement to the statements by putting a thick “√” mark in the column provided.

No	Items	(1) SD	(2) D	(3) UD	(4) A	(5) SA
1 ✓	Unwillingness of students or teachers to participate in extracurricular activities.					
2 ✓	The administration give more attention for academic courses than extracurricular activities					
3	Absence of financial and material support					
4	Absence of motivation and incentives					
5	Absence of guide line for extracurricular activities					
6	Absence of monitoring and continuing evaluation mechanisms					
7	Fear of political instability in the university community					
8	The inconvenience of the academic program					
9	Absence of faculty administration advisor or sponsor					
10 ✓	Lack of awareness towards extracurricular activities					

Give Short and Precise Answer for the Open- Ended Question

21. If you have any other concrete and creative proposal to suggest for the effective implementation of extracurricular activities concerning AAU.

APPENDIX B

Addis Ababa University School of Graduate Studies College of Education

Department of Curriculum and Teacher Professional Development Studies

A questionnaire to be filled by club leader (students) of Addis Ababa University

This questionnaire is designed to gather data on:

“The practices of extracurricular activities in AAU”

1. The data to be collected through the questionnaire is highly valuable to meet the objective of this research. The information you supply through the questionnaire would be kept strictly confidential and it would be used for academic purpose ONLY. There fore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

Thank you in advance!

General instruction:

- Please, do not write your name
- Please, follow the general directions given under each part

Part One: Factual Information

Please put a thick “√” mark for the following to indicate your answer, or fully writing where necessary

1. Gender: Male Female
2. Age: 15-20 years
21-25 years
26-30 years
31- 40 years
41 years and above
3. Name of your faculty/ collage _____
4. Year I II III IV V

Part Two: Questions Related to Adequacy of Extracurricular Activities

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary

1. Are there extracurricular activities in your campus?
 - A. Yes, there are, but not adequate in number
 - B. Yes, there are adequate in number
 - C. No, there isn't any
 - D. Do not know
2. Do you think the variety of extracurricular activities being offered at Addis Ababa University satisfy the needs of the students?
 - A. Yes
 - B. No
3. If 'No' would you suggest additional extracurricular activities?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____

Part Three: Questions Related to Participation of Extracurricular Activities

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary

4. Have you ever participated in any one of the extracurricular activities in high school?
 - A. Yes
 - B. No
5. Are you participating in extracurricular activities currently?
 - A. Yes
 - B. No
6. If your answer is 'No' for question number six what could be the reason?
 - A. No interest in
 - B. Inadequacy of extracurricular activities
 - C. Unavailability of extracurricular activities
 - D. Fear of failure
 - E. Lack of spare time

F. Unknown

7. How do you describe the status of extracurricular activities you are participated/ leading in Addis Ababa University?

A. High C. Low

B. Medium D. Undecided

Part Four: Question Related to Organization and Administration of Extracurricular Activities

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary

8. Extracurricular activity program was established in AAU because:

A. The students demand it

B. The university administration demands it

C. Taken as a tradition in higher institution

D. It has been stated in the senate legislation

E. Any combination of A, B, and C _____

9. Is there students' union currently in AAU?

A. Yes B. No C. Do not know

10. In your opinion who should be in-charge of organizing and administrating extracurricular activity program in AAU?

A. The office of dean of students' affair

B. The faculties

C. The departments

D. The students' union

E. Any combination of the above _____

11. The financial source for extracurricular activity programs in AAU secured by:

A. Member-ship due

B. Administration support

C. NGO's donation

D. No financial source

E. Any combination of A, B, and C _____

12. Do you think the organized clubs in AAU would bring conflict between the administration and students, and among students?

A. Yes B. No C. Do not know

13. From your previous experience, which administrative body gives more emphasis to the program of extracurricular activities?

A. High school administration

B. University administration

C. Do not know

D. A and B

14. Does the university management announce the importance and availability of extracurricular activity ahead of time and make sufficient encouragement for participation?

A. Yes, it does sufficiently C. No, it does not

B. Yes, but not sufficient D. Do not know

15. In your opinion to what extent extracurricular activities implemented in your campus?

A. High C. Below average

B. Average D. Do not know

16. Do you think, there is an even distribution of extracurricular activities clubs in all campuses of Addis Ababa University?

A. Yes

B. No

17. If you say 'No', why? _____

Part Five: Questions Related to Educational Value of Extracurricular Activities

Indicate your level of agreement or disagreement in accordance to the following:

- 1= SD= Strongly Disagree
- 2= D= Disagree
- 3= UD= Undecided
- 4= A= Agree
- 5= SA= Strongly Agree

18. To what extent the values gained from extracurricular activity are relevant to you Please indicate your agreement or disagreement by putting a thick "√" mark in the column provided.

No	Items	(1) SD	(2) D	(3) UD	(4) A	(5) SA
1	Connect theory with practice					
2	Exchange of experience					
3	Utilize leisure time					
4	Students to associate themselves in a real practical world					
5	Promote recreation					
6	Generate income					
7	Enhance democracy					
8	Develop responsibility and self-direction					
9	Enhance socialization					

Part Six: Questions Related to Factors that Inhibit Student Participation in Extracurricular Activities

Indicate your level of agreement or disagreement in accordance to the following:

- 1= SD= Strongly Disagree
- 2= D= Disagree
- 3= UD= Undecided
- 4= A= Agree
- 5= SA= Strongly Agree

19. The following lists are possible factors that hinder student's involvement in extracurricular activities. Please indicate your agreement or disagreement by putting a thick "√" mark in the column provided.

No	Items	(1) SD	(2) D	(3) UD	(4) A	(5) SA
1	Heavy learning load					
2	Unclear extracurricular activities					
3	Loss of interest					
4	Inconvenient learning program					
5	Inadequacy of extracurricular activities					
6	The effect on study time and academic performance					
7	Absence of motivation and incentive					
8	Lack of self-confidence					
9	The perception of university as a place of academic excellence and research work					
10	Lack of clear understanding of extracurricular activities in the university community					
11	Low status in the main curriculum					
12	Not getting accommodation (residency)					

Part Seven: Questions Related to Problems of Practicing Extracurricular Activities

Indicate your level of agreement or disagreement in accordance to the following:

- 1= SD= Strongly Disagree
- 2= D= Disagree
- 3= UD= Undecided
- 4= A= Agree
- 5= SA= Strongly Agree

20. The following lists are some possible factors that block the implementation of extracurricular activities in AAU. Indicate your level of agreement or disagreement to the statements by putting a thick "√" mark in the column provided.

No	Items	(1) SD	(2) D	(3) UD	(4) A	(5) SA
1	Unwillingness of students or teachers to participate in extracurricular activities.					
2	The administration give more attention for academic courses than extracurricular activities					
3	Absence of financial and material support					
4	Absence of motivation and incentives					
5	Absence of guide line for extracurricular activities					
6	Absence of monitoring and continuing evaluation mechanisms					
7	Fear of political instability in the university community					
8	The inconvenience of the academic program					
9	Absence of faculty administration advisor or sponsor					
10	Lack of awareness towards extracurricular activities					

Give Short and Precise Answer for the Open- Ended Question

21. If you have any other concrete and creative proposal to suggest for the effective implementation of extracurricular activities concerning AAU.

Part Eight: Questions Related to the Function of Club Leader

Please put a thick "√" mark for the following alternatives to indicate your answer, or fully writing where necessary.

22. Under what motivation did you became a club leader?

- A. On the request of the organizer
- B. On your own will
- C. By the opinion of your friends
- D. By election

23. Does the club activity create problem in your learning program?
 A. Yes B. No
24. If yes, to what extent does it affect?
 A. much B. little
25. Do you ever find it a burden to be as a club leader?
 A. Yes B. No
26. How often do you have meetings of your club?
 A. Once a week C. every fifteen day
 B. Every month D. When it is needed
27. How many members are there in your club?
 A. Up to twenty C. Up to hundred
 B. Up to fifty D. Above hundred
28. Do you have special room or office for club work?
 A. Yes B. No
29. If you say 'No' what could be the reason?
 A. There is no extra room
 B. The administration is not willing to give room
 C. Do not know
30. What kind of mechanism does the concerned body of extracurricular activity program used to monitor and evaluate the over all condition of extracurricular activities?
 A. Reporting system C. Meeting with student leader
 B. Observation D. No mechanism
 E. Combination of a, b and c

Give Short and Precise Answer for the Open- Ended Questions

31. What major problems do you observe in implementing extracurricular program in AAU?

32. What solutions do you suggest to solve the major problems face in implementing extracurricular activity in AAU?

APPENDIX C

**Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teacher Professional Development
Studies**

An Interview for Dean of Students' Affairs Officials

Interview Guides Objectives

The main purpose of this interview is to collect information regarding the over all practices of extracurricular activities in AAU. Thus your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

Interview guide questions

1. What is the responsibility of Students' Dean Office pertaining to extracurricular activities?
2. Has a guide line for extracurricular activities been formulated and put into effect in the university?
3. Which extra curricular clubs are practically active?
4. Does your office undertake controlling, follow up and appraising the condition of extracurricular activities in order to identify the active and passive
 - A- If it has been carried out, mention the manner to undertake it
 - B- What does the outcome show

5. How much does the students' Dean Office provide support to extracurricular activities?
 - A- providing guide line
 - B- mapping out programs
 - C- Financial and material support
 - D- Preparing suitable places for offices and pastime centers

6. Teachers and students in extracurricular activities.
 - A- How much is their participation?
 - B- How much is their inclination and endeavor to partake?

7. Mention the benefit of extracurricular activities and its relation with the academic class?

8. Mention the major factors that contribute for the debilitating and confinement of extracurricular activities in AAU?

9. Please mention measures that can be helpful to curb the challenges.

APPENDIX D

**Addis Ababa University
School of Graduate Studies
College of Education**

**Department of Curriculum and Teacher Professional Development Studies
An Interview for Club Executive Students**

The main purpose of this interview is to collect information regarding the over all practices of extracurricular activities in AAU. Thus your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

Interview guide questions

1. How the inclination of students to partake in your club?
2. What kind of support is the university administration providing to your club?
3. According to your observation, how is the concern of the university towards extracurricular activities in relation with the formal curricular activities?
4. Mention the importance of extracurricular activities and its relation with the formal curricular activities?
5. Give your opinion on how and who can organize and lead extracurricular activities in AAU?
6. Mention the challenges that you have faced in your endeavor to achieve the good of your club?
7. Mention the major factors that contribute for the debilitating and confinement of extracurricular activities in AAU?
8. What is to be done to reinforce extracurricular activities in the university in the future?

