



**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF CURRICULUM AND
INSTRUCTION**

**PRACTICE AND CHALLENGES OF IMPLEMENTING CO-
CURRICULAR ACTIVITIES: THE CASE OF HADIYA ZONE
GOVERNMENT PRIMARY SCHOOLS, SNNPR**

By

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Addis Ababa, Ethiopia

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CURRICULAR ACTIVITIES: THE CASE OF HADIYA ZONE
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**A thesis submitted to College of Education and Behavioral studies of Addis
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Addis Ababa, Ethiopia

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
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INSTRUCTION**

This is to certify that the thesis prepared by Mr. Berhanu Kelbiso on “Practice and Challenges of Implementing Co-Curricular Activities: The case of Hadiya zone government Primary schools, SNNPR,” submitted in partial fulfillment of the requirements for the degree of Masters of Art in Curriculum and Instruction complies with the regulations of the university and meets the accepted standards with respect to originality.

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Declaration

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

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Signature:

DEDICATION

This Work is dedicated to:

My Father: KELBISO MEKEBO

And

My mother: AMERACH GINTAMO

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List of Acronyms and Abbreviations

AAU:	Addis Ababa University
CCAs:	Co-Curricular Activities
SD:	Standard Deviation
ESDP:	Education Sector Development Program
ETP:	Education and Training policy
MoE:	Ministry of Education
SPSS:	Statistical Package for Social Science
SNNPRS:	Southern Nations, Nationalities & Peoples Regional State
UNESCO:	United Nations Educational Scientific and Cultural Organization
ZEO:	Zonal Education Office

Abstract

The purpose of this study was to investigate the practices and challenges related to implementation of co-curricular activities in the government primary schools of the Hadiya zone. In order to meet the objective of the study, descriptive survey research design was employed. Simple random sampling technique was used to select sample population. Thus, 153 students and 57 teachers were used as the sample population. Purposive sampling technique was used to select 7 principals and 6 supervisors. Instruments of data collection like interview, questioner and document analysis were employed in the study. Quantitative data was analysis numerical data whereas qualitative method was used to narrate data from interview. Finding of the study revealed that the current practice of schools in co-curricular activities in the second cycle primary schools practices were medium level of current implementation of co-curricular activities, low practice CCAs in the schools, medium level of encouragement provided by school management for enhancing CCAs, low chance given to students co-ordinate co-curricular activities. Regarding the benefits of co-curricular activities in schools, based on the finding the majority of respondents indicated that high benefits, helped to encourage relationship between students and teachers, to develop personality and self-direction, discipline, Less interests of teachers to participate co-curricular activities, lack of co-operation among the members of co-curricular activities, lack of effective monitoring and guidance, a shortage of training on co-curricular activities, teacher's work load problem, and lack of incentive and support affect the implement of co-curricular activities. Finally, based on finding, it was recommended that the practice of current implementation of co-curricular activities needs improvement to start raising awareness of students and teachers and giving more chance for students to lead school clubs. It would be better if awareness should be built enough continuously about in the school level. There should be adequate guidance and support, incentive and reward giving practices for better achievement of CCAs school community and Woreda education offices for teachers and students. For the effective practice and implementation of CCAs, another alternative was reducing factors influencing the implementation of CCAs. In this case, the first options used were allocating budget for schools to strength the practice and implementation of CCAs, providing on off job training on CCAs so as to increase CCAs status.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The term "co-curricular activities" has different implications in the educational institutions. Generally, the educators think of it as a separate domain of education (Kelly, 1999; Goodlad, 1994). The prefix "co" refers to the activities that are separated from the curriculum. Thus, it is named differently in schools such as - non-curricular, semi-curricular, para-curricular, extra-curricular activities of the schools (Berk, 1992). Harris, (Ed) (1960) defines co-curricular activities of the schools as, "Program and events carrying no academic credit, sponsored and organized by pupils' or students' organizations or by institutions designed to entertain, instruct and *lor* provide exercise of interest and abilities; subject to some measures of control by the institutions" (p. 507). John Good (1984) described co-curricular activities as interaction between students and the physical, social, environment and interpersonal relationship with people at the school. Traditionally, the school curriculum is defined by the class time-table, which is called the formal curriculum. Co-curricular activities that take place outside classroom lessons called the informal curriculum and often regarded as less essential but they are not. In these activities students have the privilege to cultivate values of cooperation, responsibility, effective use of time and developing their abilities to their fullest form (Berk, 1992). Dowshen (2004) suggests that learning experiences both extra- curricular and Co-curricular activities are equally important. A study reveals that life-wide learning generally refers to the learning experiences that take place beyond the classrooms. Such experiential learning enables students to achieve certain goals that are difficult to attain through classroom learning (Mae, n. d). Preez (2000) emphasized that by practicing extra-curricular activities the school community conveys values to the students. To have life-wide learning, students should have extended outside classroom activities.

In this regard, educational experiences should not be only limited to formal knowledge to help to develop intellectually and mentally, but also include lots of other experiences

for his social and physical development Winston (*et al.*, 2008). Such education comprises of curricular and co-curricular activities. They refer to these activities contributing to the academic learning experience especially activities that provide students with opportunities to learn and develop skills through active participation. To fulfill these purposes, varieties of educative experiences are to be provided in the school programs which may contribute to a long, happy and normal life of the students (Edlind, 1986).

According to Kathmandu (2004), co-curriculum is one of the opportunities for children to demonstrate their talent. Co- curricular activities are also recognized as a source of enrichment and vitalization of the school curriculum such as the nurturing of hobbies, interests, and growing talents. In similar way several studies have been conducted to assess the impact of co-curricular activities for all round development of students (Marsh and Kleitman, 2002; Mahoney et al, 2003; Kumar et al, 2004). However, no systematic effort has yet been made to look into the role of co-curricular activities on various dimensions of achievement of students in a comprehensive manner. Most of the classical and almost all modern educationists admit that education is not just the memorization of certain facts, figures and skills but it is an all-round development of the students. In line to this Kuh (2006) emphasize on co-curricular activities close at the side of the formal curriculum for all-round development of students should be given. This is because co-curricular activities are part of the general education.

The different activities, in which students participate, both inside and outside the school itself, are among the multiple situations or agents that can have effect on performance. So that Co-curricular activities increased critical thinking and personal and social maturity (Bauer & Liang, 2003), higher motivation (Hallway, 2002), and benefits that serve to bridge school activities with those performed outside the academic setting (Noam, Biancarosa & Dechausay, 2003). Therefore, co-curricular activities increased critical thinking and personal and social maturity (Bauer & Liang, 2003). Co-curricular activity creates close harmony between teachers and students. As a result, students can deeply involved in subject and widen their own intellectual and physical capacity. As Wegerich (1988) noted that co-curricular activities promote the development of such qualities as thirst for knowledge, pleasure in learning and thinking.

Thus, there are a lot of useful influences on learning during lessons. Unlike classroom instruction, prime emphasis is given to students' interest; students are encouraged to plan and direct activities while the role of teachers is to act as an adviser, moderator and providing the necessary professional supervision. There is no defined course of study and fixed time of activities. Some activities have trend toward sectional, state, regional and even international organization of activity groups. Moreover, the activities are not graded and usually the participants are heterogeneous in terms of grade level and age. (Steles, Mc Clear and Turnbaugh, 2001).

In this regard Kochhar (1993), gives his strong view that the distinction between curricular and extra-curricular must get nearer to a close to exist. Co-curricular and extra-curricular activities are very much interwoven; there is difference between them, and it is essential to develop better educational plans and programs. It helps to utilize resources more fruitfully for the better development of children mentally and intellectually. In most schools, it has a plan and budget to utilize, but it needs follow-up and feedback to make it more effective.

Seitotaw (1998) as cited in Messynh Eshitu (2008) reports some Common activities practiced in modern education in Ethiopia included: sports games, school bands, film shows, meteorological observations, student council, field related clubs like geography and history, art and drama, Agriculture etc.

In line to this, MoE (2010) further states that the chief goal of the education and training policy is the cultivation of citizens with all-round education capable of playing conscious and active role in the economic, social, and political life of the country. To achieve this goal, it is imperative that the fundamental problems of the educational system are corrected stage by stage.

Regarding the term, the guideline prepared for the implementation of CCAs indicated that the term CCAs is preferable. (MOE,1997: 3). Thus the above evidences showed that different Countries Classified activities outside the Classroom in different ways, but they considered as an important part of the total educational program effectiveness.

1.2. Statement of the Problem

The education system of most countries of the world incorporates both curriculum and co-curricular objectives, which would enable them to shape all- rounded of students. Hence it is widely accepted that co- curricular activities hold a place of great importance in the field of the education for all round development of students. In connection to this, Tan and Pope (2007) suggested that implementing co-curricular activities in schools enable students to use their spare time effectively. Similarly, Jha. et al, (2004) suggested that co- curricular activities are a series of functions related to the school program, which help to bring out all rounded development of students.

However, Setotaw (1998) argued that school organized co-curricular activities were unable to function properly and became unsuccessful. MoE, 2005 statement on the ESDP III document also clearly indicated that the capacity level of lower management was one of the main problems in realizing educational goals.

So this study is designed to search the practice of CCAs in government primary schools. The organization of these activities is equally important and every effort should be made to introduce and practice CCAs as important as academic classes. In Ethiopia, one of the objectives of ETP, non formal education helps to promote the appropriate education to develop aesthetics. CCAs helps to develop and improve students' ability, raise their creativity and interest. Despite these facts, there are factors that affecting the effective practice of CCAs. These are absence of trained and motivated teachers, the absence of continuous monitoring, not showing the proper concern of students to participate, the shortage of finance, teacher work load, Lack of incentives reward for teachers and students and lack of equipments are determined based on the 2009/10 E.C. annual report of Hadiya Zone Education Department. In a similar manner, Rahel (2012) emphasizes that the shortage of materials, very low teacher and students participation. The research worked by Daniel (2009) and Rahel (2012) that focused on secondary schools. Due to the stated above reasons the researcher persuaded to conduct on implementation of CCAs in Government second cycle primary schools.

Furthermore, the researcher personal experience as education expert in Merab Badawacho Woreda education sector indicates that there is a very low implementation of co-curricular activities. Meanwhile, the studies have not been related to the existing practices and factors challenge CCAs was duly documented in the Hadiya zone. Thus, the study was designed to fill the gap through assessing the existing practices and challenges of co-curricular activities in some selected Government primary schools in Hadiya zone of Southern Nations, Nationalities & Peoples Regional State.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess the major practice and challenges of co-curricular activities in Hadiya Zone Governmental Primary Schools.

1.4. Research Questions

- 1 What is the current status of implementation of co-curricular activities in government primary schools of Hadiya Zone?
- 2 How do students and teachers perceive the benefit of co-curricular activities?
- 3 What challenges affecting the implementation of school co-curricular activities in Hadiya Zone government primary schools?

1.5. Significance of the study

This study has the following significance. It gives hint to school communities, students and teachers. It also provides information for those who are interested in conducting further study of the same problem. It may help the schools give more emphasis on co-curricular activities and designing school level rules and regulations that initiate students. The findings of this study are useful to assess better co-curricular activities impact on students' awareness rising on the advantages or disadvantages of being active in co-curricular activities. In addition, it assists to manage time during the implementation of co-curricular activities.

The study may initiate school community to do more so as to alleviate the problems. It can be the base so as to overcome the problems of implementing co-curricular activities effectively in government primary schools of Hadiya zone.

1.6. Delimitations of the Study

This study was delimited to some government primary schools of Hadiya Zone specifically on assessing the existing practice and challenges of implementing in co-curricular activities in the school to enhance its contributions to the children's behavior. in general and in the case of Hadiya Zone in particular. The study was conducted on two woredas and one city administration, such as Mirab Badawacho, Misrak Badawacho woredas and Shone city administration government primary schools.

1.7 Limitation of the study

The study was intended to examine the Practice and challenge of implementation of CCAs in governmental second cycle primary schools, for it was difficult to manage all. Since it was difficult for management all government primary schools in Hadiya Zone due to time constraints, small population was used. The study was limited by factors like shortage of references of local issues related to this study as the result researcher has mainly dependent on foreign resources.

1.8 Operational Definitions

Co-curricular activities: refer to important educative practices or program that will be arranged in the schools in order to provide more opportunities for all around development of the students.

Practice: - To do something repeatedly in order to improve performance through Co-curricular activities

Challenge: - A difficulty or problems that affect the implementation of co-curricular activities in primary school.

Talented students: - students who have active participations in co-curricular activities like drama, literatures and special interest towards club activities.

Primary School:-educational structure consists of grade 1-8

Second cycle Primary School:-educational structure consists of grade 5-8

Principal: refers to school director or administrator of the school.

1.9 Organization of the study

The study consists of five chapters, chapter one deals with introduction, background of the study, a statement of the problem, general objective, specific objective, research questions, significant, delimitation, limitation and operational definition of the terms of the study. The second chapter is concerned with the review of related literature relevant to the problem under investigation. The third chapter consists of the research methodology, procedure of the data collection, data analysis techniques and ethical considerations. Chapter four covers, data analysis, presentation and interpretation. Final chapter five consists of the summary, conclusions and recommendations.

CHAPTER TWO

2. Review of related literature

In this section, theories of co-curricular activities, concepts of co-curricular activities, concepts of Curriculum, objective and benefits co-curricular activities and challenges in implementing co-curricular activities will be discussed and In order to provide theoretical concept to the study, review of related literature has been made. The review is made on theoretical concepts and available research works on co-curricular activities.

2.1 Theories of co-curricular activities

2.1.1 Astin's Involvement Theory

Astin studied and wrote extensively in the area of student involvement in higher education (Astin, 1968, 1975, 1984, 1985, 1987; 1993; Astin, Korn & Green, 1987). Astin referred to the academic experience in a broad sense that encompassed both classroom learning and out-of-class experiences.

Astin's theory was predicated on five basic assumptions: Involvement refers to the investment of physical and psychological energy in various objects; Involvement occurs along a continuum, Involvement has both quantitative and qualitative features, The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program, The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1984, p. 298).

Astin's theory presented a paradigm for viewing student participation in co-curricular activities, stressing the concepts of commitment and time. Involvement was an active concept that required the student to invest time and energy. Programs that motivate students to make such a commitment were the most successful.

The theory was developed by Astin (1984) who postulates that there is a positive correlation between students' co-curricular involvement and their academic achievement success. The theory views academic experience in a broad sense that encompasses both classroom learning and out-of-class experiences and students' participation in co-

curricular activities require enough time and commitment to invest in better programs that motivate students to make such a commitment.

2.1.2 Chickering's Psychosocial Development Theory

Chickering's psychosocial model is the well-known applied theory of student personal development. Chickering (1997) proposed seven vectors along which traditionally aged students develop, which included: achieving competence (including intellectual, physical, and social), managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes, and developing integrity.

Chickering (1997) stated that of the seven vectors, the first three, achieving competence, managing emotions, and becoming autonomous.

Chickering's work suggested five major methods for promoting developmental growth: Engage the student in making choices, require interaction with diverse individuals and ideas; involve students in direct and varied experiences, involve students in solving complex intellectual and social problems; involve students in receiving feedback and making objective self-assumptions

Co-curricular programs possess various components of the above strategies. In sum, Chickering's work offered an explanation of the concept of success that takes into account student cognitive (grade point average), affective (self-concept, satisfaction), and behavioral (ability to manage emotions and independence) realms.

2.1.3 The multiple intelligences theory

The theory was developed by Gardner (1983) aiming to develop the full potential of the child and as the challenge of the dominant definition of intelligence which limited to mathematical and linguistic abilities. Gardner views intelligence as not something which is in singularity, but pluralistic that everybody has more than one talent which helps an individual to interact with the world. With regard to this, Gardner (1999) came up with eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. In relation to the practice of co-curricular activities in schools, the theory of multiple

intelligence emphasizes educators to think of all intelligences as equally important and the school should help students develop a sense of accomplishment and self-confidence on it Lazear, (1992).

2.1.4 Tinto's interactionist theory

Tinto (1989) posits that students' development can be associated with greater connections in their commitment to school opportunities such as inside-and outside-the-classroom activities and their desire to graduate. Students are more likely to stay in schools that involve them as valued members of the institution. The theory insists that the frequent interaction between students and faculty members both inside and outside the classroom is the single strongest predictor of student voluntary participation and independent predictors of student persistence.

Therefore, from the above mentioned theories Chickering's Psychosocial development theory, the multiple intelligences theory and Tinto's interactionist theory are supports to implements' CCAs in primary schools.

2.2. Concepts of co-curricular activities in schools

Educationists say that co-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1961) that stated that to act civically, to live as friendly neighbors and to develop a sense of responsibility through accepting responsibility. Better achievement in co-curricular activities not only gives satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit should help every activity or pastime undertaken by the students of the school.

Four decades ago it was comparatively easy to define Co-Curricular Activities, because all of them were organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were Major, little official recognition was given and credit was allowed for participation. These activities were really Extracurricular.

Today it is difficult to define Co-Curricular Activities because all teachers have some definite responsibilities for their organizations. Many full time professional teachers are employed, classrooms, time, equipment and materials are provided, their relations with regular curricular activities are regarded as vital, credit for participation is allowed and recognition is also given.

In short, we can say that, according to modern education thinkers, curriculum is not only teaching and learning in the classroom, it also includes work in, Library, Laboratory and workshop, participation in games and sports in the playground and numerous informal contacts between teachers and students in these places. These activities were really extracurricular. In different forms under different educational setting co-curricular activities were known as old as education itself according to Mcknown (1952).

Several studies indicate, Jha, A. k. 2004 expressed that before the execution of new education system plan co-curricular activities in school were not well organized as a regular school program due to the lack of implementation of systematic school curriculum. Bhullar et al. (2002) in their study concluded that parents in most of the areas encouraged their daughters to participate in co-curricular activities and sports competition. The study of Bawa and Debnath (1993) has shown that students suffering from high anxiety got relieved of it through a regular participation in co-curricular participation. Participation in this activity improves self-esteem, self-satisfaction, personal worth and emotional adjustment. Booth (2008), Ikagami (2000), Johnson and Coffey (2004), reported that participation in co-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants.

Schools are more than just places where academic learning occurs. Depending on many factors, they are also complex social environments that can be inviting or alienating. Successful programs for at-risk students attempt to create an environment that helps students develop a sense of commitment to the school community Terenzini et al (1995).

Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and internal sports teams have traditionally enhanced students' sense of school membership by providing them with a special position in the school community. Students involved in these kinds of co-curricular activities find opportunities

to shine and are less likely to become disengaged from school. Many studies have indicated an association between co-curricular activities in general and positive academic outcomes. For example, one survey showed that high school social participation is positively correlated with high school and post-high school educational achievement, as well as occupational status five years after graduation (Thieke, 1994).

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

Co-curricular activity is programmed or out of class activity, which provides curricular related learning and character building experiences. These activities are not graded and earn credits. Which these program of a school and consider being as important as the academic curricular. Similarly Jha et.al, (2004) stated that the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in school or outside that are covered under its supervising. Thus which help to bring out all round development of the students, outside the subjects for examination, students today need knowledge, skill and personality. In line to this MoE (1997) the purpose of education is that students shall be trained not only to know cognitive development is mostly taken care by the curricular activities and the skill development is taken care mostly by actual activities outside the normal classroom teaching. Minehira and Marlaw (n.d) indicated clearly that co-curricular activities are one of the five concepts of the curriculum. These are: -

The official curriculum as the planned programme of objectives, content, learning experiences, resources and assessment offered by a school. To take the official curriculum into account teachers will usually plan lessons encompassing as much of the formal curriculum as possible. In my experience this includes planning my own lessons and selecting teaching strategies and materials as well as activities that will help my students achieve the necessary learning experiences that are expected.

The operational curriculum is what is taught by the teacher, which is implemented in the classroom.

The hidden curriculum which refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. It is based on the recognition that students pick up lessons in school that are not officially a formal course of study.

Null curriculum means a course that has no content. Like a class where only silence is “taught.” No course-specific teaching/learning can occur when students expect to hear the teacher speak (except of course, in writing/visually).

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“Co-curricular activities are activities sponsored by the district and approved by the school board and are designed to provide opportunities for students to participate, on an individual or group basis in school and public events for the improvement of skills.” Jan. et, al (2004:12).

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

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

2.3. Types of Co-curricular Activities

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

2.3.1. Clubs

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

Academic Related Co-curricular Activities: - e.g book clubs, school magazine editor, poetry recitation, story-writing, debates, organizing exhibitions preparing charts

Social development Related Co-curricular Activities: - e.g Scouting and guiding School council activities.

Physical Related Co-curricular Activities: - e.g Outdoor and indoor games Mass drill

Cultural Development Related Co-curricular Activities: - e.g dance music, folk dance, folk songs, and fancy-dress competitions

Civic Values Related Co-curricular Activities: - e.g organizing camps, such as first aid camp, cleanliness week, a celebration of the special day

Arts and Craft Related Co-curricular Activities e.g album making, doll making, cooking photography, flower decoration, collage making, basket making

Class room subject e.g History, Geography, Language etc,

Service clubs e.g. library, postal service, Red Cross, mini-media etc,

Talent and career related clubs e.g. tomorrows teacher, journalist, theater etc, (MOE, 1997:35)

2.3.2. Non-clubs

Non-clubs activities are activities organized permanently or temporarily and have no similarity in organization with club, such activities are: holy days, class monitor, flag ceremony, Social activities etc.

On the other side the co-curricular activity resource book for teachers of Nepal classified the activities in to compulsory, desirable and optional group in the following manner (Ibid, 1997).

Compulsory activities: National flag, National anthem, prayer, cleaning of compound, field and class room, personal hygiene, minor games and observing education day.

Desirable activities: school uniform parent day National song, drawing and handicrafts.

Optional activities: Educational tour, school flag, school anniversary, National festival, garden, National symbols and photos of National personalities (Jha et al, 2004). Singapore Primary schools typically divide CCAs into Core CCAs and Merit CCAs:

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

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

2.4. Objectives and benefits' of co-curricular activities

The objectives of the co-curricular activities in schools focus on the multi educational dimensions which have potential impact in mental, physical, social, emotional and spiritual aspects of students. The informal situations set up in CCAs provides opportunity for the teachers and students to work together in friendly relationship this foster the teachers to work more effectively even in classroom (Karlin and Berger, 1991). The co-curricular activities have to be designed purposefully to give an apt mix of student's participation in academics and also create a chance for all round development and students involve in school and community affair. This mostly for students helps to create or improve effective communication between school and society. Through these activities develop further sensitiveness to social needs, problems and gain a deeper sense of civic responsibility. Co-curricular activities also used to accommodate issues like HIV/AIDS, environmental protection, place education, inter-cultural education and important recent innovation and content that are not included in the text (ESDP III,

1997). Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something.

According to (Nessan, 2009) all students are strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and it helps them to know their hidden talents Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursion, literary societies, dramatics, debates etc. to bring social and physical adjustments in students. Generally, the school based activities are important because they take place in the school setting therefore are guided by staff playing a major role in the effect of academic achievement of the students. Pierce et al. (1999) have found that classroom teachers reported that students had fewer behavior problems when staffs were more positive with the children in their after school activities. According to the type of school based activities the students participate in usually determines how much better they will do in that subject area in school.

2.4.1 The benefits of co-curricular Activities `

Role of Co-Curricular activities in a student's life cannot be put into words easily. But let us understand some of the major benefits.

2.4.1.1 On Overall Personality and Strengthened Self Confidence

It helps to enhance the all-round personality of the students to strongly face the turbulent road of the future. The goal of co-curricular activities is to give better fitness to students and inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation, team spirit and team spirit. The hidden motive behind all this is to develop self-confidence and to learn to trust the team (Dream Career.com, 2015).

2.4.1.2 On developed specialized skills and improved academic performance

Co-curricular activities help hone the talents of the young minds and give them an opportunity to develop their specialized skills. Competitions that are organized can create

a competitive environment and helps them work towards the objective of achieving a better society Dream Career.com, (2015).

Studies have shown that students pursuing their hobbies achieved better results in their studies. Their academic performance goes way up north as they learn to balance their co-curricular activities with their academic pursuits. They also better understand on how to manage their time efficiently and also increase their interest in the school. Such activities like participation in debates, drama, music, sports, etc. help in achieving the bigger purpose of achieving better education DreamCareer.com, (2015).

2.4.1.3 On Greater Opportunities, Sense of Responsibility and Exposure to New Activities

Students pursuing any co-curricular activities of their choice give preference over those who are not involved in any such things. These things make a major difference when students are

Considered for the most popular courses Dream Career.com, (2015). When students in their early teens are given some responsibility or a task to handle like first aid or for that matter managing the class painting board, their efficiency to handle such situations becomes much better. This fosters the sense of responsibility and accountability DreamCareer.com, (2015).

Students are introduced to a whole new horizon of activities that gives them a better insight and lets them choose what they enjoy and what they wish to learn. It broadens new horizons for them. These activities stimulate playing, painting, acting, dancing, singing and speaking skills in students (Dream Career.com, 2015). Besides, according to Madill (2014), the importance of CCA's is listed in a different way in the following manner:

Co-curricular activities are designed to meet the needs of the students and cover a broad/wide range of their abilities and talents. Such activities stimulate the interests of the students and provide equal opportunities to all the students to participate. These activities enhance the learning experience of the students and help in recognizing and developing their inner skills such as leadership qualities, creative or innovative skills etc.

Co-curricular activities give the students a chance to think out of their box and get creative ideas of their own with the help of a guide. These activities help the students in developing richer learning experiences by giving them a chance to think in new ways to solve a problem or answer a question and these activities help in developing the grasping power of the students and provide an opportunity to the students to work in teams and thus develop team spirit in them.

Students who participate in as have the chance to outshine individually, and part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service 1999). Participation in Co-curricular activities improve an adolescent's chance of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in the bad habits like juvenile delinquency, abusing drugs or alcohol through three mechanisms, according to Zill, Nord, and Loomis (1995) cited on Edward and Jan (2000):

In addition to Ahmad (2011) stated that has a limited number of values of co-curricular activities like educational value, psychological values, physical development values, recreational values, development of civic values, and cultural values. So these values to teach it is difficult for subjects like other subjects, Mathematics or Social sciences. But students can learn good experience and to get practical knowledge and actively participating or membership in clubs, student council, an athletic team. Students learn to appreciate the relationship of an individual to the social group Nessian, (2009). In other hand Some co-curricular activities like understanding of different cultures have also a tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, activities like dramatic song and dance, folk songs, folk music, exhibitions and celebration of various religious and social festivals practice to obtain better knowledge and understanding of our cultures. These activities also encourage personal accomplishments and the development of interpersonal skill.

2.5. The value of co- curricular activities

CCAs have a number of values like academics. Educational value has a great potential, but the classroom teaching is theoretical. To get practical knowledge, CCAs can be

imparted. There are so many valuables of CCAs: development of social spirit, Recreational values, Physical development and cultural values.

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

Recreational value is also one valuable activity. Lack of ability and training in proper utilization of one's leisure time is one of the major defects in the present system of education. By providing and organizing various activities, schools provide wholesome opportunities to students, rather than to spend their spare time in undesirable activities. Instead hobbies can be developed at the school age become lifelong habits. Physical development, while games, sports and athletics directly contribute to physical development of students. These activities provide a useful opportunity for the growth and development of the body and it helps to develop psychological brightness too. Some CCAs like understanding of different cultures have also tremendous values, as they help in providing opportunities for better understanding of our cultural heritage and traditions, activities like dramatic song and dance, folk songs , folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture. Even if CCAs are very important for students in all academic levels, different factors are affecting it to practice effectively.

2.6. Participation in Co-curricular Activities

As described in the previous section of this proposal research findings indicated that participation of students in CCAS play Central role in students health development However, a number of factors might affect the active participation of students.

Macomber and More (1999) reported that nationally 83 percent of all Children ages from 6 to 17 years participated in at Least one CCA, but of children in families with Low income (under 200 percent of the poverty Level) 73 percent participated compared to 90 percent of Children in higher income families.

Some findings indicated that gender; grade level and socio economic status of an individual may influence the involvement of students in CCAS similarly as reported in Ezewu. E(2000:25-26) the research work of Obaya and Ezewu that was conducted on 1644 pupils of twelve primary schools of two Nigeria cities indicated that children from high socio –economic status families expressed interest in both academic and varied activities where as children from Low socio economic status showed interest only in academic subjects.

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

2.7. Challenges of co-curricular activities

According to Sikkha and Agnihotri (2013) carried out a study in Punjab, India on the organization of co-curricular activities in schools. They noted that co-curricular activities were the most neglected areas of formal education in most schools. They cited that this was probably due to various physical, social and emotional problems of the students. In their study, they reported that pupils were not provided with appropriate facilities to take part in co-curricular activities. This study was conducted to analyses the importance of co-curricular activities, the type of co-operation of the staff in schools and the co-operation of the community, as well as administration and organization of co-curricular activities and finally to evaluate the problems faced by the school in co-curriculum activities.

Research works of Jha, *et al* (2004) identifies the following hindering factors for the implementation of CCAs in Primary schools (1-8) of Nepal. These were: lack of budget,

Lack of trained teachers, over teaching and crowded class, less participation of students, lack of incentive, reward and punishment for teachers and principals, no provision of planned teaching load in daily routine, forcible participation by teachers, lack of parental interest, awareness and support, unavailability of teachers' guide book and other resource material for Co-curricular activities and lack of monitoring and supervision on Co-curricular activities and Inadequate sporting materials hinder many students from being involved in co-curricular activities; in the end, they give up if the government cannot adequate materials the burden of provision of the same is shifted to the parents. Therefore, there is a need to evaluate whether the government funding of sporting materials is viable Okwach.*et,al.* Similarly, according to Derebssa (2004), communication is another factor that needs to be considered because communication is one of the important processes to transfer information among people. It assists implements to accomplish intended objectives. Therefore the success of implementation of Co-curricular activities may be affected by the peoples, material and organizational factors. The present study consistent results with earlier research finding by Mesayneh (2008) and Rahal (2012) in those the inadequacy of the facilities and absence of equipments and supplies were found to be some of the challenges of successful implementation of Co-curricular activities in the schools.

2.7.1 Factors of infrastructural facilities in co- curricular activities

Infrastructure is the major factors, affecting the operation of a successful development of co-curricular activities among the students is the provision of adequate facilities, equipment, and supplies. In general, the term facilities, equipment and supplies use as an alternative word for each other. But in the field of physical education, games & sports and in practical subject these three words have different meanings. In this regard, facilities may be defined as an area, space or teaching station, it may be located either out-of-doors or inside a building, such as classroom, play field, laboratory, gymnasium, auditorium (Winston *et al* 2008). Similarly Hardman (2008) noted that institutional barriers include financial/budgeting constraints, scarce resources, lack of time for co-curriculum activities due to class work demands, lack of professional development programs, the crowded curriculum itself as well as lack of physical infrastructure. He

posited that a combination of these plays a crucial role in determining poor implementation of co-curriculum activities in majority of educational institutions all over the world.

According to Sowa and Gressard (1999), that most schools have the needed facilities (except for athletics). He also observed that schools do not have sufficient items of musical instrument, but they hire the needed instruments. In fact, the amount and variety of facilities, equipment and supplies needed depend upon several factors, including the type and extent of the program, the number of students to be served, and of course, budgetary considerations. Some school has well-furnished auditorium, where most of the district level workshops, seminars are conducted. However, co-curricular programs in most schools have remained unattractive chiefly because of inadequacy of facilities.

In addition to other challenges seems to lack of trained human power in the area of Co-curricular activities, less involvement of the society in co-curricular program and over work load were the major factors affecting implementation of Co-curricular activities and low participant involvement can be a stumbling block for Co-curricular activities. Getting students involved requires work by the activity leader. Without enough student involvement, schools and communities usually drop activities. So there are several reasons for students not getting involved in Co-curricular activities, such as not being interested in the programs offered or not having enough time to participate. Encourage students to take an active role in co-curricular activities that meet their interests and help them understand how to manage their time (Amanda, 2011).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Study Design

Descriptive survey design was used, for it was appropriate to get an exact description of the current status of co-curricular activity practices in the schools. According to Sharma (2000), descriptive research allows the description of the present status of a given phenomena. Descriptive survey also involves a clearly defined problem and definite objectives (Best and Kahn, 1989). Hence, it was expected that this design could help this study to obtain the nature of the situation as it exists at a time of the study. To undertake the research, mixed Research method was employed. Mixed research methods are an approach that combines both qualitative and quantitative. This study was to assess the major practice and challenges of co-curricular activities in Hadiya Zone Governmental Primary Schools.

3.2. Description of Study Area

Hadiya is one of the fourteen (14) zones and four (4) special Woreda of the SNNPR. It is located at North Alaba Zone, at South Wolaita Zone, at East Oromia Region and at West Kembata Tembaro Zone and its western and northern portions shares border with Gurage zone, Silite zone respectively. It is 232 km far from capital of Ethiopia and 168 km away from the capital of the SNNPR. Hadiya Zone has three Agro-ecological zones namely: Dega (35%), Weynadega (60%) and Kolla (5%). The average annual temperature of the zone range from 13 degree Celsius to 30 degree Celsius and the mean annual rainfall ranges from 600-1600 mm per year (SNNPR, destasg@yahoo.com.)

It has ten woredas and two-town administration namely: Mirab Bedawacho woreda, Misrak Badewacho woreda, Analemo woreda, Lemo woreda, Shashogo woreda, Gibe woreda, Duna woreda, Gombora Woreda, Misha woreda, Soro woreda. Shone and Hossana town are the two town administrations. The major cash products in the zone are wheat, maize, and teff. All the Woredas and administrative town in the zone have the facilities like transportation, telecommunication, and hydroelectric power (SNNPR, destasg@yahoo.com.)

Fig. 3.1. Map of Study Area



Source: SNNPR, destasg@yahoo.com. Edited in Jan, 2018

The map of yellow color indicated the study area

3.3. Sources of Data

Both primary and secondary source of data were used to achieve the objectives of the study.

3.3.1. Primary Sources of Data

The study uses primary data which were collected from the students, teachers, and supervisors and principals.

3.3.2. Secondary Sources of Data

Secondary data were collected for the study from co-curricular plan, Internet, feedbacks, reports and other related literatures.

3.4. Sample Size and Sampling Technique

The study used three sampling techniques namely; stratified sampling technique, simple random sampling technique and purposive sampling method. According to the 2010 E.C Zonal statistics, there are 10 woredas and 2 city administration. Out of these, two woredas and one city administration which account for about 25% were selected for the study as samples. This percentage which includes one out of every three members of the population as a sample was provide data needed to generalize to the population. Two woredas and one city administration were selected using stratified sampling technique.

In that, two woredas and one city administration is located in between two zones namely Alaba and kambta tabaro zone. The reason behind selecting stratified sampling technique was that the two woredas and one city administration the zonal administration structure that contains the similar characteristic, socio-economic status and geographically scattered. There are 25 government primary schools in selected woredas. Out of those Mirab Badewacho has 12 government primary schools; Misrak Badewacho has 7 government primary schools, and Shone city administration has 6 government primary schools. Out of these, 7 primary schools were selected using simple random sampling technique. In simple random sampling every member of the population has an equal and independent chance of being selected for the sample. Accordingly, Hawora, Danema Kutur Andi, Elifeta, Shone Kutur Andi, Lalogaribe, Ajeba and Jariso government primary schools were selected as sample schools. From each school one principal (total seven) principals and 6 supervisor were selected using purposive sampling technique. Based on that, almost all (100%) of each were taken under consideration for the study, since the purpose of the sampling is to provide in-depth information and sampling is considered complete when no new information is forthcoming from additional cases. Out of 172 teachers, fifty seven (57) teachers and one hundred fifty three (153) students were selected out of 3054 by using simple random sampling technique from second cycle primary schools and the sample size taken from each school were attached in appendix. Teacher participants accounted for 33% of the total number of teachers and students' participants accounted for 5% of students from the sample schools. Therefore, the total numbers of research participants were 223.

Table 3.1 Sample size and Sample Technique

	Students		Teachers		Principal		Supervisor		Total Sample
	Pop.	Sam.	Pop.	Sam.	Po p.	Sam.	Po p	Sam.	
Danema Kutur Andi	512	26	36	12	1	1	1	1	40
Elifeta	480	24	30	10	1	1	1	1	36
Hawora	356	18	13	4	1	1	1	1	22
Shone Kutur Andi,	534	27	38	13	1	1	1	1	42
Lalogaribe	370	19	15	5	1	1	1	1	26
Ajeba	442	21	26	8	1	1	1	1	31
Jariso	360	18	14	5	1	1			25
Total	3054	153	172	57	7	7	6	6	223
Sampling Technique		Random Sample		Random Sample		purposive sampling Technique		purposive sampling Technique	

Key: Pop=Population, Sam=sample

3.5. Data Gathering Tools

Three data gathering tools namely: questionnaire, interview guide and documents were employed in order to gather the necessary data for the study.

Questionnaires

Questionnaire was commonly used to address the largest number of respondents and helps the respondents to express their ideas freely and easily with less time. Common questionnaires were designed for 57 teachers, 153 students and 7 principals on practices and challenges affecting the implementation of co-curricular

activities in primary schools. The closed ended questions were developed using five point Likert scales. The scaling procedure was ranging from strongly agree to strongly disagree or very low to very high. Here the questionnaire was written in English, and translated into Amharic languages language, administered to students, teachers, and principals. In terms of content, the two set of questionnaires had 24 items. The first sections have 7 items on issues related to the current practice of schools in co-curricular activities .The second sections have 7 items on issues related to students and teachers perception of the benefits of co-curricular activities. The third sections have 10 items on issues related challenges that affect implementation of co-curricular activities.

Interview

The interview was used as a data collection instrument in order to obtain additional data that could strengthen the output of the study. Lankshear and Knobbe (2004) affirm that the interview is a useful tool to generate comprehensive information about the phenomena being studied. It can be inferred that more than any other data collection tool an interview gives the interviewer a unique opportunity for clarification and in depth information on the topic of interest. In this study, interview was undertaken in the form of person to person encounter using semi-structured and open ended questions. This enables respondents to address matters in their own terms and words. The interview contained similar idea with the contents of the questionnaire. Five interview questions were prepared to gather information from 6 supervisors on the issue of the current practice of schools in co-curricular activities and on issues related challenges that affect implementation of co-curricular activities.

Document

The documents that were assessed for this purpose included co-curricular plan, internet, feedbacks, report regarding to co-curricular activities at in school and woreda levels. The documents were reviewed in order to get valuable and recent information with regard to the implementation of co- curricular activities. It was done to triangulate the data that was collected through questionnaire and interview. Best and Khan (2003) state that document

analyses are important and relevant sources of data, useful in yielding information, and investigating educational practice.

3.6. Pilot Testing

To improve the understandability of the questioner and interview the pilot study is conducted in Offoda government primary school. It helped to ensure that the respondents to understand what the questionnaire wants to address and to identify and eliminate problems in collecting data from the target population. The questionnaire was founded on the basic research questions. It was conducted to test the validity and reliability of the instruments.

In this regard, the questionnaire was pretested through a sample of 30 students, 12 teachers, and 1 supervisor and 1 principal selected from non-sampled school which were not included in the actual study. After the questionnaire was filled and returned the reliability and validity were measured by using Crobach's alpha using SPSS version 21. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the coefficient of Alpha (α) to be 0.83, which is regarded as strong correlation coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, Cohen, L, et al. (2000) also suggest that, the Cronbach's Alpha result > 0.9 excellent, > 0.8 good, > 0.7 acceptable, $\alpha < 0.6$ questionable, and $\alpha < 0.5$ poor. The obtained test result (α) was indicated good identification of the internal consistency of items. In light of the advisors opinions and the pilot test, the items of the questionnaire were improved in terms of language, format and content. Confusing items were modified and restructure to make the questionnaire clear and ready for the study.

3.7. Procedures of Data Collection

To make the study successful the researcher made a face to face contact with school administrators to establish rapport, introduce the purpose of the study and to cooperation for collecting data for interview in particular. Next, questionnaire was distributed to teachers whereas interview was conducted with supervisors. After the interview has been completed, the researcher collected the questionnaire paper from the principals, teachers and the students.

3.8. Techniques of Data Analysis

Both quantitative and qualitative data analyses methods were used. Depending on the nature of basic questions and data collected, the following statistical techniques were employed. In order to know practices and challenges of co-curricular activities in government primary schools, the mean and standard deviation was calculated for principals, teachers and students responses.

While interpretation the five point rating scales was compiled in to three class scales in order to show clear images of respondents' position. Mean score interpretation in all case. If the mean is above 1-1.49= strongly disagree/very low 1.5-2.49= disagree/low, 2.5-3.49= Average/medium, 3.5-4.49= Agree/high, 4.5-5.00= strongly agree/very high and the respondents were given a five Likert scale to rate as follows: 5=strongly agree, 4= Agree, 3=undecided, 2=disagree 1= strongly disagree. The Supervisors were given codes namely: I₁ for interviewee one, I₂ for interviewee two, I₃ for interviewee three I₄, I₅ for interviewee five, and I₆ for interviewee six. In addition, percentage was used to identify the major problems of the implementation of CCAs.

The qualitative data, which were collected through open ended questionnaire, interview and document analysis, were directly stated, presented, narrated, described and the result were classified, and computed to draw conclusions. Triangulation approach procedure was used to collect data that was possibly depended on the nature of the instruments. Triangulation was used so as to make cross check the data through questionnaires, interview and documents. Finally, the result of the analysis and interpretation of the data obtained was discussed, and summarized to forward recommendations on the basis of the finding.

3.9. Ethical Considerations

Ethical clearance was sought from the Addis Ababa University (AAU) ethics committee, and a supportive letter was obtained from the department of curriculum instruction and design, (AAU). According to McNabb (2004), ethics is defined as the norms of behavior that differentiate between acceptable and unacceptable behavior. Accordingly, the researcher conducted the study in accordance with the required behavior in the path of

research. In other words, the researcher committed to carry out the study ethically throughout all the stages. Hence, the participants were asked to engage voluntarily with the promise of confidentiality of their responses, and they were fully informed about the procedures involved in the study. The researcher was impartial, worked without bias and had the necessary experience so as to investigate sound results. In addition, ethical values were considered in the interpretations of the data obtained.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part consists of two major parts. The first addresses participants' socio-demographic variables. And the second section presents the analysis and interpretation of the main data. The analysis section is presented in three subsections. The first section analyzes the current practice of schools in co-curricular activities. The second part analyzes students and teachers perception of the benefits of co-curricular activities. The final sections of the analysis were devoted to present challenges that affect implementation of co-curricular activities.

4.1 Characteristics of Respondents

Characteristics of the principals, students, supervisors and teachers were examined in terms of sex, age, and years of service, academic qualification and current position. The analysis and interpretations of the data were presented in the following table. The groups of respondents were indicated in their background information. The data were collected from total of two hundred twenty three respondents. To this effect a total of 223 copies of questionnaire and interview were distributed to 57 teachers, 153 students and 7 principals and 6 supervisors'. All the questionnaire papers were returned from teachers, students and principals. Moreover, 7 government primary school 6 supervisors were interviewed.

Table -4.1: Characteristics of Respondents

N ^o	Variables	Description	Student		Teacher		Principal		Supervisor		Total	
			f	%	f	%	F	%	f	%	F	%
1	Sex	Male	64	41.8	52	91.2	7	100	6	100	129	57.8
		Female	89	58.1	5	8.7	-	-	-	-	94	66.8
2	Age	7-10 Year		-	-	-	-	-	-	-	-	-
		11-15 year	102	66.6	-	-	-	-	-	-	102	66.6
		16 and above	51	33.3	-	-	-	-	-	-	51	33.3
3	Year service	Below 5 years	-	-	12	21.0	-	-	-	-	12	21.0
		5-10 years	-	-	18	31.5	2	28.5	-	-	19	48.1
		Above10 years	-	-	27	47.3	5	83.3	6	100	39	61.9
4	Qualification	Grade 5-8	153	100	-	-	-	-	-	-	153	100
		Diploma	-	-	47	82.4	-	-	-	-	47	83.9
		Degree	-	-	10	17.5	7	100	6	100	23	36.1
		Master degree	-	-	-	-	-	-	-	-	-	-

Source: students, teachers and principals survey, 2019

In table 4.1 item 1, regarding sex 64 (41.8%) of students, 52 (91.2%) of teachers, 7 (100%) principals and 6 (100 %) of supervisors were male. It was only 89 (58.1%) of students, 5 (8.7%) of teachers were females. Thus, the data reveals that women have compared to their male counterpart were low and all supervisors and principals were males. This shows that the fewer number of female's teachers and leaders in the government primary schools. On the basis of gender they may be differences in the degree and type of participation in co-curricular activities. From this can be concluded that male participants' more than female participants in co-curricular activities of government second cycle primary schools.

In table 4.1 item 2, the age distribution of students 102 (66.6%) of the students were between 11-15 years and the rest 51 (33.3%) of students the age 16 years and above.

From this, the age interval at which majority of the respondents of students falls the age between 11-15 years old in the government second cycle primary schools.

In table 4.1 item 3, regarding working experiences in the schools from the total 12 (21.0%) of teachers below 5 years experiences. And 18 (31.5 %) of teachers, 2 (28.5%) of principals were between 5-10 Years experiences. Whereas 27 (47.3 %) of teachers, 5 (83.3%) of principals and 6 (100%) of supervisors were above 10 years of work experiences in education sector /schools. This shows that majority of teacher's and supervisors above 10 years' work experiences

In table 4.1 item 4, the educational level of respondents, the data on the part of 47 (82.4%) of teachers were diploma holders. Whereas 10 (16.1%) of teachers, 7 (100%) principals and 6 (100%) of supervisors were bachelor degree holders

Results obtained from background information of the respondents have revealed that majority of the respondents showed that the fewer number of females teachers and leaders in the primary schools. Most teachers did not satisfy the standards because they were diploma holders. This also limited the contribution of female and qualified teachers in practicing and implementing of co- curricular activities.

4.2. The Current Practice of schools in co-curricular activities

The participants were evaluated by asking the current implementation of CCAs, table 4.2 demonstrates the felling of the participants. The Ethiopian ministry of education co-curricular activity manual suggested and expected students to participate as a leader or committee in co- curricular (MOE 1997). In the questioner an item was included for exploring the current practice and participation in school co-curricular activities

Table- 4.2: The current practice of schools in co-curricular activities

		Respondent								
		STUDENTS /153/		TEACHERS /57/		PRINCIPAL S /7/				
No	Item	Mea n	S.D	mea n	S.D	Mea n	S.D	Gr.m ean	T.val ue	P-VA.
1	To what extent the schools give attention for co-curricular activities or clubs	2.53	1.570	2.81	1.341	2.93	0.997	2.85	0.183	0.856
2	How do you express on your awareness level about co-curricular activities?	2	1.038	2.32	1.325	2.43	0.951	2.43	3.587	0.001
3	The level of current implementation of co-curricular activities in your school context?	2.07	1.492	2.44	1.350	2.48	1.163	2.33	0.275	0.784
4	The current practice of co-curricular activities in school	1.45	0.890	2.00	0.862	2.18	1.156	2.14	7.548	0.000
5	The level of encouragement provided by school management for enhanced CCAs	2.91	1.346	2.95	1.031	2.93	1.328	2.92	3.578	0.001
6	How do you evaluate the chance given to students to coordinate co-curricular activities?	2.74	0.932	2.27	1.074	2.58	1.188	2.46	2.874	0.006
7	Co-curricular activities are implemented well and I am satisfied	2.50	1.145	2.37	1.327	2.23	1.328	2.3	1.00	0.004

Source: students, teachers and principals survey, 2019

Mean scale: 1-1.49= very low 1.5-2.49= low, 2.5-3.49=medium, 3.5-4.49= high, 4.5-5.00= very high

According to table 4.2, item 1 the total respondents of students, teachers and principals were asked to rate their agreement about schools give attention for co-curricular activities. As a result, the mean score of students, teachers and principals on the above issue 2.53, 2.81 and 2.93 respectively. This showed that students more agree than teachers and the grand mean value result 2.85 falls range of medium region.

From this we can say that more students agree with the item then the teachers and principals schools give attention for co-curricular activities were medium rate. Regarding this issue, Haensly *et al.*, (1986) states that the very important points in the involvement of students in CCAs is its impact on the students 'future interest, education and occupational skills. In the co-curricular setting, students develop and practice, artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills.

As seen in table 4.2, item 2, the total respondents of students, teachers and principals agree with their mean values 2.43, 2.32 and 2 were low rate of awareness level about co-curricular activities.

Concerning awareness on co- curricular activities the study revealed that the majority of school principals resulted shown the sauciness level in co-curricular activities more than students and teachers. This was because most of the school co- curricular activities lead by non- trained teachers, for this reason students do not aware and practices and implementation not effective.

In table 4.2 item 3, the level of current implementation of co-curricular activities in the school context, respondents raised the reviews about on the issues mean scores result shows that students, teachers and principals 2.07, 2.44 and 2.48 respectively. Based on this, respondents result indicated that moderate rate current implementation of co-curricular activities in the school context. Also the grand mean value 2.33 confirmed that one can understand that implementing co-curricular activities of the school were moderate rate.

In table 4.2 item 4, the respondents of students, teachers and principals the men's scores result showed that 1.45, 2.00 and 2.18 respectively. This shows that the mean scores of

students and teachers less than principals the average mean value 2.14. Principals rated more supported to the issues that the current practice of co-curricular activities in the school. Even though there was a slight mean difference between respondents, based on the average mean value, the current practice of co-curricular activities in school were low. From the above analysis concluded that the current practice of co-curricular activities in primary school were low.

According to table 4.2, item 5, the total respondents of students, teachers and principals were asked to rate their agreement about the level of encouragement provided by school management for enhancing CCAs. As a result, the mean score of students, teachers and principals on the above issue 2.91, 2.95 and 2.93 respectively. From this we can generalize that the level of encouragement provided by school management for enhancing CCAs was the medium rate in the schools.

According to in table 4.2, item 6 the total respondents of students, teachers and principals were asked to rate their agreement. As a result, the mean score of students, teachers and principals evaluate the chance given to students to coordinate co-curricular activities where the mean scores, students, teachers and principals were 2.47, 2.27 and 2.58 respectively. This shows that the mean value range falls on the chance given to students to coordinate co-curricular activities was low. From this can concluded that the majority result indicated that the chance given to students to coordinate co-curricular activities was low in the primary schools.

When come into the status of implementation of CCAs, the three respondent groups, regardless of their difference in the position they disagree with the idea that CCAs are implemented well. One way SPSS also shows that there is no significant difference between the groups of respondents.

Moreover, the interviews of this study confirmed the results of the survey questionnaire true. The result of the interview can be further described as follows. With regard to the practice of co-curricular activities:

I₁ said, “There is plan and report of CCAs in our school level. However, the practice of CCAs is not satisfied. The organization of CCAs is completely arranged in our school due to the interest of implementers, it lacks its practical aspect.”

I₂ said, “In our school the practice of CCAs is very low.” Likewise, I₃ confirmed, “There are no effective practices of CCAs in our school”.

I₄ stated, “In the level of arrangement, there is no problem of CCAs in our school. However, there is a problem of practice of CCAs.”

I₅ stated, “The practice of CCAs in our school is very limited. This is the reason that the practitioners are not interested in implementing CCAs.”

I₆ stated “So, we can judge that the co-curricular activities practiced in the primary schools are not implemented well and both students and teachers are not satisfied with the activities.”

Furthermore, an interview conducted by school supervisors, it revealed that the awareness level of students and teachers is less than school principals.

This showed that most of the school co-curricular activities are led by non-trained teachers. For this reason, students are not aware and the practices and implementation of co-curricular activities are not effective in primary schools.

Finally, the document and the interview held with supervisors and those current implementations of co-curricular activities in the school context were at a medium rate. Therefore, the levels of current implementation of co-curricular activities in primary school were at a medium level.

4.3 Students and teachers perception of the benefits of co-curricular activities

Students, teachers and principals were indicating the level of agreement and disagreement on the educational benefits of CCAs. The responses of the respondents were demonstrated in table 4.3

Table- 4.3: Students and teachers perception of the benefits of co-curricular activities

№	Item	Respondent	Likert scale										Mean
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	It can serve for the growth of on different social issue of students	Students	55	35.9	67	43.8	13	8.4	10	6.5	8	5.2	4.03
		Teachers	19	33.3	23	40.3	12	21.0	1	1.7	2	3.5	3.89
		Principals	2	28.6	3	42.9	1	14.3	1	14.3	-	-	3.79
2	I think that the participation in co-curricular activities has high benefits for students	Students	52	33.9	66	43.1	17	11.1	8	5.2	10	6.5	3.97
		Teachers	17	29.8	24	42.1	11	19.3	3	5.2	2	3.5	3.76
		Principals	3	42.9	2	28.6	1	14.3	1	14.3	-	-	3.93
3	It strengthen on the relationships between students and teachers	Students	51	33.3	65	42.4	15	9.8	10	6.5	12	7.8	3.87
		Teachers	23	40.3	18	31.5	10	17.5	2	3.5	4	7.0	3.78
		Principals	2	28.6	2	28.6	1	14.3	1	14.3	-	-	3.57
4	It can develop all personality and self-direction of students	Students	48	31.3	59	38.5	25	16.3	15	9.8	6	3.9	3.87
		Teachers	13	22.8	23	40.3	12	21.0	3	5.2	6	10.5	3.53
		Principals	2	28.6	3	42.0	1	14.3	1	14.3	-	-	3.71
5	Co-curricular activities assisted school discipline and minimize drop rate of students	Students	46	30.0	65	42.4	24	15.6	10	6.5	8	5.2	3.89
		Teachers	14	24.5	24	42.1	13	8.4	3	5.2	3	5.2	3.63
		Principals	2	28.6	3	42.9	1	14.3	1	14.3	-	-	3.64
6	Co-curricular activities could develop social skills of students	Students	57	37.2	65	42.4	14	9.1	6	3.9	11	7.1	4.01
		Teachers	20	35.0	25	43.8	5	8.7	3	5.2	4	7.0	3.79
		Principals	3	42.9	3	42.1	1	14.3	-	-	-	-	3.71
7	Co-curricular activities assisted gains academic performance of students	Students	51	33.3	59	38.5	23	15.0	11	7.1	9	5.8	3.78
		Teachers	15	26.3	23	40.3	10	17.5	4	7.0	5	8.7	3.55
		Principals	3	42.9	4	57.1	-	-	-	-	-	-	3.68

Source: students, teachers and principals survey, 2019

As indicated on table-4.3-item -1, respondents, students, teachers and principals were asked to express their degree of agreement whether co-curricular activities can serve the growth of different social issues of students. Accordingly, their responses 55 (35.9%) 67 (43.8 %) of students, 19 (33.3%) and 23 (40.3%) of teachers, 2 (28.6%) and 3 (42.9%) of principals said strongly agree and agree respectively. The rest respondents said disagree, strongly disagree and undecided co-curricular activities can serve the growth of social issues.

Based on the above table analysis result showed majority 67 (43.8%) of students, 23 (40.3%) of teachers and 3 (42.9%) of principals agree with co-curricular activities growth of different social issues of students. In a similar way the mean scores of respondents about on the issues 4.03, 3.89 and 3.79 agree respectively.

As shown in table 4.3 item-2- indicates students, teachers and principals respondents were asked about their view on students' participation in co-curricular activities have high benefits of students. In this case 52 (33.9%) of students, 17 (29.8%) of teachers and 3 (42.9%) of principals which was strongly agree, 66 (43.1%) of students, 24 (42.1%) of teachers and 2 (28.6%) of principals which was agree and 17 (11.1%) of students, 11 (19.3%) of teacher, 1 (14.3%) of principals which was undecided and 8 (5.2%) of students, 3 (5.2%) teachers, 1 (14.3%) of a principals were disagree. The rest 10 (6.5%) of students, 2 (3.5%) of teachers were strongly disagreeing on the issues.

Therefore, from the above analysis the majority of (43.1%) of students, (42.1%) of teachers and (42.9%) of principals respondents strongly agree and agree on the issues. Similarly the mean scores of the respondents was 3.97, 3.76 and 3.93 agree respectively, that student participation in co-curricular activities high benefits.

As can be seen from table 4.3, item 3, provided to respondents to be rated whether co-curricular activities, strength the relation between teachers and students in primary schools. The respondents view indicated that 51 (33.3%) of students, 23 (40.3%) of teachers and 2 (28.6%) of principals were strongly agree and 65 (42.4%) of students ,18 (31.5%) of teachers and 2(28.6%) of principals were agree and 15 (9.8%) of students, 10 (17.5%) of teachers and 1(14.3%) of principals said undecided and 10 (6.5%) of

students, 2 (3.5%) of teachers and 1 (14.3%) of principals were disagree on the issues. The rest strongly disagree co-curricular activities, strength the relation between teachers and students.

Accordingly, they viewed the majority of (42.4%) of students, (40.3%) of teachers and (28.6%) of principals rated agree co-curricular activities strength the relation between teachers and students. In other hand the mean scores showed students, teachers and principals were 3.87, 3.87 and 3.57 respectively, co-curricular activities strength the relationship between teachers and students.

Therefore, this study has shown that from three groups of respondents and interview reported concerning the idea that co-curricular activities the relation between teachers and students.

According to table-4.3-item-4 the total respondents of students, teachers and principals were asked to rate their agreement. As result, shown 48 (31.3%) of students ,13 (22.8%) of teachers and 2 (28.6%) of principals responded strongly agree and 59 (38.5%) of students, 23 (40.3%) of teachers and 3 (42.9%) of principals were responded agree and 25 (16.3%) of students, 12 (21.0%) of teachers and 1 (28.6%) of principals were responded undecided, in addition 15 (9.8%) of students, 3 (5.2%) of teachers 1 (14.3%) of principals which was disagree. The rest was responded strongly disagree co-curricular activities help to develop personality and self-direction. The majority of students, teachers and principals which were rated agreed co-curricular activities help to develop personality and self-direction. Similarly the mean scores showed that students and teachers 3.87, 3.53 and 3.71 respectively. Based on this, students, teachers and principals agreed with the mean scores suggested that it be favorable to develop all personality and self-direction of the students in primary schools.

In table 4.3, item-5, respondents were asked whether co-curricular activities assisted school disciplined and minimized the drop rate of students. Accordingly majority 65 (42.4%) of students, 24 (42.1%) of teachers 3 (42.9%) of principals agree respectively. The mean value of students, teachers and principals are 3.89, 3.63 and 3.64 respectively. From this, the majority of respondents of students, teachers and principals reported that

co-curricular activities assisted school disciplined and minimized the drop rate of students due, to students more participating in different clubs in the school encouraging the cooperative work it comes to minimized dropout rate and making of more students disciplined.

As seen table: 4.3 -item 6, respondents, students, teachers, and principals were asked to express their degree of agreement whether co-curricular activities could develop social skills of students. Accordingly, their responses 57 (37.2%) and 65 (42.4 %) of students, 20 (35.0%) and 25 (43.8%) of teachers, 3 (42.9%) and 3(42.9%) of principals said strongly agree and agree respectively. The rest respondents said disagree, strongly disagree and undecided co-curricular activities can serve the growth of social issues.

Based on the above table analysis result showed majority 65 (42.4%) of students, 25 (43.8%) of teachers and 3 (42.9%) of principals agree with co-curricular activities could develop social skills of students. In a similar way the mean scores of respondents about on the issues 4.01, 3.79 and 3.71 agree respectively confirmed on the above issue. Furthermore interview conducted with supervisors revealed that the co-curricular activities could develop social skills of students.

In table-4.3 -item 7, respondents, students, teachers and principals were asked to express their degree of agreement whether co-curricular activities associated with gains academic performance of students. Based on the responses 51 (33.3%) and 59 (38.5%) of students, 15 (26.3%) and 23 (40.3%) of teachers, 3 (42.9%) and 4 (57.1%) of principals said strongly agree and agree respectively co-curricular activities associated with gains academic performance of students. Based on the above table analysis result showed majority 59 (38.5%) of students, 23 (40.3%) of teachers and 4 (57.1%) of principals agree with co-curricular activities associated with gains academic performance of students. Similarly the mean scores of respondents about on the issues 3.78, 3.55 and 3.88 agree respectively confirmed on the above issue. From the above analysis, it can be concluded that the majority respondent's result indicated that co-curricular activities associated with gains academic performance of students in primary schools.

4.3.1 Student's Participation rate in Co-curricular Activities

Table-4.3.1: The student's participation rate in different co-curricular activities.

№	Item	Respondents	Participants in co-curricular activities	
			<i>f</i>	Percentage %
1	Mini media	Total =153	25	16.33
		<i>f</i> =25		
2	Anti-HIV/AIDS	Total =153	20	13.07
		<i>f</i> =20		
3	Environmental protection	Total =153	14	9.15
		<i>f</i> =14		
4	Tomorrows teachers	Total =153	11	7.18
		<i>f</i> =11		
5	Health protection	Total =153	13	8.49
		<i>f</i> =13		
6	Science and technology	Total =153	16	10.45
		<i>f</i> =16		
7	Civic and ethical education	Total =153	17	11.11
		<i>f</i> =17		
8	Social service	Total =153	7	4.57
		<i>f</i> =7		
9	Red cross	Total =153	18	11.76
		<i>f</i> =18		
10	Sport	Total =153	28	18.30
		<i>f</i> =28		

Source: students survey, 2019

Note: *T*= total respondents of students, *f*= frequency and %= Percentage.

As shown in table -4.3.1, the participation rate of respondents indicated that (4.57%) social service, (11.76%) of red Cross, (16.33%) of participant's min-media, (8.49%) of health protection, (13.07%) of anti HIV/AIDS, (7.18%) of tomorrow's teachers, (10.45%) science and technology, (9.15%) of environmental protection, (11.11%) civic and ethical education and (18.30%) sport clubs. Majority of participant's

respondent indicated that above analysis shown that sport, min-media and Anti-HIV/AIDS from total participants of students. However, only five clubs were common in all sample schools: Red-Cross, anti HIV/AIDS, Tomorrows teachers, sport, civic and ethical were presented. The rest were specific to some schools or merged with other clubs). This implies clubs were organized based on the directory from primary education and also based on the interest of the schools.

The interview held with woreda supervisors and documents review revealed that the dominant clubs functioning in schools were Anti-HIV/AIDS, Mini Media, Tomorrows teachers, Sport, Civics and Ethical club. They added that, even though there are more than 12 different clubs organized at the beginning of annual schooling time in school, their activities and services were insignificant

4.4 Challenges that affect implementation of co-curricular activities

Co-curricular activities can be affected by different problems in the schools. Every activity of club or con-club can be affected by different internal and external factors of the schools. From our case, let we focus on the internal problems of the schools that have their own influence of co-curricular activities.

Table -4.4: Challenges that affect implementation of co-curricular activities

№	Item	Responden	Likert scale										
			5		4		3		2		1		Mean
			f	%	F	%	F	%	F	%	F	%	
1	Inadequate facilities and absence of equipment	Students	50	32.6	61	39.8	22	14.3	11	7.1	9	5.8	3.84
		Teachers	14	24.5	20	35.0	12	21.0	5	8.7	6	10.5	3.50
		Principals	2	28.6	3	42.9	1	14.3	1	14.3	-	-	3.79
2	Less students’ participation in co-curricular activities	Students	55	36.2	64	41.6	18	11.4	6	4	10	6.7	3.97
		Teachers	20	35.0	19	33.3	11	19.2	3	5.2	4	7.0	3.80
		Principals	3	42.9	4	57.1	-	-	-	-	-	-	3.85
3	The less interest, of teachers to participate in co-curricular activities	Students	59	38.5	67	43.7	13	8.4	9	5.8	5	3.2	4.07
		Teachers	19	33.3	23	40.3	12	21.0	1	1.7	2	3.5	3.87
		Principals	3	42.9	2	28.6	2	28.6	-	-	-	-	3.80
4	Lack of co-operation among the members of the co-curricular activities	Students	63	41.1	55	35.9	17	11.1	7	4.5	11	7.1	3.96
		Teachers	23	40.3	19	33.3	10	17.5	2	3.5	3	5.2	3.76
		Principals	3	42.9	3	42.9	1	14.3	-	-	-	-	3.86
5	Lack of effective monitoring and guidance	Students	66	30.7	46	43.1	24	15.4	9	5.8	7	4.5	3.89
		Teachers	25	22.6	14	40.3	10	22.6	3	6.5	4	8.1	3.63
		Principals	2	28.6	3	42.9	1	14.3	1	14.3	-	-	3.64
6	Financial problems	Students	50	32.6	62	40.5	22	14.3	12	7.8	7	4.5	3.87
		Teachers	14	24.5	24	42.1	10	17.5	6	10.5	3	5.2	3.60
		Principals	2	28.6	3	42.9	2	28.6	-	-	-	-	3.57
7	Some teachers are not willing to work together with students	Students	49	32.0	61	39.8	23	15.0	13	8.4	7	4.5	3.89
		Teachers	13	22.8	25	43.8	9	15.7	6	10.5	4	7.0	3.65
		Principals	3	42.9	4	57.1	-	-	-	-	-	-	3.57
8	There is a shortage of training on co-curricular activities	Students	61	39.8	52	33.9	21	13.7	12	7.8	7	4.5	3.88
		Teachers	16	28.0	24	42.1	9	15.7	3	5.2	5	8.7	3.73
		Principals	2	28.6	3	42.9	1	14.3	-	-	-	-	3.36
9	Teachers work load problem	Students	47	30.7	65	42.4	24	15.6	12	7.8	5	3.2	3.95
		Teachers	14	24.5	19	33.3	11	19.2	10	17.5	3	5.2	3.73
		Principals	2	28.6	4	57.1	1	14.3	-	-	-	-	3.57
10	Lack of incentive and support	Students	62	40.5	50	32.6	25	16.3	12	7.8	4	2.6	3.91
		Teachers	20	35.0	15	26.3	9	15.7	9	15.7	4	7.0	3.45
		Principals	3	42.9	3	42.9	1	14.3	-	-	-	-	3.51

Source: students, teachers and principals survey, 2019

According to item 1-on table 4.4, respondents were in adequate facilities and absence of equipment can affected the implementation of effectiveness of co-curricular activities. Based on this majority 61 (39.8%) of students, 20 (35.0%) of teachers and 3(42.9%) of

principals rated as agree to there were in adequate facilities and absence of equipment in school and it brought can affect actively participation in different co-curricular activities. This put as a one reason for low level of practical implementation of co-curricular activities. In line with this, the mean value of students, teachers and principals were 3.84, 3.50 and 3.79 respectively confirmed that in adequate facilities and absence of equipment can affected the implementation of co-curricular activities. Almost similar results were obtained from the interview. Regarding with this, Guthrie and Reed (1999), also suggested that co-curricular activities cannot be organized and operated without sufficient resources being allocated to them. In addition to this study finding by Mesayneh Eshetu (2008) and Rahel Gebrestadik (2012) revealed that in those the in adequate of facilities and absence of equipment and supplies were found to be some of the challenges of successful implementation of co-curricular activities in the schools. To check the existed facilities for CCAs, researcher conducted practical checking on the spot. It was observed that in all sample schools had foot ball and volley ball, mini-media, laboratory, library, National flag and staff room. But unable to use the facilities that are found in schools compound. Therefore, this way negatively affected the implementation of the co-curricular activities in schools.

As it can be seen from the item -2 on the above table -4.4 respondents were asked participation of students in co-curricular activities. In this regard majority 55 (35.9%) and 64 (41.8%) of students responded strongly agree and agree, 20 (35.0%) and 19 (33.3%) of teachers did given responded strongly agree and agree and similarly 3(42.9%) and 4 (57.1%) of principals responded strongly agree and agree said respectively.

Therefore, from the above analysis most government primary school students are involved at least in one co-curricular activities of the beginning of annual schooling time organized and start functioning. But their participation have been weakening as time goes and become very less. The document held with researcher confirmed that students actively involved in co-curricular activities at the beginning but there participation becomes decline.

From the above analysis, it can be concluded that the participation of students as whole in co-curricular activities was low.

Based on table 4.4 item 3 of the above table described that the challenges that affected the effectively implementation of co-curricular activities responded 59 (38.5%), 67 (43.7%) of students, 19 (33.3%), 23 (40.3%) of teachers and 3 (42.9%) and 2(28.6%) of principals respectively responded strongly agree to agree. From this resulted concluded that majority of students, teachers and principals reported low interest of teachers one of the hindering factor for the implementation of co-curricular activities. The mean value of students, teachers and principal activities 4.07, 3.87 and 3.80 respectively confirmed low interest of teachers to participate co-curricular activities.

This finding is consistent with the earlier results reported by Rahal (2012) and DejeneTefera (2006) found that low interest of students and teachers was one factor that affects the implementation practice co-curricular activities in primary school.

In table 4.4, item-4, respondents were asked whether lack of co-operation among the members of the co-curricular activities. Accordingly, majority 63 (41.1%) and 55 (35.9%) of students and 23 (40.3%) and 19(33.3%) of teachers said strongly agree and agree respectively. But majority of 3 (42.9%) of principals said strongly agree and agree on the issue.

The mean value of students, teachers and principals 3.96, 3.76 and 3.86 respectively. From this, it was convenient to say that there were lacks of co-operation among the members in primary schools affect implementation of co-curricular activities. Based on this majority of (41.7%) of students, (38.7%) of teachers and majority (42.9 %) of principal rated agree that lack of co-operation among the members to affect the implementation of co-curricular activities.

Generally, based on the respondents result lack of co-operation among the members of co-curricular activities affected by proper implementation of co-curricular activities.

In the case of item 5, on table 4.4, respondents were asked to decide whether the lack of effective monitoring and guidance to effect on the school the implementation of co-curricular activities. Accordingly, their responses by percentage majority 66 (43.1%) of students, 25 (43.8%) of teachers and 3 (42.9%) of principals reported that lack of effective monitoring and guidance.

In this regard, the mean scores of students, teachers and principals were 3.89, 3.63 and 3.64 respectively, showed there was the problem of lack of monitoring and guidance in enhancing co-curricular activities. From this it can be concluded that lack of effective monitoring and guidance is one of the hindered factors in co-curricular activities in primary schools.

With regards to item 6 on table 4.4, researchers asked the respondents whether the financial problems of primary schools affect the practice and implementation of co-curricular activities or not. Regarding this, the majority of respondents which were (40.5%) of students, (42.1%) of teachers and (42.9%) of principals rated to agree on the issues. In line with this the mean values of students, teachers and principals and vice principals 3.87, 3.60 and 3.57 respectively confirmed that the financial problem. Therefore, from the above analysis, it was convenient to conclude that the financial problems of primary school affect the implementation of co-curricular activities.

In similar manner the interview responses majority of superiors suggested that there were lacks of the budget were the major factors affecting implementation of co-curricular activities in primary school. In line with this, the research study of Jha. et, al (2004) pointed out that limitation on educational budget and inadequacy materials were the critical problems for successful implementation of co-curricular activities in primary schools.

Based on table 4.4 item 7 of the above table described that the challenges that affected the effective implementation of co-curricular activities responded 49 (32.0%), 61 (39.8%) of students, 13 (22.8%), 25 (43.8%) of teachers and 3 (42.9%) and 4 (57.1%) of principals respectively responded strongly agree to agree on the issues. From this resulted concluded that the majority of students, teachers and principals reported that some teachers are not willing to work together with students one of the hindering factors for the implementation of co-curricular activities. The mean value of students, teachers and principal 3.89, 3.65 and 3.57 respectively confirmed teachers are not willing to work together with students, co-curricular activities in the primary schools. In this case we can decide based on the respondents reported that most teachers are not willing to work

together with students. But to generalize broadly, this issue requires additional investigation.

In table 4.4 item 8 asked the respondents whether a shortage of training on co-curricular activities of primary schools affect the practice and implementation of co-curricular activities or not. Training is an important factor in implementing CCAs; this is because there is a widely different approach in the implementation process. Also training can comprise experience sharing within the school and with neighboring schools. Regarding this, the majority of respondents which were (39.8%) of students, (42.1%) of teachers and (42.9%) of principals rated to agree on the issues. In line with this the mean value of students, teachers and principals 3.88, 3.73 and 3.36 respectively confirmed that the shortage of training on co-curricular activities. The present study consistent results with the earlier research funding by an unpublished MA thesis of Rahel Geberstadik (2012) and Kenenisa Assfa (2016); majority of teachers were not trained to co-curricular activities. It is similar to the study in Nepal; teachers were not trained in practical skill support students on co-curricular activities. Not having skills in practical things makes difficult to support students (Balku, Katmandu, 2004). For untrained teachers it might be difficult to lead, facilitate co-curricular activities.

From the above analysis, it was concluded that shortage of training on co-curricular activities of primary school affect the implementation of co-curricular activities.

According to item 9-on table 4.4, respondents were teachers work load problem can affect the implementation of effectiveness of co-curricular activities. Based on this majority 65 (42.4%) of students, 19 (33.3%) of teachers and 4 (57.1%) of principals agree that on the issues until there was teachers work load problem in school and it brought can affect actively participation in different co-curricular activities. In line with this, the mean value of students, teachers and principals were 3.95, 3.73 and 3.57 respectively confirmed that teacher's work load problem can affect the implementation of co-curricular activities.

As shown in table 4.4. Item-10 indicates, students, teachers and principals respondents were asked about their view on lack of incentive and support in co-curricular activities. In

this case 62 (40.5%) of students, 20 (35.0%) of teachers and 3 (42.9%) of principals which was strongly agree on the issues. In similar case the mean scores of students, teachers and principals were 3.91, 3.45 and 3.51 respectively confirmed that lack of incentive and support in schools. Generally from total respondents reported showed that one of the hindered factors co-curricular program due to lack of incentive and supports in concern bodies in government primary schools.

Moreover, the key informants of this study confirmed the results of the survey questionnaire true. The result of the interview can be further described as follows. With regard to the challenges that affect implementation of co-curricular activities

I₁ noted, “There is no effective guidance in our school to implement co-curricular activities. Meanwhile, there are no sufficient instruments.”

I₂ said, “In our school, there is no classroom which is assigned to CCAs. Similarly, teachers are not interested in implementing CCAs in our school.”

I₃ said, “Teachers and students are based on intensive. As the result, they lack interest. On the other hand, insufficient budget affects the effectiveness of CCAs implementation.”

I₄ said, “Some students give priority for particular co-curricular activities. Mostly, they are interested in CCAs that initiate them to get income and teachers work load problem.”

I₅ stated, “ one of the challenges that affect implementation of co-curricular activities is not giving CCAs as a subject and no training on the practice CCAs ”

I₆ said, “Lack of enough facilities is one of the challenges that affect the implementation of CCAs in our school and there is no effective evaluation of CCAS. The principals do not give value on the implementation, however; they see only the plan of CCAs.”

Furthermore, the information gained from interview and document analysis showed that there was no training on the practice and implementation of CCAs that held for school community.

From this one can conclude that giving training on practice and implementation of CCAs is a crucial issue for the better achievements of co-curricular activities and to maximize the practical participation of students.

Regarding this, the study also attempts to see the documents and the schools time table. For this in all sampled school there were no time tables or schedule which showed lack of co-operation among the member of co-curricular activities, having no classroom for CCAs, some teachers are not willing to work together with students', lack of effective monitoring and guidance and finial problems affect the implement of co- curricular activities in government primary schools.

CHAPTER FIVE

5. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with a summary of the major findings, the conclusions and recommendations of the study.

5.1. Summary of major findings

The main purpose of this study was to assess the practices and challenges of co-curricular activities in Hadiya zone government primary schools and recommending possible solutions. The study also tried to answer the following basic questions

- 1 What is the current status of implementation of co-curricular activities in government primary schools of Hadiya Zone
- 2 How do teachers and students perceive the benefit of co-curricular activities?
- 3 What challenges affecting the implementation of school co-curricular activities in Hadiya Zone government primary schools?

In order to address the questions specified above a survey research was conducted in seven selected government primary schools. Relevant and related literatures were reviewed. Questionnaires and the interview guide were prepared and documents were investigated and analyzed. Questionnaires were first evaluated by advisors and pilot tested on some respondents which were not included in the study to validate the questions. The open ended types of questions used. Moreover, 153 students, 57 teachers 7 principals and 6 supervisors were taken from selected schools to fill the questionnaires using, simple random sampling technique and purposive sampling techniques. Six supervisors were selected in for an interview and addition to the club files, CCAs reports and related files were reviewed. The obtained quantitative data were analyzed using SPSS version 21, frequency, percentage, mean, one the independent sample were used for analysis.

5.1.1. Characteristics of the Respondents

Results obtained from background information of the respondents have revealed that the majority of respondents were male, which accounts 41.8% for students and 91.9% of

teachers. From total, it was also evident that most of the respondents of this study were found in one sex category (male). Secondly, the age distribution of students 102 (66.6%) of the students were between 11-15 years and the rest 51 (33.3%) of students the age 16 years and above.

Thirdly, the respondents were years experience that was (31.5%) of teachers, (28.5%) of principals and (47.3%) of teachers, (83.3%) of principals served in the school between 5-10 years and above 10 years experience respectively. This shows that there is dispersed distribution of years of teachers and principals staying in the schools, convincing that they have more chance of having experience sharing regarding organizing and leading CCAs with good understanding in the context of the school environment.

Finally, the respondents were in academic qualification that 82.4 % of teachers were diploma holders and 100 % of principals, and 100% of supervisors were first degree holders. The majority of the teachers were diploma holders..

5.1.2 The current practice of schools in co-curricular activities

Based on the findings of the study, the majority of students, teachers and principals responded that, the school gives attention for co- curricular activities were medium, Concerning awareness on co- curricular activities the study revealed that the majority of school principals resulted shown the sauciness level in co-curricular activities more than students and teachers. This was because most of the school co- curricular activities lead by non- trained teachers, for this reason students do not aware, the level of current implementation of co- curricular activities was medium, low practice CCAs currently and did not effective in the schools, medium level of encouragement provided by school management for enhancing CCAs low chance given to students co-ordinate co-curricular activities.

5.1.3 Students and teachers perception of the benefits of co-curricular activities

Based on the findings majority of students, teachers and principals agree with co-curricular activities growth of different social issues of students, the majority students, teachers and principals respondents strongly agree and agree on students participation in

co-curricular activities have high benefits of students, the majority students, teachers and principals respondents rated agree co-curricular activities strength the relation between teachers and students, benefits of co-curricular activities can help to develop personality and self- direction, discipline and minimize the drop rate of students, could develop social skills of students.

Generally, the majority of respondents express positive feelings co- curricular activities and educational benefits.

5.1.4 Challenges that affect implementation of co-curricular activities

Students, teachers and principals said that there was high shortage of facility; one of the reasons why they do not participate in schools club is shortage of facilities in school compound. They said shortage of equipments in the school brought the inactive participation in different clubs. Generally, the study depicted the following major problems that encountered challenge in the practice and implementation of co-curricular activities in government second cycle primary school. Accordingly, in adequate facilities and absence of equipment in school, less students participation co-curricular activities, less interests of teachers to participate co-curricular activities, lack of co- operation among the members of co- curricular activities, lack of effective monitoring and guidance, finial problems, a shortage of training on co- curricular activities, teacher's work load problem, and lack of incentive and support affect the implement of co-curricular activities.

5.2 Conclusions

After going through a detailed analysis, the study deduced the following conclusions: Organizing the co-curricular activities has been the first task of all before implementation process. For organizing co-curricular activities there is no strong common force that initiates students to participate and teachers to play their role in guiding and encouraging the activities due to lack of necessary guiding materials. For the implementation process which was identified in this study that no responsible body is in a position to persuade that co-curricular activities practiced in the schools are in a status to ensure all round development of students. So, students are not successful to achieve a balanced all round development mentally, physically, psychologically, socially and emotionally. The most influential problems of in the implementation of CCAs are lack of budget and material facilities. Finance and structural problems are also hindering factors. High teaching load, participation problems related to interest and awareness, lack of training, evaluation and reinforcement problems and social problems in the clubs are challenging issues for the implementation of CCAs in the schools. There is also, no proper selection and identification of most important and target full co-curricular activities in the schools. All types of co-curricular activities are not required lot of facilities and finance. In general, there is a weak implementation of co-curricular activities in the government primary schools of Hadiya zone. Therefore, it can be concluded that unless those factors hindering CCAs implementation were improved, the goal of CCAs will not be achieved

5.3 Recommendations

Depending on the finding of the study and conclusion derived so far, the following recommendations were forwarded to improve co-curricular activities.

- The practice of current implementation of co-curricular activities needs improvement to start raising awareness of students and teachers and giving more chance for students to lead school clubs. It would be better if awareness should be built enough continuously about in the school level.
- There should be adequate guidance and support, incentive and reward giving practices for better achievement of CCAs school community and Woreda education offices for teachers and students.
- For the effective practice and implementation of CCAs, another alternative was reducing factors influencing the implementation of CCAs. In this case, the first options used were allocating budget for schools to strength the practice and implementation of CCAs, providing off job training on CCAs so as to increase CCAs status. The school principals and woreda education office should search for nongovernmental organization that may support the effort made to improve CCAs in addition to the government budget.

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APPENDIX- 1

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES DEPARTMENT OF CURRICULUM AND INSTRUCTION

Questionnaire to be prepared for students, teachers and Principals

Dear respondents

The purpose of this questionnaire is to collect information on the practices and challenges in implementation of co-curricular activities in your school. Hence you are kindly requested to give genuine and clear responses that reflect your opinion for each question. Your responses will be kept confidential and used only for academic purpose. Please do not mention your identity in any page of this questionnaire.

The purpose of this questionnaire to collect data from your experience in co-curricular activities of the school to examine for a thesis entitled practices and challenges in implementation of co-curricular activities in Hadiya, Zone Government Primary schools.

The quality of the research out-put will be depended on the information that you give. Therefore, the researcher politely request you to give genuine information on the matter that you are requested .Hence you are kindly requested to provide your response for all questions. Your responses will be kept confidential and used only for academic purpose.

General direction

1. You do not need to write your name.
2. Read all the instructions before attempting to answer the questions.
3. There is no need to consult others to fill the questionnaires.
4. Provide appropriate response by using a tick “✓” “in the boxes that fit your opinion for answering the objective questions. (More than one answer is possible when necessary).
5. Write your opinion briefly for answering the open-ended questions.

Thank you in advance for your Cooperation!

Part I: Background information

1. Name of Wordea _____

2. Name of school_____

3. Respondent category

A. Students ☐ B. Teachers ☐ C. Principals ☐

4. Sex A. male ☐ B. female ☐

5 Age in year's _____

6 Your grade level_____

7. Educational Background

A. Grade 5-8 ☐ B. Certificate C. Diploma ☐ D. First degree ☐ E. Second degree ☐

7. Work experience A.1-5 ☐ B. 6-10 ☐ C. 11-15 ☐ D. 15-20 ☐ E. above 20 ☐

Part II. The current practices and participation of schools co-curricular activities

You are kindly requested to show your level of fillings by making a tick, ranging 1-1.49= very low 1.5-2.49= low, 2.5-3.49= medium, 3.5-4.49= high, 4.5-5.00= very high

No	Items	1	2	3	4	5
1	To what extent the schools give attention for co-curricular activities or clubs					
2	How do you express on your awareness level about co-curricular activities					
3	The level of current implementation of co-curricular activities in your school context?					
4	The current practice of co-curricular activities in school					
5	The level of encouragement provided by school management for enhanced CCAs					
6	How do you evaluate the chance given to students to coordinate co-curricular activities					
7	Co-curricular activities are implemented well and I am satisfied					

If any other perceptions , please list of them_____

Part III. Teachers and students perception on the benefits of co-curricular activities

The following are the indicators of perception about the usefulness of Co-curricular activities. Please evaluate your agreement by putting "√" on each of the following statements according to your school.

5: Highly agree 4: Agree 3: Undecided 2: Disagree, 1: Highly disagree

No	Items	5	4	3	2	1
1	It can serve for the growth of on different social issue of students					
2	I think that the participation in co-curricular activities has high benefits for students					
3	It strengthen on the relationships between students and teachers					
4	It can develop all personality and self-direction of students					
5	Co-curricular activities assisted school discipline and minimize drop rate of students					
6	Co-curricular activities could develop social skills of students					
7	Co-curricular activities assisted academic performance of students					

If any other perceptions , please list of them_____

Part V. Challenges that affect implementation of co-curricular activities

1. What are the major factors that negatively affect the implementation of Co-Curricular Activities in your school? More than one answer is possible

A. Low awareness Level of Principals

B. Low awareness Level of teachers

C. Low awareness Level of students

D. Low interest of teachers

E. Low interest level of students

F. Low motivation Level of teachers

2 The following are the major challenges (factors) that affect implementation of Co-curricular activities. Please rate them in order of their level by putting "√" according to your school context.

5: Highly agree 4: Agree, 3: Undecided, 2: Disagree, 1: Highly disagree

No	Activities	5	4	3	2	1
1	Inadequate facilities and absence of equipment's can affect the effectiveness of co-curricular activities					
2	Less students participation in co-curricular activities					
3	Less interest of teachers to participate in co-curricular activities					
4	Lack of co-operation among the members of the co-curricular activities					
5	Lack of effective monitoring and guidance					
6	Financial problem					
7	Some teachers are not willing to work together with students					
8	There is a shortage of training on co-curricular activities					
9	Lack of effective and guidance					
10	Lack of incentive and support					

If any other perceptions, please list of them_____

APPENDIX- 2

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES DEPARTMENT OF CURRICULUM AND INSTRUCTION

Interview held with school Supervisors

Part I: Introduction: Greeting!!!

The aim of this interview is to investigate issues related on the practices and challenges in implementation of co-curricular activities Hadiya, Zone Government Primary schools. Your honest and genuine participation by responding to the questions prepared is highly appreciated and credited.

Date _____

Sex_____

Age_____

Qualification _____

Name of supervisors_____

Part II: Give your response to the questions in short, and precise.

1. What does the practices of co-curricular activities look like in your school?

2. What are the major challenges face in participating and implementing co-curricular activities?

3 How co-curricular activities (clubs) are managed, supervised and evaluated in your school?

4 What strategies do you apply in monitoring and giving feedback for the school club activities?

5 According to your school context, what are the major contributions of co-curricular activities on students' academic achievements? -----

APPENDIX- 3

በአዲስ አበባ ዩኒቨርሲቲ የስነ-ትምህርት እና ስነ-ባህሪ ጥናት የትምህርት ክፍል

የድህረ ምረቃ ፕሮግራም

በተማሪዎች የሚሞላ መጠይቅ

የጥናቱ ዓላማ በሀድያ ዞን 1ኛ ደረጃ ት/ቤቶች የተጓዳኝ ትምህርት አፈጻጸም ተግባርና እየገጠሙ ያለ ችግሮችን በመለየት የሚረዳ መረጃን መስብሰብ ነው። ይህ መጠይቅ የተዘጋጀው በትምህርት ቤታችሁ የሚከናወነውን የተጓዳኝ ትምህርት እንቅስቃሴ ላይ ያለችሁን አስተያየትና እና እሳቤ ማግኘት ነው ። ከጥናቱ የሚገኘው መረጃ ሚስጥርነቱ ተጠብቆ ለትምህርት አገልግሎት ብቻ ነው የሚውለው። ስለዚህ የእርስዎ ያላንዳች ተፅዕኖ ያላዎትን ሐሳብ ሆነ አስተያየት በልበ መሉኑን መግለፅዎት ለጥናቱ መሳካት እስተዋፀኦል ትልቅ ነው።

ስምዎትን መፃፍ አይጠበቅብዎትም

ስለትብብር እናመሰግናለን

ክፍል አንድ:-የግል መረጃ

1.1. የትምህርት ቤቱ ስም-----

1.2. ጾታ ወንድ ☐ ሴት ☐

1.3. የክፍል ደረጃ-----

1.4. እድሜ -----

1.5 የትምህርት ደረጃ ደረጃ-----

ክፍል ሁለት፡- ለሚከተሉት ጥያቄዎች መልሱን የ"እ" ምልክት በማድረግ ያመልክቱ

ሠንጠረዥ1፡- ከዚህ አንፃር ቀጥሎ ባለው ሰንጠረዥ ውስጥ ለቀረቡ ጥያቄዎች የምትስማሙበትን ወይም የማትስማሙበትን ደረጃ የ("እ") ምልክት በመፃፍ እንደሚከተለው መልሱ፡፡

5=በጣም እስማማለሁ 4=እስማማለሁ፣ 3= አልስማማም፣ 2=በጣም አልስማማም፣

1= መወሰን አልችልም

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
1	ትምህርት ቤቱ ለክበባት የሚሰጠው ትኩረት እንዴት ይገልጽታል?					
2	ስለተጓዳኝ ትምህርት /ክባብት/ እንቅስቃሴ ያለው/ሽ ግንዛቤ እንዴት ይገልጽታል?					
3	በት/ቤት ደረጃ የክበባት አተገባበር /የስራ እንቅስቃሴ/ እንዴት ትገመግመለህ/ለሽ?					
4	በአሁን ወቅት በትምህርት ቤቱ ያለውን የክበባት አተገባበር እንዴት ይገልጽታል?					
5	የት/ት አመራሮች በክበባት አተገባበር ላይ ያለቸው ተነሳሽነት					
6	በት/ቤቱ ለተማሪዎች በክበባት እንዲሰተፉ የሚሰጣው እድል እንዴት ይገመግሙታል					
7	የት/ቤታችን የክበባት እንቅስቃሴ ጥሩ ስለሆነ ደስተኛ ነኝ					

በት/ቤታችሁ የክበባት እንቅስቃሴ ላይ ማንኛውም ሃሳብ/ አስተያየት/

ካላችሁ ከዚህ በታች በተዘጋጀላችሁ ሁባዶ ቦታ ላይ ጻፉ፡፡ -----

ክፍል ሦስት፡- ለሚከተሉት ጥያቄዎች መልሶን የ"አ" ምልክት በማድረግ ያመልክቱ

ሠንጠረዥ 2፡- ከዚህ አንፃር ቀጥሎ ባለው ሰንጠረዥ ውስጥ ለቀረቡ ጥያቄዎች የምትስማሙበትን ወይም የማትስማሙበትን ደረጃ የ("አ") ምልክት በመፃፍ እንደሚከተለው መልሱ፡፡

5=በጣም እስማማለሁ 4=እስማማለሁ፣ 3= አልስማማም፣ 2=በጣም አልስማማም፣

1= መወሰን አልችልም

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
1	ተማሪዎች በተለያዩ ማህበራዊ ጉዳዮች ላይ በቂ እውቀት እንዲያደብሩ ያደርጋል					
2	ተማሪዎች በተጓዳኝ ትምህርት እንቅስቃሴ ተሳትፎ መድረጋቸው ከፍተኛ ጠቀሜታ አለው					
3	የተጓዳኝ ትምህርት እንቅስቃሴ ተሳትፎ የተማሪዎችና የመ/ራንን ግንኙነት ያጠነክራል					
4	የተጓዳኝ ትምህርት እንቅስቃሴ የተማሪዎችን ስብዕና እና በራስ መተመማንን ያሰድጋል					
5	የተጓዳኝ ትምህርት እንቅስቃሴ የተማሪዎችን ማጠነጣጠን ያቀናጃል					
6	የተጓዳኝ ትምህርት በት/ቤት ውስጥ መልካም ባህልን ይገነባሉ					
7	ተጓዳኝ ትምህርት የተማሪዎችን የት/ት ብቃት መተመማንን ይገመግመል					

በት/ቤታችሁ የክበባት እንቅስቃሴ ላይ ማንኛውም ሃሳብ/ አስተያየት/

ካላችሁ ከዚህ በታች በተዘጋጀላችሁ ሁባዶ ቦታ ላይ ጻፉ፡፡ -----

ክፍል አረት፡- በተማሪዎች የተጓዳኝ ትምህርት እንቅስቃሴ ላይ ተፅዕኖ ሊያደርጉ ይችላሉ ተብሎ የተገመቱ ጉዳዮችን በተመለከተ ይሆናል።

1 በትምህርት ቤት የተጓዳኝ ትምህርት አፈጻጸም ላይ አለታዊ ተጽዕኖ የሚሆኑ ምክንያቶች ምን ምን ናቸው ብሆኑ ያምናሉ (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ.የርዕስ መምህራን የግንዛቤ እጥረት ለ.የመምህራን የግንዛቤ እጥረት
 ሐ.የተማሪዎች የግንዛቤ እጥረት መ.የመምህራን የፍላጎት ማነስ
 ሠ.የተማሪዎች ፍላጎት ማነስ ረ.የመምህራን የተነሳሽነት ችግር

2. ቀጥሎ የተዘረዘሩት ነጥቦች ተማሪዎች በተጓዳኝ ትምህርት ለሚኖራቸው ተሳትፎ ተፅዕኖ ሊያደርጉ ይችላሉ ተብሎ ይገመታል፡

ሠንጠረዥ3፡- ከዚህ አንፃር ቀጥሎ ባለው ሰንጠረዥ ውስጥ ለቀረቡ ጥያቄዎች የምትስማሙበትን ወይም የማትስማሙበትን ደረጃ የ("X") ምልክት በመፃፍ እንደሚከተለው መልሱ፡፡

5 = በጣም እስማማለሁ, 4 = እስማማለሁ, 3 = አልስማማም 2 = በጣም አልስማማም
 1= መወሰን አልችልም

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
1	የተጓዳኝ ትምህርት እንቅስቃሴን ወጤታማ የሚያደርግ በቂ ቁሳቁስ እና ምቹ ሁኔታ አለመኖር					
2	በክባብ የተማሪዎች ተሳትፎ ዝቅተኛ መሆን					
3	በክባብ ለመሳተፍ ያለው የመ/ራን ፍላጎት አነስተኛ መሆን					
4	በክባብ አበላት መካከል ያለው ቅንጅት አነስተኛ መሆን					
5	የክትትልና ድጋፍ አነስተኛነት					
6	የበጃት /ገንዘብ/ እጥረት					
7	አንዳንድ መምህራን ከተማሪዎች ጋር መስራት አይወዱም					
8	የተጓዳኝ ትምህርት እንቅስቃሴን በተመለከተ የስሌጠና እጥረት አለ					
9	የተጓዳኝ ትምህርት እንቅስቃሴን በበቂ ሁኔታ ለማካሄድ አብዛኛዎቹ ክብባት መመሪያና ደንብ የሊቸወም					
10	የክባባት እንቅስቃሴ ይገመገማል, ማበረታቻም ይደረጋል					

ተጨማሪ ሀሳብ ካለህ/ሽ ከዚህ በታች በለው ክፍት ቦታ ጻፉ/ፈ፡፡ -----

ክፍል አምስት፡- የተማሪዎች የክባባት ተሳትፎና የትምህርት ዉጤት ግንኙነት በተመለከተ

1. በአሁን ወቅት በት/ቤታችሁ ተሳትፎ በሚታደርጉበት ክባብ ላይ የ(✓) ምልክት አድርግ/ጊ

ተ.ቁ	የክባባት ዝርዝር	እሳተፋለሁ	አልሳተፍም
ሀ	ሚኒሚዲያ ክባብ		
ለ	ፀረ-ኤድስ ክባብ		
ሐ	የአካባቢ ጥበቃ		
መ	የነገዉ መምህር		
ሠ	የጤና ክባብ		
ረ	ሣይንስና ቴክኖሎጂ		
ሰ	ስነ-ዜጋና ስነምግባር		
ሸ	የበጎ አድረጎት		
ቀ	ቀይ መስቀል		
በ	ስፖርት		

ስለ ተጓዳኝ ትምህርት በአንደኛ ደረጃ ት/ቤት ቀጣይነት ላለዉ የትምህርት ጥራት

ያላቸሁን ተጨማሪ ሐሳብ ባፋ/ፈ. -----

Summary of total teachers and second cycle primary students in two wordas and one city administrations primary schools.

School	Sex of students		Total	Sex teachers		Total	Woreda
	Male	Female		M	F		
Danema Kutur Andi	12	14	26	10	2	12	Mirab Badewacho
Elifeta	14	20	24	10	-	10	Mirab Badewacho
Hawora	8	10	18	4	-	4	Mirab Badewacho
Shone Kutur Andi,	16		27	10	3	13	Shone city administration
Lalogaribe	11	8	19	5	-	5	Shone city administration
Ajeba	7	14	21	8	-	8	Misrak Badewacho
Jariso	12	6	18	5	-	5	Misrak Badewacho
Total	64	89	153	52	5	57	

Summary of grade selected second cycle primary students in two wordas and one city
adminstraion

№	Wordas	schools	Grade										
			5		6		7		8		5-8		T
			M	F	M	F	M	F	M	F	M	F	
1	Mirab Badewacho	Danema	4	5	3	6	3	1	2	2	12	14	26
		Kutur Andi											
		Elifeta	3	7	5	8	2	3	2	2	14	20	24
		Hawora	2	3	3	2	1	2	3	3	8	10	18
2	Shone city administration	Shone Kutur Andi,	2	3	4	6	3	7	7	11	16		27
		Lalogaribe	1	3	3	2	4	1	3	2	11	8	19
3	Misrak Badewacho	Ajeba	2	5	1	3	3	2	1	4	7	14	21
		Jariso	3	2	4	1	2	2	3	1	12	6	18

Declaration

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

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Signature:

Place and time of submission: Addis Ababa University, October, 2019

This research has been submitted for examination with my approval as University

Adviser:

Name: Akalewold Eshate (Ph.D)

Signature:
