



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE CONTRIBUTIONS OF CO-CURRICULAR ACTIVITIES FOR
STUDENTS' LEARNING IN PRIVATE PRIMARY SCHOOLS OF LIDETA
SUB CITY, ADDIS ABABA

MA THESIS

BY

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June 2025

Addis Ababa, Ethiopia

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SUB CITY, ADDIS ABABA

THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT,
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING AND
MANAGEMENT

BY

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June 2025

Addis Ababa, Ethiopia

DECLARATION

I, hereby, declare that this M.A. thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used for this thesis have been duly acknowledged.

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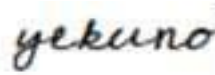
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APPROVAL SHEET

This is to certify that the thesis entitled “*The Contribution of Co-curricular Activities for Students’ Learning in Private Primary Schools of Lideta Sub-City*” submitted in partial fulfillment of the requirements for the Degree of Master of Arts with specialization in Educational Planning and Management, the Graduate Program of College of Education and Language Studies, has been carried out by Zemzem Osman Ali (GSK/2171/14), under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

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APPROVED BY: WE, THE EXAMINERS’ BOARD, APPROVE THAT THIS THESIS HAS PASSED THROUGH THE DEFENSE AND REVIEW PROCESS.

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ACKNOWLEDGEMENTS

I thank all my friends and family members who were on my side during the preparation of this thesis.

I am grateful to my advisor, Dr. Yekunoamlak Alemu, for his invaluable advice and guidance. He read every page of my research and advised me relentlessly. His unreserved support enabled me to complete this research paper. I thank him so much.

I also would like to thank my husband, Eng. Ahmed Salih, who was always on my side. His assistance and encouragement gave me strength.

Ato Murad Ahmed's assistance was timely and critical. He supported me in running the SPSS software without which the collected data would not have been analyzed. I thank him for his support.

Finally, I would like to extend my gratitude to my daughters, Hanan Ahmed and Lina Ahmed, for their uninterrupted encouragement during the period of my study.

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ACRONYMS/ABBREVIATIONS

ETP.....Education and Training Policy

FGDFocus Group Discussion

MOEMinistry of Education

NGONon Government Organization

NPONon Profit Organization

ABSTRACT

The objectives of this research are to understand the extent of co-curricular activities' contribution to students' learning, perception and commitment of school administrators, students' interest to the activities and major challenges of implementing co-curricular activities in private primary schools of Lideta Sub-City. The study was conducted on three private primary schools of Lideta Sub-City. A descriptive cross-sectional method was adopted using both quantitative and qualitative methods. The researcher used proportionate stratified random sampling method to conduct this research. The sample size of respondent teachers was determined utilizing Yemane's Equation (Yemane, 1973). To this end, questionnaires were dispatched to teachers and the collected data were run using SPSS Version 20 Software. Interviews were held with principals and supervisors, discussions were held with students and documents were examined. The collected data were analyzed quantitatively and qualitatively. The findings revealed that the contributions of co-curricular activities were highly acknowledged, students were highly interested to be engaged in co-curricular activities. The perception of principals was found good. The findings also showed that the implementation was partial and occasional, that school owners' commitment was low. Although majority of the teachers appreciate the contribution of co-curricular activities to students' learning, some of them lack clarity on co-curricular activities. The major challenges for implementation include lack of adequate space, material and budget; lack of commitment by school owners, non-committed follow up by education offices and lack of clarity of some teachers. Therefore, it is recommended that further training to teachers be organized with regard to co-curricular activities. It is also advisable to enforce private primary schools so that they acquire adequate working spaces and allocate budget for the activities. Finally, the number of co-curricular activities planned every year, and the corresponding rate of implementation of the plans have to be re-assessed by the relevant authorities. Therefore, further study is recommended to identify selected practicable co-curricular activities.

Keywords: Co-curricular Activities, Contribution, Implementation, Learning, Challenges

CHAPTER 1

INTRODUCTION

Lideta Sub-City is one of the administrative sub-cities of Addis Ababa. There are nineteen private primary schools in Lideta Sub-City. These schools teach regular classes based on government academic curriculum. But they are also expected to implement co-curricular activities in their schools. This study tries to assess the implementation and contributions of co-curricular activities to students' learning in these private primary schools.

1.1 Background of the Study

Co-curricular activities in schools are a variety of activities that help students develop social, intellectual, and moral skills, as well as their personality and character. Some examples of co-curricular activities include sports, art, book clubs, debate, drawing, academic clubs and the likes. Co-curricular activities somewhat appear ignored and neglected with much emphasis placed on academics. Objectives of education cannot be realized through academics alone. According to Canham & Ozigi (1984) a pure academician develops a lop-sided personality. This indicates that the objective of developing an all-round individual, therefore, would remain a far-off dream. Curricular and co-curricular activities are considered complementary, and they overlap one another in the daily routine of the school.

Parents get their children enrolled in schools in order to enrich them in learning the world around them. Some parents think better education is provided in private schools and, therefore, strive to see them in these schools as long as they can afford to pay the tuition fees. These parents do not necessarily compare, evaluate and propose the need and practice of co-curricular activities in these private schools. But learning could not be achieved only by attending classrooms, whether the schools are government or private. The introduction of informal and non-formal ways of teaching, in addition to the formal, is directly proportional to a higher level of learning. Such co-curricular activities motivate students to willingly immerse themselves in the activities thereby increasing learning interest.

Students could achieve numerous lifetime lessons through participating in co-curricular activities which are mainly exercised outside classrooms. They are helpful for students' overall

development because they allow learners to follow their dream and passion (Habber, 2006). They can open up the path to take teaching positions by demonstrating their talents at their early ages and this shall instantly help them to develop certain skills that could be foundational for their future life and career development (Winston et al., 2008).

Co-curricular activities are activities that are designed to help learners to get more knowledge, skills and competencies from their peers, club coordinators, amateurs, the school environment and etc. (Booth, 2008). Such activities are highly important to build students' self-confidence and they serve them as a bridge and/or platform to incubate their innate talents and aspirations (Madill, 2014). Hence, co-curricular activities should get school administrators' attention; so that learners could benefit much from them (Elias & Drea, 2013).

This study will try to assess which of the co-curricular activities, among those for which guidelines are forwarded to schools at the beginning of every academic year, are implemented, the frequency of their implementation and their contribution to students' learning in private primary schools of Lidea Sub-City.

The Bureau of Education of Addis Ababa City Administration forwards guidelines every year on the necessity of implementing co-curricular activities to all schools. These guidelines propose eight (8) co-curricular sectors. Each sector can organize one or more co-curricular clubs. The total number of proposed clubs by the Bureau is 21 according to the guidelines. The practice of organizing these clubs, however, seems so low in these private primary schools. This gap needs to be closely studied.

The purpose of this study is, therefore, to assess the practice of co-curricular activities in selected primary private schools of Lideta Sub-City and to evaluate their contribution to the learning-teaching process. From the conclusions drawn, recommendations will be made at completion of the research.

1.2 Statement of the Problem

To produce able students, who are industrious, problem solving, entrepreneurial and creative, the education system should be designed in a way that could meet certain specific learning outcomes. The schools' education system shall also be aligned to national, regional and international standards. To this effect, almost all countries in the world include co-curricular

activities to their respective education policies. Considering the benefits of these activities, Ethiopia included the need for the implementation of co-curricular activities in its educational policy (ETP, 1994; MoE, 2010).

The practices of these co-curricular activities, however, have been reported by scholars as disappointing. Berbada and Panigrahi, in their research, assert that the trend in their research sites showed that school principals and/or vice principals assign teachers as coordinators of certain clubs and urge them to register some members in each club. Then, they will receive their report inside the first two or three months after the commencement of the school year but discontinue their follow ups there after (Berbada & Panigrahi, 2012).

Although to be further investigated and studied in this research, the general trend of the practices of co-curricular activities in many schools are not given the required level of attention they deserve to get. Detamo researched that in most cases, such activities were done seasonally and they were required to fulfill certain standards of the Bureau of Education or its lower level offices such as zone, Sub-City of Wereda offices (Detamo, 2018). In some instances, the students themselves operate some clubs by their own initiations by which the desired learning could not be attained. However, it is also important to work towards equipping co-curricular activity clubs with required material inputs as well as infrastructures (Abrea, 2015).

The research made by Detamo on the challenges and practices of implementing co-curricular activities covers government secondary schools in Gurage Zone. On the other hand, Abera's research is on the status of co-curricular and extra class activities of students' organizations in Philippines. My study differs from the two researchers by:

- i. The study area is limited to Lideta Sub-City, one of the eleven sub-cities of Addis Ababa,
- ii. The research is to be conducted on private primary schools; it does not include government primary schools, and
- iii. Unlike Abera's, the study is limited to in-country assessment.

The researcher has access to some of the schools in Lideta Sub-City of Addis Ababa and has doubts that private schools may lack the required commitment to practice co-curricular activities in their schools. Therefore, this research is intended to investigate thoroughly the practice of co-curricular activities in private primary schools and their subsequent contributions to students'

empowerment if implemented the way they were designed to be. The focus of the study was on private primary schools, which are not often covered by many researchers.

1.3 Research Questions

The following research questions were developed in order to achieve the broad objectives of the study. As a result, the study will attempt to answer the following research questions:

1. To what extent do co-curricular activities contribute to students learning in private primary schools?
2. What is the perception of school administrators towards co-curricular activities?
3. What are major challenges that affect the implementation of co-curricular activities?
4. To what extent are students interested to be engaged in co-curricular activities?

1.4 Objectives of the Study

1.4.1 General Objectives of the Study

The general objective of this research is to examine the practice of co-curricular activities in the schools and to assess their contribution to students' achievement in learning.

1.4.2 Specific Objectives of the Study

The research has also the following specific objectives:

- i. To explain the contribution of co-curricular activities for students' learning in the sample schools.
- ii. To assess the preparedness of school leaders and other stakeholders (principals, supervisors and teachers) towards co-curricular activities, in the sample schools.
- iii. To examine major challenges to implement co-curricular activities, in the sample schools.
- iv. To measure the extent of students' interest to be engaged in co-curricular activities, in the sample schools.

1.5 Significance of the Study

Implementation of this research is believed to deliver the following contributions.

- i. The result of the research will be informative to the Sub-City's Office of Education on the level of implementation of co-curricular activities in its private schools. This may

initiate the office for further positive actions in assisting the schools to implement co-curricular activities.

- ii. The result of the study will show the gap of implementation level of co-curricular activities to teachers and school administrators so that they strive to fill the gap based on common understanding of the challenges.
- iii. The overall contributions of the implementation of co-curricular activities for students' learning will become a common knowledge to the school community.
- iv. The identification of the unfulfilled material facilities (stationeries, space, equipment, etc) to implementation of co-curricular activities may serve as a basis for forthcoming budget allocations.
- v. The study may serve as input for policy makers, and as a reference for forthcoming researchers who are interested to conduct their studies in the area.

1.6 Delimitation of the Study

This study focuses on three randomly selected private primary schools in Lideta Sub-City. Although the study result may be indicative to other schools, it does not necessarily cover all the schools due the time and budget constraints. Therefore, this assessment on the implementation and contribution of co-curricular activities to students' learning is delimited to three private primary schools of the Sub-City, namely Ethio-Canada Primary School, Abinet Academy and Meserete Hiwot Primary school, due to the proximity of the schools. The geographical location of these three schools is within the boundaries of Lideta Sub-City. Their location is at the center and at either ends of the Sub-City. The study time is also delimited to the 2024/25 academic year.

Most studies reviewed focus on government schools; private schools were not much studied. Secondly, stakeholders in the Sub-City (education office staff and government school teachers) consider private schools as outsiders who operate on their own will. This study is also intended to compare the co-curricular activities implementation status between government schools based on the researcher's observation and private schools based on the study results. It is a common knowledge, from the researcher's experience that budget is allocated to co-curricular activities for government schools. This study tries to find out if budget is also allocated or not to the activities in private schools.

1.7 Definition of Key Terms

The contextual definitions of key terms are given below.

Co-curricular Activities: are school-wide activities which are designed to help students to learn by doing and from one another.

Contribution: is benefit or gain acquired from active engagement in co-curricular activities.

Implementation: the execution of co-curricular activities in schools.

Learning: the process of acquiring knowledge from curricular and co-curricular activities.

Challenges: problems hindering the implementation of co-curricular activities.

1.8 Organization of the Study

This research is organized in five chapters.

Chapter 1 describes the background of the study, statement of the problem, research questions, general and specific objectives of the study, significance of the study and delimitation of the study. The review of related literature is shown in Chapter 2.

Chapter 3 explains the methodology of the study, description of the research sites, research methods, sources of data, sampling techniques, instruments of data collection, data gathering procedures, techniques of data analysis, and issues of anonymity and privacy, validity and reliability checks.

Results and discussions are shown in Chapter 4. Chapter 5 includes the summary, conclusions, recommendations, limitations and areas of future study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

There are various ways of acquiring knowledge. Informally, adult or youth peer groups learn from each other by working together, by informal or formal discussions and/or conventional methods of learning. Similarly, students learn in classrooms through formal or curricular teaching. Indeed, they acquire formal academic knowledge through the classroom learning. However, these students have to face the world they live in. Therefore, they need to develop certain social and physical skills through other means: being engaged in co-curricular activities. However, co-curricular activities, as witnessed by researches, do not seem to be implemented satisfactorily due to several challenges as indicated in the following review of related literatures. In this chapter basic concepts of co-curricular activities, categories of co-curricular activities, similarities and differences between curricular and co-curricular activities, contributions of co-curricular activities to students' learning and challenges of implementation of co-curricular activities was reviewed.

2.1 Basic Concepts of Co-curricular Activities

Co-curricular activities are activities or programs which take place outside of the traditional classrooms, but complement to academic classroom learning. They are school-wide activities which are designed to help students to learn by doing and from each other. These activities are ungraded and do not allow for academic credit to be earned; however, they provide many advantages to students academically and in skill development. They refer to those activities that do not entail formal academic class-works. In broad terms it includes sports, dance, book clubs, theatre, debate, drawing, academic clubs, art, music and like movements to build the students socially and physically (Darling et al., 2005; Hardman, 2008).

Scholars ascertain that co-curricular activities are equally important as the curricular ones to produce able citizens. Curricular and co-curricular activities are considered complementary, and they overlap one another in the daily routine of the school. They are generally given credit in some form or another, sponsored by regular staff members, and scheduled, at least in part, on school time and in school facilities (Kim & Lee, 2016; Kocayigit & Ekinici, 2016; Kose, 2013).

The substitution of the previous word extra-curricular activities with the new phrase co-curricular activities is sufficient evidence that these activities are no longer considered extra. They are supplementary activities to the curriculum activities. Both educational and extracurricular activities are carried out concurrently (Sindhu, 2001). Researchers argue that for comprehensive learning, in-class or the formal way of teaching and learning alone is not sufficient enough. It is not an adequate means to acquire basic skills that are important to the entire life of students (Guest & Schneider, 2003; Jan. et al., 2004; Darling et al., 2005; Hardman, 2008; Ahmad, 2011).

Richter (2002) says that, nowadays, students have a wide variety and numerous opportunities to participate in co-curricular activities more than ever before. Co-curricular activities are defined as programs, activities or practices by school communities for multidirectional learning purposes. They usually occur adjacent to the regular teaching and learning programs (Edward et al., 2013; Detamo, 2018).

Hence, students should be highly encouraged and/or motivated to actively engage in co-curricular activities that are made available in their respective schools (Demiss, 2014). Besides, it is also recommendable for students to access crucial learning facilities such as libraries, laboratories, pedagogical centers, sports fields, gymnasiums, playgrounds etc. (Bridge, 2005; Shannon, 2006; Winston et al., 2008).

Therefore, whether the private primary schools, covered by this study, exert the desired efforts to implement co-curricular activities will be assessed.

2.2 Categories of Co-curricular Activities

Broadly, co-curricular activities are categorized under two prime categories: clubs and non-clubs (Haliimah, 2010; Shulruf, 2010; Acquah & Anti Partey, 2014).

Club Co-curricular Activities:

A club is an association of people united by a common interest or goal. There are clubs devoted to hobbies and sports, social activities clubs, political and religious clubs, and so forth. Club co-curricular activities are formally organized in schools and have their own leaders, members, internal rules, regulations and etc. Some of the common club co-curricular activities include gender, language and literature (mini media, culture club, reading club, etc), social science activities, health activities (HIV-AIDS, nutrition, sport), environmental protection, science,

technology and creativity clubs, handicraft and behavior building clubs. Under these clubs exist several sub-divisions. Club activities assist students to cultivate a sense of unity and working with others in reaching the same goals. Students develop social skills: clubs facilitate students to meet, mix, and work together with other students from different backgrounds in a diverse environment.

According to a school's strength some sport activities such as football, volley ball, basket ball, handball, table tennis, golf, athletics, etc., may be organized in clubs. These create a competitive atmosphere among groups which make them enjoy their clubs thereby keeping themselves healthy and sustaining their endurance. Moreover, it will assist them to build their self-confidence (Ayele, 2007; Bayat, 2015).

Nowadays environment is one of the top lists of international agendas. Hence, such co-curricular activities are extremely important to teach students about the environment and its protection mechanisms (Houdt, 2009).

Civic and Ethical Education activity is mainly concerned to mould students' behavior and inform them their civic duties and responsibilities as well as their political and human rights based on law of the land and intergovernmental treaties and conventions. It is an essential co-curricular activity to promote active community participation and advocate democracy and its principles. It also encourages self-management (Farrugia, 2015).

Gender mainstreaming activities are widely practiced in third-world countries where women are highly suppressed by male-dominated and patriarchic society. Gender mainstreaming is usually funded by NPOs and NGOs which work on women-related affairs (Kisango, 2016).

Non-club Co-curricular Activities

Non-club co-curricular activities are seasonal or onetime events. Such activities are organized for specific events such as national holidays, labors days, flag days, independence days, women days, patriots' days, culture days, school opening and closing days etc. They differ from club co-curricular activities for they are mostly onetime events while club activities recur many times in the school year regardless of scheduled events (Morrissey, 2005).

2.3 Co-curricular Activities: Similarities and Differences from Curricular Teaching

Both activities, curricular and co-curricular, are destined to produce able and all rounded citizens. In this, they are similar. However, the ways they are delivered to students differ.

Co-curricular activities differ from the conventional way of learning in many ways. To discuss some of these variations, co-curricular activities are usually voluntary, are not part of the regular school curriculum, are not graded and do not earn points or credits (Massoni, 2011). Moreover, co-curricular activities do not stand by their own, i.e., schools are not opened to give only co-curricular activities apart from curricular activities. Rather, co-curricular activities are extensions of the conventional school curriculum. They are sought to supplement students' formal coursework, promoting the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings.

Thus co-curricular activities are characterized by the following distinguishing features from the normal and traditional school curricular activities (Jha et al., 2004). In most cases, co-curricular activities are funded with membership fees of students. In some co-curricular activities, there might be co-curricular activities which are sponsored by donors and strategic partners. Although very little, compared to financial allocations to curricular activities, co-curricular activities have also finance sources from the schools' annual budget. Co-curricular activities are generally conducted outside classrooms and major school hours. The contents of co-curricular activities are not rigid as that of the formal curriculum. They are often determined by the members and coordinators of co-curricular activities with the consent of school administrators.

However, curricular teaching is a regular in-class teaching that enables students in the different social and natural science educations. The classes for every subject are planned in the week days of learning. These subjects are compulsory to every student in the schools.

2.4 Contributions of Co-curricular Activities for Students' Learning

Students benefit from co-curricular activities in that they motivate themselves to face any challenges in school and in life, in general. They become mentally and physically strong to tackle forthcoming obstacles. They develop skills, become ready to lead and be led, they welcome competitions, and they acquire talents of art and sport. By applying knowledge in

practical settings and developing valuable skills, students are better equipped to excel in their academic pursuits. Participation in co-curricular activities encourages social interaction, builds relationships with peers and faculty, and fosters a sense of belongingness. In general, they achieve all rounded knowledge. (Covay & Carbonaro, 2010; Balls, 2008)

Engaging in co-curricular activities allows children to discover and recognize their potential and interests. Co-curricular activities foster positive academic outcomes, including improved disciplines, grades, test scores, more school engagement, and increased educational aspirations (Jha et.al., 2004; Fredricks & Eccles, 2006; Henard & Roseveare, 2012). They are also positively associated with educational, civic, and to some extent, occupational success in young adulthood (Gardner, Roth & Brooks-Gunn, 2008). In general, co-curricular activities are positively and constructively associated with secondary school students' overall learning progresses including their psychomotor, cognitive and affective learning domains (Saleem, 2010). Co-curricular activities also build friendly interrelations between teachers and students. Active involvement in co-curricular activities helps learners to capacitate their communication skills, to improve their academic status, to develop self-confidence, etc. Co-curricular activities take care of the students' different developmental needs such as their sense of moral values and attitudes, skills creativity.

Students can learn to communicate with other people through the implementation of co-curricular activities. By organizing co-curricular activities, students will gain first-hand experience of planning and leadership. It helps them to be more flexible, interactive and sociable than those who abstain themselves from participating in co-curricular activities in the schools (Wilson, 2009).

School co-curricular activities also help learners to develop self-confidence, teamwork, leadership, knowledge, skills, attitudes, perseverance etc. (Balls, 2008). Co-curricular activities provide valuable experiences that can enhance students' resumes and make them more competitive in the job market. They enhance positive and supportive school climate to learners (Metsapelto et al., 2010). They have a direct effect on many personality traits of students and their day-to-day learning attempts (Frab & Matjasko, 2012). Besides, co-curricular activities could help to achieve educational, cultural, scientific and social goals (Mosston & Ashworth, 2002). Therefore, co-curricular activities are important for several reasons. They can enhance a student's

academic development and performance. They can also help a student to build several important life skills in areas such as leadership, organization, confidence, and socialization. Participating in leadership roles within clubs or teams can cultivate leadership skills that are highly sought after by employers. Further, a research conducted in Kenya's primary schools showed that co-curricular activities promote democratic values among students. The research revealed that co-curricular activities promoted democratic value of equal liberty among pupils because they inculcate culture of sharing. Based on this, the study recommended that, head teachers ought to emphasize on the importance of pupils' participation in co-curriculum activities in the process of curriculum implementation and supervision. This is because the study has exposed that co-curriculum activities are significant in enhancing democratic values (Kailikia P.M. et al, 2024).

The contribution of co-curricular activities can be generalized as a means to acquire technical and social skills, to be engaged with practical application of knowledge, to enhance personal growth, to improve academic performance and to develop career skills.

This study will try to assess the level of implementation of co-curricular activities in the private primary schools of Lideta Sub-City and the significance of their contributions to students' learning in producing able citizens.

2.5 Major Challenges in Implementing Co-curricular Activities

The implementation of co-curricular activities has not been so encouraging in many schools although their importance is so essential. Implementing co-curricular activities faces challenges including limited resources, lack of facilities, financial constraints, organizational issues, and insufficient recognition and rewards. Here is a more detailed look at the challenges.

Several researchers have identified several reasons for the weak or non-implementation of co-curricular activities. Students lack time to engage in co-curricular activities because the formal curriculum is full of assignments, tests, examinations, project works, reports, paper or article reviews and researches. Besides, co-curricular activities are performed after school hours in most schools. Hence, due to lack of transport facility in the late afternoon, inconvenience of the roads from school to home during evenings etc. some students miss such activities though they have a lot of interest to engage in co-curricular activities in the schools (Brown, 2018).

Other scholars argue that there are several causes and challenges for the unproductive and unsuccessful implementation of co-curricular activities in secondary schools. Thus, awareness

gaps are one of the challenges in implementing co-curricular activities. Different studies showed that most students who did not partake in co-curricular activities are found having problem of awareness about the essence and relevance of co-curricular activities (Marsh & Kleitman, 2002; Mahoney et al., 2005; Shulruf, 2010; Feldman & Matjasko, 2012).

Studies show that some of the students have developed negative attitudes towards co-curricular activities. To minimize such negative attitudes, teachers should work hard to assert students about the contribution and objectives of co-curricular activities. It is also important to avail some credible incentives for regular participants (Hardman, 2008). Besides, one of the biggest challenges in implementing co-curricular activities in secondary schools is absence of adequate infrastructure and shortage of manpower and material inputs (Panigrahi & Geleta, 2012).

Therefore, implementation of co-curricular activities should be carefully designed and requires more serious attention by stakeholders. Any constraints in implementation of co-curricular activities, whether in terms of equipment or facilities, infrastructure, support, finance, etc. shall be solved. It is also important to know that implementation of co-curricular activities in schools can achieve its objectives and successfully produce a generation of highly educated and virtuous if awareness gaps, attitude of learners, inputs and time constraints are addressed strategically and systematically (Reeve, 2008; Covey, 2015).

Thus, the challenges of implementation of co-curricular activities can be summarized as .lack of facilities and resources: schools often lack the necessary infrastructure, equipment, and materials to support a wide range of co-curricular activities. This can include inadequate play areas, sports equipment, library books, and resources for scientific interests, field trips, and exhibitions. Financial constraints: funding for co-curricular activities is frequently limited, making it difficult to hire staff, purchase materials, and organize events.

Organizational and structural problems: lack of clear policies, procedures, and schedules can hinder the smooth implementation of co-curricular activities.

Lack of recognition and rewards: students and staff involved in co-curricular activities may not receive adequate recognition or rewards for their efforts, which can lead to disengagement.

Absence of awareness-raising training: teachers and staff may lack the necessary training and skills to effectively implement and manage co-curricular activities.

Time constraints: balancing co-curricular activities with the regular curriculum and other school commitments can be challenging, especially for teachers and students.

Student Participation: it is difficult to ensure that all students have an opportunity to participate in co-curricular activities, regardless of their background or abilities.

The degree to which extent some of these constraints exist in the private primary schools will be assessed by this study.

2.6 The Conceptual Framework of the Study

The purpose of co-curricular activities is to fuel student learning and to build important life skills. Skills such as social and leadership skills can enrich a student's academic experience. To this end, the voluntary participation of the student in co-curricular activities and awareness creation by teachers are indispensable. Teachers need also to play important roles in sustaining the program by encouraging students to participate in the activities, by being role models in implementing the activities and by working as a unified team with learners.

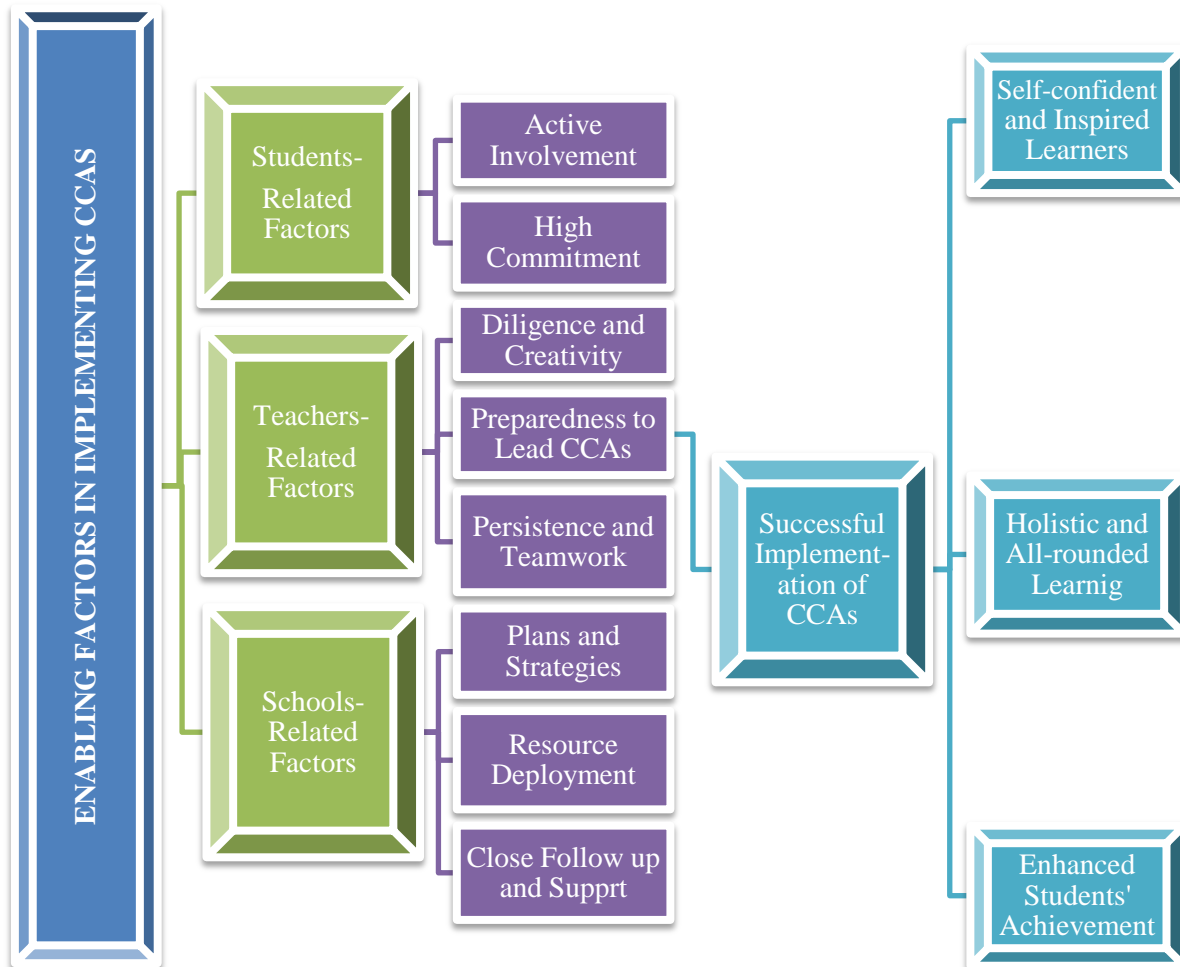
The role of school administrators in co-curricular activities is also tremendous. They initiate the program by planning, by availing required materials, by creating school wide competitions, by closely following the programs and supporting them wherever necessary.

Therefore, the concept of the implementation of co-curricular activities rests on voluntary engagement of teachers and students, on mutual trust and support of all actors, on availing workable strategies by school administrators and on close monitoring of the implementation of the co-curricular activities by relevant authorities.

The conceptual framework for the implementation co-curricular activities is shown in Figure 1 below.

Figure 1

Conceptual Framework of the Study



2.7 Summary of the Reviewed Literature

From the review of literature, we understand that co-curricular activities are equally important as the curricular ones to produce able citizens. Curricular and co-curricular activities are considered complementary, and they overlap one another in the daily routine of the school.

Broadly, co-curricular activities are categorized under two prime categories: clubs and non-clubs. Co-curricular activities differ from the conventional way of learning in many ways. To

discuss some of these variations, co-curricular activities are usually voluntary, are not part of the regular school curriculum, are not graded and do not earn points or credits.

The contributions of the implementation of co-curricular activities to students' learning are so immense: students become mentally and physically strong to tackle forthcoming obstacles. They develop skills, become ready to lead and to be led, they welcome competitions, and they acquire talents like art, sport, debates, leadership, social skills and the likes.

However, the implementation of these activities is hindered by challenges such as lack of commitment, lack of adequate space, budget, material and time.

Therefore, this research assesses the implementation of co-curricular activities in the study area with respect to the values mentioned in the literature review.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, information of the project area is provided. Moreover, research design, sample size and sampling technique are shown here. The sources of data, data collection tools, techniques of data analysis, ethical considerations, and reliability and validity tests are elaborated.

3.1 Information on the Research Area

Addis Ababa City is divided into eleven Sub-Cities. Lideta Sub-City is one of them. This research entitled “The Contribution of Co-curricular Activities for Students’ Learning in Private Primary Schools of Lideta Sub-City, Addis Ababa” undertakes the scrutiny of the implementation of co-curricular activities in the private primary schools of the Sub-City.

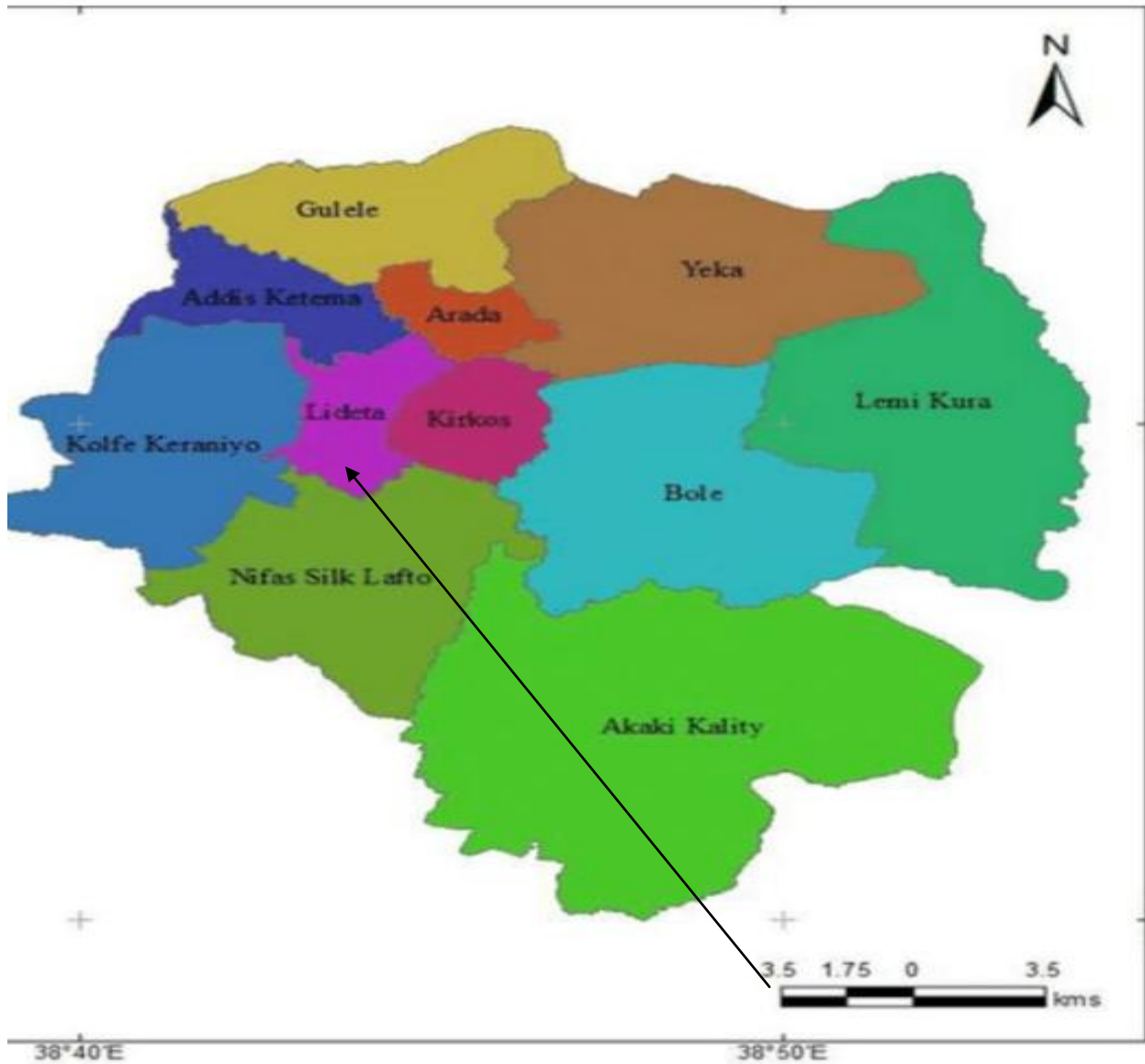
As shown in Section 3.3 below, nineteen (19) private primary schools are found under the jurisdiction of the Education Office of Lideta Sub-City. Seven of these private primary schools enroll students from Grade 1 to 7. Others enroll from Grade 1 to 8. To get a better picture of the implementation of co-curricular activities, the study is focused on twelve schools that enroll Grade 1 to 8 students.

The researcher works in two Weredas of Lideta Sub-City, under the Office of Education. Therefore, ease of transport, access to the Sub-City schools and access to relevant information were the determining factors to choose Lideta Sub-City as a research study area.

Due to time and budget constraints and due to the proximity of the schools, only three of the twelve Primary Schools (Grade 1-8) were considered in this study.

Figure 2

Location Map of Study Area, Lideta Sub-City, in Addis Ababa



Source: Office of Land Administration, Lideta Sub-City

3.2 Research Design

According to Saunders et al. (2007), research design is the general plan to accomplish the research objectives and to answer research questions. Similarly, Kothari (2004) asserts that

research design is a conceptual structure with in which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data.

Cross-sectional study is utilized in this research. The reason for preferring a cross-sectional study is due to time and budget constraints to cover all the target population of the study area. Obtaining information from a cross-section of a population at a single point in time is a reasonable strategy for pursuing many descriptive researches (Ruane, 2006).

The study employs both quantitative (numerical data, statistical analysis) and qualitative (interviews, discussions, observations) research designs. Mixed method of analysis is preferred to provide a more comprehensive understanding of the research. Mixed methods research combines elements of quantitative research and qualitative research in order to answer questions. Mixed methods can help to gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods (George, 2025) The approach combines the strengths of both quantitative and qualitative methods.

Mixed methods design types include convergent parallel, sequential explanatory, sequential exploratory, embedded and transformative designs. In this research, the embedded research design type was employed. A few qualitative interviews and discussions were included to the primary quantitative study.

3.3 Sampling Technique and Sample Size

To conduct this research the researcher will use proportionate stratified random sampling method. Stratified random sampling is a type of probability sampling in which a research can branch off the entire population into multiple non-overlapping, homogeneous groups (strata) and randomly choose final members from the various strata for research, which reduces cost and improves efficiency. This technique is preferred because it minimizes bias when dealing with the population. According to Janet (2006), this step increases the probability that the final sample is representative in terms of the stratified groups.

Due to time and budget constraints to cover all the population of the study area, cross-sectional study is utilized in this research. According to Diamantopoulos (2006), a population is a group of items that a sample will be drawn from. Target population is the specific population about which information is desired.

There are nineteen private primary schools in Lideta Sub-City in 2024/2025 academic year. Of these nineteen schools, twelve enroll students from grade 1 to 8. Three primary schools (Grade 1 to 8), Ethio-Canada Primary School, Abinet Academy and Meserete Hiwot Primary School were randomly selected for the study.

As per the collected records from the Education Office of Lideta Sub-City, a total of 7,553 students, 348 teachers, 13 principals and 5 supervisors were available in these twelve schools in the study year (2024/2025). Considering students and teachers were distributed to these schools equally, there were 630 students, 29 teachers and 1 principal in each of these primary schools. The three research sites (private primary schools) had 1,890 students, 87 teachers and 3 principals; summing up to a total population of 1980.

Utilizing Yemane's equation (1973), with 95% confidence level and 0.05 sampling errors, the sample size for teachers was 72. However, the total population of teachers in the three schools was 87. The difference between the calculated sample size and the total size of teachers was only 15. The cost and time saved in excluding these 15 teachers from the sample size of teachers was minimal. The quality of data obtained in including them, however, will be advantageous. Therefore, the sample size of teachers was taken to be all the teachers in the schools, i.e. 87.

Utilizing Yemane's equation (1973), with 95% confidence level and 0.05 sampling errors:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size,

N = Total number of population

e = Sampling error (95% confidence level/0.05 P-value).

Therefore, the sample size for teachers will be:

$$n = \frac{87}{1 + 87(e)^2} = 71.46, \text{ which will be corrected to } 72.$$

Where 87 = the total number of teachers in the three primary schools.

However, the total population of teachers in the three schools was 87. The difference between the calculated sample size and the total size of teachers was only 15. The cost and time saved in

excluding these 15 teachers from the sample size of teachers was minimal. The quality of data obtained in including them, however, will be advantageous. Therefore, the sample size of teachers was taken to be all the teachers in the schools, i.e. 87.

Three Focus Group Discussion (FGD) sessions, each consisting of 6 students, were organized. The sample size of students was, therefore, 18.

As their number was minimal and as the quality of data to be collected from them through interviews was believed to be dependable, all the three principals in the three primary schools and three Sub-City level supervisors were taken as the primary information providers. Therefore the total sample size consists of 87 teachers, 18 students, 3 principals and 3 supervisors. This summed up to 111, which constitute 5.6% of the total population.

Table 1

Samples, Population and Sample Size

S. No.	Samples	Population	Sample Size
1	Students	1890	18
2	Teachers	87	87
3	School principals	3	3
4	Supervisors	3	3
	Total	1983	111

3.4 Sources of data

There are nineteen (19) private primary schools in Lideta Sub-City. Table 2 below shows the names of schools, number of students, teachers and principals in each school. Schools shown from serial numbers 13 to 19 in the table below enroll students from grade 1 to 7. The other schools shown from serial numbers 1 to 12 teach from grade 1 to 8. The twelve schools that teach from grade 1 to 8 are covered by the study because they can also represent the other schools that teach below grade 8. Of the twelve schools, three were randomly selected by lottery

method of simple random sampling for the study. The selected schools were Ethio-Canada School, Abinet Academy and Meserete Hiwot School. Time and budget constraints are the other pressing factors for picking only three of the schools for the study

Table 2
Primary Private Schools in Lideta Sub-City

S. No.	Name of School	Grades Enrollment	Number, students	Number, teachers	Number, principals	
1	Ethio-Canada School	1 – 8	1200	41	1	
2	Abinet Academy	1 – 8	436	21	1	
3	Brilliance Academy	1 – 8	481	23	1	
4	Meserete Hiwot School	1 – 8	451	25	1	
5	Abadir Institute	1 – 8	862	30	1	
6	Mekanissa Institute	Abadir	1 – 8	614	34	1
7	Gibson Youth	1 – 8	724	39	1	
8	School of Nation	1 – 8	74	12	2	
9	Modern Academy	1 – 8	566	29	1	
10	Robust Academy	1 – 8	417	21	1	
11	Bisrate Gebriel Academy	1 – 8	1199	40	1	
12	Spring of Knowledge	1 – 8	529	32	1	
13	School of Americana, Geja campus	6-8	472	23	1	
14	School of Americana, Balcha Campus	1-5	580	25	1	
15	Zoma Academy	1-7	66	12	1	
16	School of Tomorrow	1-7	931	47	1	
17	Cruise No. 1	1-6	1332	63	1	
18	NAPS School	1-3	486	51	1	
19	Cruise No. 2	1-6	491	20	1	
Total			11,911	588	20	

The academic performance of the students in all the private primary schools was commendable. On an average, 92% and 93% of grade 6 and grade 8 students, respectively, passed the 2023/24 academic year regional examinations. However, the implementation of co-curricular activities in these primary schools is doubtful as witnessed by supervisors. Supervisors state that the grade results of students in these schools could have been even better had the students been engaged in co-curricular activities.

Therefore, the required primary data were collected from the three primary schools which are covered under the study. Thus, the primary sources of data for the study were students, teachers, principals and supervisors. These bodies were chosen as primary sources of data expecting that they have better exposure, experience and firsthand information regarding the issue of implementation of co-curricular activities in the private primary schools.

The secondary data were collected from reports, annual plans, bulletins, books and any related documents.

3.5 Data Collection Tools

The data collection tools are as shown below.

3.5.1 Questionnaire

The primary data were collected using self-administrated five points liker-scale questionnaires from “Strongly Disagree” = 1 to “Strongly Agree” = 5. The questionnaires were self-constructed. The questionnaires containing closed ended questions were administered by the researcher. These questionnaires were distributed to teachers in the research sites. Respondents were taken as the main source of primary data. This was because questionnaire, as a data collection instrument, was suitable to conduct surveys. It was also appropriate to collect necessary information and data from large number of samples with relatively short period of time. According to Best and Kahn, questionnaire is an economical way of using time and also it provides a high proportion of usable responses (Best & Kahn, 2003).

The purpose of the research was explained to all participants. The data were collected on voluntary basis. It was discussed that every participant was free to fill the questionnaires on his

own will and to discuss the same freely and without any imposition. The questionnaires were collected by the assistants of the researcher and the researcher herself. Questionnaires were translated into Amharic.

3.5.2 Focus Group Discussions

The focus group discussions with representatives of students were the other sources of primary data. For primary school students, group discussions were easier to understand the purpose of the research. It was also easier for the researcher to gather reflections of the students on the implementation of co-curricular activities in their schools.

The focus group discussions were held in the presence of the researcher to obtain the true reflection of the group members. The tools for the discussions were translated into Amharic.

3.5.3 Interviews

Thirdly, interviews were held with school principals and supervisors. As their size was manageable, all principals and supervisors were included in the interviews. Interviews have potential to manipulate more in-depth data and it provides opportunity for researcher to observe non-verbal reactions of respondents. It gives opportunities to clear up misunderstandings.

The discussions and interviews were held in Amharic.

3.5.4 Documents

Documents were reviewed for secondary data. Relevant documents were analyzed to validate the information gathered through questionnaires and interviews. Plans, reports, minutes of meeting and other relevant records were examined.

3.6 Data Collection Procedures

Descriptive analysis of the collected data from questionnaires was performed using SPSS software version 20 (Statistical Package for Social Science). The questionnaires were dispatched to the three schools on April 25, 2025, by the researcher and by the researcher's two assistants. The researcher and her assistants covered one school each. In total 87 copies of the questionnaires were dispatched to 87 teachers in the three sample schools. The filled copies of the questionnaires from two schools were collected on April 28, 2025. The researcher collected the responses from the first school at 10:00 AM and her assistant collected from the other school at 11:30 AM. The responses from the third school were collected by the other assistant of the

researcher on April 29, 2025, at 2:00 PM. The total copies of questionnaires collected back from respondents were 82. The collected data was run by SPSS software for quantitative analysis.

The three principals from the three schools were interviewed by the researcher for two hours at an average. Principal of the first school was interviewed on May 2, 2025, from 10:00 AM to 12:20 PM, in the principal's office. The interview with the second principal took place in his office on May 6, 2025, from 9:15 to 11:00 AM. The third interview with the third principal was held on May 7, 2025, from 10:15 AM to 12:10 PM, in the principal's office.

The three supervisors were interviewed on May 8 and 9, 2025. They were all interviewed in their offices. The first and second supervisors were interviewed on May 8, 2025, from 10:00 to 12:00 AM and from 1:30 to 2:45 PM, respectively. The third was interviewed on May 9, 2025, from 10:00 to 12:00 AM.

Three Focus Group Discussion (FGD) sessions (with six students from each school) were held in each of the three schools. The FGD were arranged with the school principals to be held on May, 12, 13 and 14, 2025. The discussions were held in classrooms in their respective schools from 9:00 to 12:00 AM. The discussion participant students were given breaks and refreshers to keep them active in the discussions.

The data collected from interviews and focus group discussions were used for qualitative data analysis.

3.7 Techniques of Data Analysis

Data analysis refers to the process of editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques" (Cooper and Schindler, 2006:).

3.7.1 Descriptive Statistics

Descriptive statistics including frequency distribution, percentile, minimum, maximum, mean and standard deviation were used by the researcher to examine the selected determinant factors of implementation of co-curricular activities.

The cutoff point of intervals will be 0.8 because there are 5 categories and the range of the data is 4 (maximum minus minimum: $5-1=4$). As a result, the mean scores 4.21-5.00 shows Strong

Agreement, 3.41-4.20 Agreement, 2.61-3.40 Moderate Agreement, 1.81-2.60 Disagreement and 1.00-1.80 Strong Disagreement (Ahmed, 2018).

3.7.2 Qualitative Data Analysis

Qualitative data analysis is a process of interpreting non-numerical data to uncover patterns used in researches. Qualitative data analysis includes thematic analysis, content analysis, discourse analysis, narrative analysis and grounded theory. In this research data were collected using interviews and FGD. Narrative analysis was utilized to analyze these data. The resulting data from interviews and discussions were analyzed to enrich the research.

3.8 Reliability Test

According to Kothari (2004), a measuring instrument is reliable if it provides consistent results. Cronbach's alpha is a coefficient of reliability. It tells the extent to which results of a study are consistent over time and there is an accurate representation of the total population under study. According to Zikmund et al (2010) scales with coefficient alpha between 0.8 and 0.95 are considered having very good quality, scales with coefficient alpha between 0.7 and 0.8 are considered to have good reliability, and coefficient alpha between 0.6 and 0.7 indicates fair reliability.

Accordingly, to measure reliability of the measuring instrument, a pilot test was run prior to dispatching the questionnaire to the sample school respondents. For the pilot test 30 copies of the questionnaire were given to 30 randomly identified teachers in a school other than that of the sample schools. In this test, Cronbach's coefficient alpha was found to be 0.91, very good, which agrees with the recommendation of Zikmund et al (2010). Therefore, the reliability of the questionnaire was very good.

3.9 Validity Test

Validity is defined as the extent to which data collection method or methods accurately measure what they are intended to measure. To this end, the draft questionnaires were distributed to about 30 teachers in a school other than that of the research sites for pilot test. Feedbacks were collected from these 30 respondents on whether the questionnaire measures what it claims to measure or not. They agreed that the questionnaires addressed the required items correctly. The feedbacks proved the validity of the questionnaire.

After testing the reliability and validity of the questionnaire, it was given to the respondents in the three schools.

3.10 Ethical Consideration

The researcher followed certain ethical protocols. The first was to ensure the willingness of the respondents. This ensured that their participation to the study was not out of their own will. The researcher also ensured that the respondents were aware of the objectives of the research and that their contribution was essential to its completion. One other ethical measure exercised by the researcher was treating the respondents with respect and courtesy (Leary, 2004). These measures were undertaken so that the respondents are at ease to give honest responses to the questionnaire. For the sake of anonymity and privacy, respondents were not asked and/or forced to write or tell their names and addresses.

There were also ethical measures that were followed in the data analysis. To ensure the integrity of data, the researcher checked the accuracy of encoding of the survey responses. This was carried out to ensure that the statistics generated from the study were truthful and verifiable (Leary, 2004).

Permission was granted from the schools to select students for FGD. The selected students were briefed about the study and were asked whether they were volunteers to take part or not prior to the FGD. They all agreed.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter the collected data will be presented, analyzed and interpreted. The profiles of respondents to the questionnaires will be presented, first. Presenting, analyzing and interpreting data will come next. The following information and data were collected from three randomly selected private primary schools in Lideta Sub-City. The respondents were teachers, students and principals of the schools, and Sub-City level supervisors. Document (annual plans, programs, minutes of meeting and other related documents) were analyzed to utilize them as sources of secondary data.

Quantitative analysis provides the summary of all the independent variables with respect to respondents' engagement with co-curricular activities such as mean, standard deviation and sum of the scores. Qualitative research helps to see the effect of implementation of co-curricular activities in the primary schools.

4.1 Respondents' Profile

The background information of the respondents, staff and students is shown in table 3 below.

Table 3

Background Information of Staff and Students

S N	Items	Category	Students		Teachers		Principals		Supervisors			
			No.	%	No.	%	No.	%	No.	%		
1	Sex	Female	9	50	52	63.4			2	66.6		
		Male	9	50	30	36.6	3	100	1	33.3		
		Total	18	100	82	100.0	3	100	3	100		
2	Age	13-14	16	88.9								
		15-16	2	11.1								
		Total	18	100								
		18-20			2	2.4						
		21-30			36	43.9						
		31-40			23	28.0	1	33.33	2	66.6		
		41-50			11	13.4	1	33.33				
		51-60			7	8.5			1	33.3		
		Above 61			3	3.7	1	33.33				
		Total					82	100.0	3	100	3	100
3	Work Experience/Year of Service	0-2			11	13.4						
		3-5			32	39.0						
		6-15			22	26.8						
		16-25			7	8.5			2	66.6		
		26-35			7	8.5	2	66.66	1	33.3		
		36 or above			3	3.7	1	33.33				
		Total					82	100.0	3	100	3	100
4	Qualification	Diploma			20	24.4						
		Bachelor degree			52	63.4	1	33.33	2	66.6		
		Masters degree			10	12.2	2	66.6	1	33.3		
		Total			82	100.0						

Respondents by Gender Category

Of the 82 respondent teachers 52 (63.4%) were female; 30 (36.6%) were male. All the three principals (100%) were male. Of the three supervisors, two (66.7%) were female and one (33.3) was male. Out of the 18 students who participated in the Focus Group Discussion (FGD), nine (50%) were female and nine (50%) were male. The total sample size (respondents) was 106 (82 teachers, three principals, three supervisors and 18 students). Accordingly, 63 (59.4%) of the total sample size were female and 43 (40.6%) of the total sample size were male. The number of female respondents in the sample schools was more than that of the male. This shows that the participation of women in education related positions, in these three schools, is encouraging.

Respondents by Age Category

All students (junior respondents) who participated in the FGD were aged between 13 and 16.

Out of the 88 senior respondents (teachers, principals and supervisors) two were aged from 18 to 20 years; 36 were aged from 21 to 30; 26 were aged from 31 to 40; 12 were aged from 41 to 50; eight were aged from 51 to 60 and four were aged 61 years or above. Most of the senior respondents (84.1%) fall in the productive ages, between 21 and 50. Age is inversely related to physical activities; the more age increases the slower physical activities will be. Therefore, age can be one of the factors to enhance or to slow practices of co-curricular activities. As some co-curricular activities may require display, energetic teachers and school administrators may be required to be fit to these activities. As the ages of 84.1% of the respondents fall between 21 and 50 years, the age distribution seems to be a good indicator to these schools for implementing co-curricular activities if they are committed to.

Respondents' Work Experience

Of all the 82 teacher respondents, 11 (13.4%) had work experiences from 0 to 2 years; 32 teachers (39%) had work experience of 3 to 5 years; 22 (26.8%) of them had experience from 6 to 15 years; seven (8.5%) of them worked from 16 to 25 years; seven (8.5%) respondents worked from 26 to 35 years, and three (3.7%) respondents have worked for over 36 years.

To summarize, of the 82 respondent teachers, 11 (13.4%) of them had low experiences, from 0 to 2 years. On the other hand, 54 (65.9%) of the respondents had medium experiences from 3 to

15 years. Other 14 teachers (17.1%) had experiences between 16 and 35 years. Only three (4.5%) of them had work experiences of more than 36 years. Low experienced ones can learn from the medium and highly experienced ones. Therefore, the existence of low, medium and highly experienced teachers is complimentary.

Respondents' Education Level

Out of the 88 respondents, 20 (22.7%) have diploma level of education; 55 (62.5%) possess bachelor degrees (BAs and BScs); and 13 of them hold masters degrees (MAs and MScs). According to Ethiopian Education Development Roadmap (MoE, 2018), teachers' minimum level of education to teach from grades 1 to 4 is diploma, and to teach from grades 5 to 8 is bachelor degree. Therefore, the teachers' level of education in these three schools is acceptable.

The questionnaires were distributed to 87 teachers in the three schools. Only 82 (94.25%) of them responded. Moreover, interviews were held with three principals of the three schools and three Sub-City level supervisors who supervise these schools. Focus Group Discussions were held with six students from each of the three schools.

4.2 Descriptive Analysis and Discussion of Results

Five questions regarding the contribution of co-curricular activities, current status of implementation of curricular activities, school administrators/owners attitude towards implementing co-curricular activities, students' interest to be engaged in co-curricular activities and challenges to implement co-curricular activities were prepared. These questions were converted to questionnaires and distributed to teachers. The questions were also discussed with principals and supervisors in interviews. Free discussions were made with students. The responses of teachers are presented in the following tables in section 4.2.1. The analysis of the responses to the questionnaires, results of interviews with principals and supervisors and the outcome of Focal Group Discussions were discussed below every table.

The list of co-curricular activities that shall be implemented is available at every school. The guideline to plan co-curricular activities and the list of them is sent to schools by the Lideta Sub-City Office of Education at the beginning of every academic year. The list consists of 8 sectors under which are enumerated 21 activities/clubs. These are:

1. Gender ----- Gender Club

2. Environmental Care ----- Environmental Care Club
3. Science and Technology and Creativity ----Science and Technology and Creativity
4. Career and Technical Related Co-curricular Activities
 - Handicraft Club
 - Agriculture and Farming Club
5. Health and Health Co-curricular Activities
 - Health, Anti-HIV AIDS Club
 - Sports Club
 - Nutrition
6. Social Co-curricular Activities
 - Let's Know Our Country Club
 - Road Safety Club
 - Charity Club
7. Language and Literature Co-curricular Activities
 - Mini-Media Club
 - Reading Club
 - English Language Development Club
 - Culture and Arts Club
8. Character Building co-curricular activities
 - Student Counseling Club
 - Peace Club
 - Human Rights Club
 - Scouting Club
 - Revenue and Customs Club
 - Ethics and Anti-Corruption Club

All these activities are included in school plans because planning is mandatory, which will be supervised and reported. The implementation is quite different as shown in the analysis below. In

all the following tables, N stands for number of respondents, M stands for mean scores and SD stands for standard deviation.

4.2.1 Contribution of Co-curricular Activities

Table 4

Contribution of Co-curricular Activities (Teachers' Perspective)

S. No.	Questions/Items	Ratings	Responses			
			N	%	M	SD
1	The implementation of co-curricular activities in private schools will assist students to achieve all rounded knowledge.	Strongly Disagree	0	0	4.4878	.74110
		Disagree	2	2.4		
		Moderately Agree	6	7.3		
		Agree	24	29.3		
		Strongly Agree	50	61.0		
		Total	82	100.0		
2	The implementation of co-curricular activities in private schools will contribute for the mental and physical strength of students.	Strongly Disagree	1	1.2	4.4268	.73754
		Disagree	1	1.2		
		Moderately Agree	3	3.7		
		Agree	34	41.5		
		Strongly Agree	43	52.4		
		Total	82	100.0		
3	The implementation of co-curricular activities in private schools improves significantly only the physical strength of students.	Strongly Disagree	3	3.7	3.4634	1.23923
		Disagree	21	25.6		
		Moderately Agree	15	18.3		
		Agree	21	25.6		
		Strongly Agree	22	26.8		
		Total	82	100.0		
4	The implementation of co-curricular activities in private schools shall be considered as a leisure activity.	Strongly Disagree	3	3.7	3.4756	1.21945
		Disagree	21	25.6		
		Moderately Agree	12	14.6		
		Agree	26	31.7		
		Strongly Agree	20	24.4		
		Total	82	100.0		
5	The implementation of co-curricular activities in private schools is a waste of time.	Strongly Disagree	23	28.0	2.5683	1.53397
		Disagree	20	24.4		
		Moderately Agree	10	12.2		
		Agree	11	13.4		
		Strongly Agree	18	22.0		
		Total	82	100.0		

Mean Scores: 4.21-5.00 shows - Strong Agreement, 3.41-4.20 - Agreement, 2.61-3.40 - Moderate Agreement, 1.81-2.60 - Disagreement and 1.00-1.80 - Strong Disagreement.

Source: Ahmed, Muyyad, 2018

Co-curricular activities are believed to enhance students' learning. Some of the authors, among the several ones, believe that "co-curricular activities foster positive academic outcomes, including improved disciplines, grades, test scores, more school engagement, and increased educational aspirations" (Jha et.al., 2004; Fredricks & Eccles, 2006; Henard and Roseveare, 2012). Accordingly, this first questionnaire addresses the contribution of co-curricular activities to students' learning.

As shown in Table 4.2 above, majority of the respondents, 74 (90.3%) of them agreed that the implementation of co-curricular activities in private schools assist students to achieve all rounded knowledge. Also six (7.3%) of the respondents moderately agreed and only two (2.4%) respondents disagreed. The mean score for this item was 4.4878 which lies in the 'strongly agree' zone. Therefore, it was agreed that the implementation of co-curricular activities in private schools assist students to achieve all rounded knowledge.

The results of Focus Group Discussions (FGD) with students, and interviews with principals and supervisors confirmed this result. The contribution of co-curricular activities to students learning is, therefore, beyond any doubt.

The second item in this questionnaire, the implementation of co-curricular activities in private schools will contribute for the mental and physical strength of students, was agreed by 77 (93.9%) of the respondents. Here also three (3.7%) moderately agreed and two (2.4%) of them disagreed. The respondents who 'strongly agree' and 'agree' constitute 93.9% of the respondents. The mean score is 4.2868 which lies in the 'strongly agree' level. Therefore, this concludes again that the implementation of co-curricular activities in private schools will contribute for the mental and physical strength of students.

The third item in the above table was the idea that the implementation of co-curricular activities in private schools improves significantly only the physical strength of students. In this regard, 43 (52.4%) of the respondents agree, and 24 (29.3%) of them disagreed. Only 15 (18.3%) of them

moderately agree.. Out of the 82 respondents, more than half of them (52.4%) agreed to the statement. The mean score is 3.4634; it lies in the ‘agree’ level. However, it shall be noted that 24 respondents either disagree or strongly disagree. According to the majority of respondents, the contribution of co-curricular activities to the development of intelligence (such as cultivation of leadership quality, socializing and improving talents such as music, debates, journalism and the likes) are undermined.

However, the reaction of students, principals and supervisors to this item was rather encouraging. All principals and supervisors believe that co-curricular activities develop both physical strength and mental intelligence. After explanations were given to students on co-curricular activities in Focus Group Discussions held on May 12 and 13 and 14, 2025, students expressed themselves as follows.

“Until this discussion took place we were not fully aware that other co-curricular activities were not limited to a few club activities. Now we can see that there are a lot of activities that can accommodate most of the students. With these co-curricular activities we hope to identify our talents and to develop them. We have seen positive changes on students on those who participate in the limited co-curricular activities in our schools, both physical and mental developments”.

The fourth point states that the implementation of co-curricular activities in private schools shall be considered as a leisure activity. Of the total respondents, 24 (29.3%) of them disagree to this point, but 46 (56.1%) of them agree. The mean score is 3.4756 which lie in the agreement zone. According to this survey, it might be concluded that the implementation of co-curricular activities in private schools is considered as a leisure activity by most teachers. The attitude of teachers needs to be improved so that the implementation is carried seriously.

Principals and supervisors rejected the idea that co-curricular activities are considered leisure. They argue that co-curricular activities are not only leisure; they more beneficial and are beyond leisure.

The last item in this questionnaire states that the implementation of co-curricular activities in private schools is a waste of time. Out of the 82 respondents, 29 (35.4%) of them agree to the statement. But 43 (52.4%) of the respondents disagree; while ten (12.2%) of them moderately agree. Majority of the respondents do not support the statement. The mean score is 2.5683 indicating disagreement. The agreement from the other 29 (35.4%) of the respondents, however,

needs consideration; the number is quite high to disrupt the fair implementation of co-curricular activities.

The construction of the last two statements, fourth and fifth, was based on previous observations. In some schools teachers used to joke in such a way that undermines the importance of co-curricular activities. Therefore, it was the intention of the researcher to validate or discredit these co-curricular related jokes. The result of the survey discredited the message of the jokes. But it must be understood that some teachers in these private schools, 35.4% of them, do not take co-curricular activities seriously. The neutral 12.2% of the respondents may fall to this 'agree' zone unless awareness is created in time. The above results show that more effort is required to fully aware teachers on the importance of co-curricular activities.

All school principals and supervisors interviewed, however, do not agree to the statement. They argue that co-curricular activities are so important. They further argue that co-curricular approaches are more attractive to students. It is worth mentioning the observation of one of the supervisors, SP3, with regard to fourth and fifth statements. In an interview held on May 9, 2025, she asserted the following.

"I have encountered teachers who do not take co-curricular activities seriously. In fact they consider them a waste of time or that they are only for physical strengthening purpose. The reason for this, I presume, is that some of the private primary school teachers were not trained to be teachers. Private schools employ graduates from other streams and they do not train them"

Therefore, it is so timely that awareness creation training to teachers of private primary schools be conducted. Co-curricular activities are not activities which shall be run by teachers who do not appreciate their values.

4.2.2 Current Status of Implementation of Co-curricular Activities

Table 5

Current Status of Implementation

S. No.	Questions/Items	Ratings	Responses			
			N	%	M	SD
1	Co-curricular activities are being implemented in the school.	Strongly Disagree	0	0	4.3049	.64193
		Disagree	0	0		
		Moderately Agree	8	9.8		
		Agree	41	50.0		
		Strongly Agree	33	40.2		
		Total	82	100.0		
2	Budget is allocated for the implementation of co-curricular activities.	Strongly Disagree	18	22.0	3.3415	1.54136
		Disagree	8	9.8		
		Moderately Agree	9	11.0		
		Agree	22	26.8		
		Strongly Agree	25	30.5		
		Total	82	100.0		
3	The school has trained staff members to coordinate co-curricular activities.	Strongly Disagree	15	18.3	3.4756	1.44210
		Disagree	6	7.3		
		Moderately Agree	9	11.0		
		Agree	29	35.4		
		Strongly Agree	23	28.0		
		Total	82	100.0		
4	There is a regular planned session/meeting to discuss the progress of implementation of co-curricular activities.	Strongly Disagree	9	11.0	3.7073	1.35617
		Disagree	10	12.2		
		Moderately Agree	6	7.3		
		Agree	28	34.1		
		Strongly Agree	29	35.4		
		Total	82	100.0		
5	Students' engagement in co-curricular activities is planned in every academic year.	Strongly Disagree	0	0	4.5488	.65078
		Disagree	1	1.2		
		Moderately Agree	4	4.9		
		Agree	26	31.7		
		Strongly Agree	51	62.2		
		Total	82	100.0		

Mean Scores: 4.21-5.00 shows - Strong Agreement, 3.41-4.20 - Agreement, 2.61-3.40 - Moderate Agreement, 1.81-2.60 - Disagreement and 1.00-1.80 - Strong Disagreement.

The survey on current status of implementation of co-curricular activities is required to evaluate the state of implementation of co-curricular activities in these private schools.

Accordingly, the first point is whether co-curricular activities are being implemented in the schools. Out of all the respondents, 74 (90.2%) agreed, and eight (9.8%) of them moderately agreed to the statement. No one disagreed. Hence we can conclude that most respondents confirmed that co-curricular activities were being implemented in their schools. The mean score was 4.3049 which indicated strong agreement.

However, the interviews with principals, supervisors and the discussion with students revealed that the implemented co-curricular activities were limited. According to an account of a supervisor, SP2, private schools focused on some club activities for which reports were required by 'wereda' and Sub-City education offices. All principals confirmed this fact; they focus on competition co-curricular activities such as sports, language (English) competitions, mini media, cultural day activities and the likes for which reporting was mandatory. The discussion with students also showed that they only know limited activities which the school avails to them.

Secondly, the survey states that budget is allocated for the implementation of co-curricular activities. Out of the 82 respondents, 47 (57.3%) of the respondents were in agreement to this statement, but 26 (31.8%) of them disagreed. Nine (11%) of them marked 'moderately agree'. The mean score for this issue was 3.3415 and this lied in the agreement category.

Two of the school principals admitted that that no defined budget was allocated for co-curricular activities. The activities, when needed, were financed from other sources of the school. The third school principal, P3, however, argued that separate budget was allocated for co-curricular activities.

The three supervisors have the same opinion. They argued that the interest of the owners of private schools was profit. They did not want to expend money on co-curricular activities unless they were forced to.

The third statement was that the schools had trained staff members to coordinate co-curricular activities. With regard to this statement, 52 (63.4%) of the respondents were in agreement, 21 (25.6%) were in disagreement, and nine (11%) of them moderately agreed. The mean score was 3.4756 which indicated agreement.

Next statement was on availability of regular planned sessions/meetings to discuss the progress of implementation of co-curricular activities. Most respondents, 57 (70.5%) of them witnessed that such meetings take place in the schools to evaluate the progress of the implementation. However, 19 (23.2%) of them disagreed that regular meetings take place. Only six (7.3%) of them moderately agree. The mean score was 3.7073; it lied in the agreement zone. Therefore, it can be concluded that regular meetings are held to evaluate the implementation of co-curricular activities according to the responses.

All the three principals agreed that regular sessions take place to evaluate the progress of co-curricular activities. Meanwhile, the three supervisors asserted that meetings took place in time of need only; at times when ‘wereda’, Sub-City and city level competitions occurred and when reports were requested. This opinion of the supervisors seems valid because the principals themselves have admitted that co-curricular activities were exercised occasionally.

Lastly, it was sated that students’ engagement in co-curricular activities was planned in every academic year. The response was strongly positive. Out of the total respondents, 77 (93.9%) agreed; only one (1.2%) disagreed. The mean score was 4.5488, and showed strong agreement.

All the three principals stated that programs are prepared for all co-curricular activities. They say supervisors closely check during the planning period.

Three of the supervisors had similar comments during the individual interviews. In separate interviews held on May 8, 2025 and May 9, 2025, they argued that:

“Yes, co-curricular activities are planned on paper at the beginning of every academic year. This is so because it is the requirement of education offices. At the beginning of every academic year, supervisors are obliged to check whether these activities were planned based on the check list forwarded from the education offices. In turn, we report to the relevant education offices that all 21 of the co-curricular activities were planned. This is the end of the game. No one is concerned to follow up the execution of these plans. The requirement of the education offices, thereafter, will be limited to requesting reports on competition club activities. Therefore, all other activities are left at plan level.”

Hence, one can conclude that all co-curricular activities are planned every year but the executed ones are those which were planned for competition at ‘Wereda’, Sub-City and City levels. As Detamo (2018) put it, co-curricular activities are done occasionally and they are required to fulfill certain standards of the Bureau of Education, such as reporting.

4.2.3 School Administrators'/Owners' Perception Towards the Implementation of Co-curricular Activities

Table 6
Administrators'/Owners' Perception

S. No.	Questions/Items	Ratings	Responses			
			N	%	M	SD
1	School administrators have a strong belief on the importance of implementing co-curricular activities.	Strongly Disagree	6	7.3	3.8537	1.29693
		Disagree	10	12.2		
		Moderately Agree	9	11.0		
		Agree	22	26.8		
		Strongly Agree	35	42.7		
		Total	82	100.0		
2	Schools administrators are committed to implement co-curricular activities in their schools.	Strongly Disagree	5	6.1	3.8415	1.23198
		Disagree	7	8.5		
		Moderately Agree	18	22.0		
		Agree	18	22.0		
		Strongly Agree	34	41.5		
		Total	82	100.0		
3	School administrators/owners allocate sufficient budget, time, material and space for the implementation of co-curricular activities.	Strongly Disagree	20	24.4	2.8902	1.37891
		Disagree	10	12.2		
		Moderately Agree	23	28.0		
		Agree	17	20.7		
		Strongly Agree	12	14.6		
		Total	82	100.0		
4	Schools administrators assign club organizers/leaders to facilitate the implementation of co-curricular activities.	Strongly Disagree	1	1.2	4.0244	.95550
		Disagree	6	7.3		
		Moderately Agree	12	14.6		
		Agree	34	41.5		
		Strongly Agree	29	35.4		
		Total	82	100.0		
5	School administrators supervise the implementation of co-curricular activities and take timely actions to encourage weaker activities.	Strongly Disagree	9	11.0	3.6707	1.34307
		Disagree	7	8.5		
		Moderately Agree	16	19.5		
		Agree	20	24.4		
		Strongly Agree	30	36.6		
		Total	82	100.0		

The understanding of the benefits of implementation of co-curricular activities by school administrators is so essential. The perception, support and commitment of school administrators or owners towards the implementation of co-curricular activities are critical. Nothing can be done satisfactorily without the genuine leadership of the administrators and school owners. Good results cannot be expected without the support of the school leaders. Five questions were prepared to evaluate their commitments.

The first statement in this aspect was that school administrators have a strong belief on the importance of implementing co-curricular activities. To this statement, 57 (69.5%) of the respondents were in agreement, but 16 of them (19.5%) disagreed. The other nine respondents (11%) agreed moderately. The mean score was 3.8537 which indicated agreement.

Students in the FGD session highlighted that administrators follow up the active co-curricular activities (other non-mandatory activities were unknown by students). They also stated that they had no knowledge of the owners.

Principals of the schools claimed they were serious in this respect. They also argued that the non-implementation of other activities was because of the lack of focus of education offices. Supervisors agreed with the responses of the principals.

The second statement was on school administrators' commitment to implement co-curricular activities. Of the 82 respondents, 52 (63.5%) of the respondents confirmed the commitment of the administrators, but 12 (14.6%) of the respondents disagreed. The other 18 (22%) agreed moderately. The mean score was 3.8415; this result indicated agreement. Therefore, it can be understood that school administrators are committed to implement co-curricular activities. But it should be noted that, as described above, these co-curricular activities do not encompass all the activities.

The third statement was school administrators/owners allocate sufficient budget, time, material and space for the implementation of co-curricular activities. It is a common knowledge that most private schools are run by employed administrators. In such cases, owners' willingness takes the lead to allocate adequate budget and to appropriate sufficient working space.

The responses to this statement were fair indicators. Of all the respondents, 29 (35.4) of them agreed, 23 (28%) moderately agreed and 30 (36.6%) disagreed. The mean score value was 2.8902. The responses lied in the 'moderate agreement' level. Therefore, adequate budget allocation and space appropriation may be considered as gray area which need further strengthening.

Meanwhile, two school principals admitted that budget was not allocated to these activities separately. Mandatory expenses were covered from other sources. But one of the principals explained that budget was allocated in his school separately. All principals agree that there is shortage of space; they use out of class programs (they do not execute the activities in class hours except when there is free period and free class). They also agree that there are equipment and material for the activities. But one principal expressed shortage of sport wears in his school.

The interview with supervisors confirmed the above statements. But one of the supervisors, responsible for the school that claimed separate budget is allocated, said she did not have the knowledge whether budget is allocated separately.

The fourth statement dealt with the assignment of club organizers/leaders to facilitate the implementation of co-curricular activities. Most respondents' responses were positive with this regard. Of all respondents, 63 (76.9%) of the respondents were in agreement; only seven (8.5%) respondents disagreed, and 12 (14.6%) of the respondents moderately agreed.. The mean score was 4.0244 which lied in the strong agreement zone. Therefore, it can be taken that the schools assigned club organizers for the implementation of co-curricular activities.

The last statement in this section asks if school administrators supervise the implementation of co-curricular activities and take timely actions to encourage weaker activities. To this statement 50 (57%) of the respondents agreed, but 16 (19.5%) disagreed. The mean score is 3.6707, which lied in the agreement level.

4.2.4 Students' Interest to be Engaged in Co-curricular Activities

Table 7

Students' Interest in Co-curricular Activities

SN	Questions/Items	Ratings	Responses			
			N	%	M	SD
1	Students understand the important contribution of co-curricular activities towards their learning.	Strongly Disagree	6	7.3	3.8902	1.16541
		Disagree	5	6.1		
		Moderately Agree	9	11.0		
		Agree	34	41.5		
		Strongly Agree	28	34.1		
		Total	82	100.0		
2	All students are interested to be engaged in co-curricular activities.	Strongly Disagree	3	3.7	3.7195	1.04556
		Disagree	8	9.8		
		Moderately Agree	17	20.7		
		Agree	35	42.7		
		Strongly Agree	19	23.2		
		Total	82	100.0		
3	Students like club co-curricular activities more than the non-club activities as they make friends through these clubs.	Strongly Disagree	1	1.2	3.7683	1.03398
		Disagree	12	14.6		
		Moderately Agree	13	15.9		
		Agree	35	42.7		
		Strongly Agree	21	25.6		
		Total	82	100.0		
4	Few students who have exceptional talents have more interests on certain co-curricular activities.	Strongly Disagree	1	1.2	3.9756	.94249
		Disagree	5	6.1		
		Moderately Agree	16	19.5		
		Agree	33	40.2		
		Strongly Agree	27	32.9		
		Total	82	100.0		
5	Most students are not interested in co-curricular activities.	Strongly Disagree	29	35.4	2.4878	1.37207
		Disagree	13	15.9		
		Moderately Agree	19	23.2		
		Agree	13	15.9		
		Strongly Agree	8	9.8		
		Total	82	100.0		

The statements in Table 8 are meant to assess, from teachers' perspective, the interests of students to be engaged in co-curricular activities.

The first item states that students understand the important contribution of co-curricular activities towards their learning. The responses were encouraging. Out of the total respondents, 62 (75.6%) agreed that students understood the important contribution of co-curricular activities towards their learning. But 11 of them (13.4%) disagreed to this statement. The mean score was 3.8902, and falls in agreement level. According to this survey it can be said that students understand the contributions of in co-curricular practices.

The second item was whether all students are interested to be engaged in co-curricular activities. Similarly 54 (65.9%) of the respondents responded positively; only 11 (13.6%) of the respondents disagreed. The mean score was 3.7195 which indicated agreement.

The third statement was that students like club co-curricular activities more than the non-club activities as they make friends through these clubs. This was agreed by the respondents; 56 (68.3%) of the respondents were in agreement, but 13 (15.9%) of them disagreed, and 13 (15.9%) of the respondents agreed moderately. The mean score was 3.7683, indicating agreement.

This is so natural that the youth chooses group entertainment over lonely practices.

The fourth statement was that few students who have exceptional talents have more interests on certain co-curricular activities. This statement was agreed to by 60 (73.2%) of the respondents; but six (7.3%) disagreed, and 16 (19.5%) of the respondents agreed moderately. The mean score was 3.9756. It showed agreement..

This confirms that students who have identified or are identifying their talents resemble to take part in associated activities so that they can further build their talent.

The last item in this table tries to determine if most students were not interested in co-curricular activities. The results of the survey revealed that this statement was not acceptable. Of all the respondents, only 27 (32.9%) of them agreed to the statement. Respondents who disagreed were 42 (51.3%), and 13 (15.9%) agreed moderately. The mean score was 2.4878, which indicated disagreement.

In general, it was learnt that students were interested to be engaged in co-curricular activities. In the FGD, students showed that they have high interest to be engaged in co-curricular activities.

4.2.5 Major Challenges in Implementing Co-curricular activities

Table 8

Major Challenges

S. No.	Questions/Items	Ratings	Responses			
			N	%	M	SD
1	Lack of commitment of school owners/administrators is a challenge for the implementation of co-curricular activities.	Strongly Disagree	12	14.6	3.4634	1.43325
		Disagree	12	14.6		
		Moderately Agree	9	11.0		
		Agree	24	29.3		
		Strongly Agree	25	30.5		
		Total	82	100.0		
2	Lack of adequate space, equipment and material is a challenge for the implementation of co-curricular activities to implement co-curricular activities.	Strongly Disagree	8	9.8	3.6829	1.28503
		Disagree	6	7.3		
		Moderately Agree	18	22.0		
		Agree	22	26.8		
		Strongly Agree	28	34.1		
		Total	82	100.0		
3	Club leaders/organizers are not committed to implement co-curricular activities.	Strongly Disagree	11	13.4	3.2439	1.34771
		Disagree	15	18.3		
		Moderately Agree	17	20.7		
		Agree	21	25.6		
		Strongly Agree	18	22.0		
		Total	82	100.0		
4	Students are not willing to be engaged in co-curricular activities.	Strongly Disagree	29	35.4	2.4756	1.40744
		Disagree	16	19.5		
		Moderately Agree	16	19.5		
		Agree	11	13.4		
		Strongly Agree	10	12.2		
		Total	82	100.0		
5	Government education offices do not encourage the implementation of co-curricular activities.	Strongly Disagree	13	15.9	3.2561	1.49741
		Disagree	17	20.7		
		Moderately Agree	15	18.3		
		Agree	10	12.2		
		Strongly Agree	27	32.9		

Mean Scores: 4.21-5.00 shows - Strong Agreement, 3.41-4.20 - Agreement, 2.61-3.40 - Moderate Agreement, 1.81-2.60 - Disagreement and 1.00-1.80 - Strong Disagreement.

Source: Ahmed, Muyyad, 2018

The last questionnaire dealt with the major challenges that affect the implementation of co-curricular activities in these private primary schools.

The first item stated that lack of commitment of school owners/administrators was a challenge for the implementation of co-curricular activities. It shall be noted that most private primary schools are administered by employed persons. Therefore, the support of school owners would be meaningful in this respect. The results of the responses were that 49 (59.8%) of the respondents were in agreement, 24 (29.2%) were in disagreement and nine (11%) were in moderate agreement. The mean score was 3.4634, which meant agreement. According to these responses, 49 (59.8%) of the respondents support the statement that lack of commitment by the leadership is a challenge.

The principals' views to this statement are, however, different. During the separate interviews with each of the school principals, held on May 2, 6 and 7, 2025, all of them claimed that they were committed. Of course, they admitted that the commitment was particularly on the competitive activities ordered by the respective education offices.

Supervisors also share the principals' views. But they differ in the causes of the commitments. One of the supervisors, SP2, shared the following observation in this respect, in an interview held in the supervisor's office on May 8, 2025.

"Private primary schools have owners. Principals in these schools are employed by school owners. Although principals are committed, sometimes they lack the required resources to execute these mandatory activities let alone to incorporate other planned co-curricular activities. These lacks of resources diminish the efforts of principals but it might be bore in mind these resources can only be financed and fulfilled by committed school owners".

Therefore, the true causes of this challenge are the low interest of school owners to avail resources that could enable the implementation of co-curricular activities.

The second item surveyed whether lack of adequate space, equipment and material was a challenge for the implementation of co-curricular activities. The respondents' evaluation of this statement was as shown below.

Of the 82 respondents, 50 (60.9%) agreed to the statement; 18 (22%) agreed moderately and 14 (17.1%) disagreed. The mean score was 3.6829; that also showed agreement. This meant lack of adequate space, equipment and material was a challenge.

These private schools are built on narrow spaces which are not comfortable for extra activities. One of the schools was not even comfortable for regular teaching-learning. The comments forwarded by supervisors also confirm this truth. The comment of one of the supervisors, SP1, is worth mentioning. In an interview held on May 8, 2025, she said the following.

“Buildings of these private primary schools are not comparable to government primary schools in the Sub-City. Moreover, they do not have adequate free spaces to entertain collective activities. As a result, they use play grounds of neighboring government schools for football, volley ball and basket ball. Some of the schools do not fulfill the required materials; one of these schools does not have sport wears for its teams to identify them from others. To execute activities of agriculture and farming club, one other school performs planting at unoccupied space out of the legal limits of the school compound.”

Therefore, non-affordability of adequate space, required equipment and material was a challenge to the implementation of co-curricular activities in these private schools.

The third item stated that club leaders/organizers were not committed to implement co-curricular activities. The respondents supported this statement; 39 (47.6%) of the respondents agreed to the statement; but 26 of them (31.7%) disagreed. Some of them, 17 (20.7%) agreed moderately. Including the moderate agreement, it can be said that 68.3% of the respondents agreed to this item. The mean score is 3.2439 which confirmed the agreement. From this result it can be concluded that club leaders are not committed to the implementation of co-curricular activities. This is critical and needs to be addressed.

The fourth point was to test the willingness of students to be engaged in co-curricular activities, from teachers’ perspective. The statement was ‘students were not willing to be engaged in co-curricular activities.’

The result was encouraging. Of the total respondents, 45 (54.9%) were in disagreement to the statement; 21 (25.6%) of them were in agreement and 16 (19.5%) agreed moderately. The mean score confirmed this result, which was 2.4756.

The students’ response was also encouraging. In FGD sessions held on May 12, 13 and 14, 2025, they explained:

“If there are chances to participate according to our interests, most of the students are willing. Currently, the problem is only a few students can participate because the co-curricular activities are limited. We envy those who participate. Mostly talented students with sports (football, volley ball and basket ball) are lucky to join the clubs. But all of us

cannot be talented in sport activities. We can develop other talents with the implementation of co-curricular activities.”

Therefore, the interest of students to be engaged in co-curricular activities was unquestionable.

The last item stated that government education offices did not encourage the implementation of co-curricular activities. Definitely, the offices pass guidelines to schools instructing them to implement co-curricular activities. Whether they follow up and encourage such practices will be tested by this questionnaire.

The result was negative. Out of the 82 respondents, 37 (45.1%) were in agreement; 15 (18.3%) agreed moderately, but 30 (36.6%) disagreed. The mean score, which was 3.2561, lied in the moderate agreement zone. This result shows that the education offices' effort to encourage the implementation of co-curricular activities was not so strong.

From practice and from several relevant discussions the researcher understands that the Addis Ababa Bureau of Education sends guidelines to schools, sub-cities and 'wereda' education offices. The guideline consists of 8 sectors under which are listed 21 co-curricular activities. At the beginning of every academic year schools (government and private) are instructed to prepare programs for the execution of the same. After this occasion, the follow up of the execution is limited to a few selected activities such as sports and festive events, English day, mini media, culture day and other special occasions. It seems that the education offices are not interested to follow up the other activities. Therefore, the respondents' conclusion that the support rendered by education offices for the implementation of co-curricular activities is not so strong is supportable.

4.3 Findings

This research was conducted to achieve the following objectives: the extent to which co-curricular activities contribute to students learning, to understand the perception of school administrators towards co-curricular activities, to assess the level of students' interest to be engaged in co-curricular activities and to identify major challenges.

To this end, questionnaires, semi-structured interviews, discussions and document reviews were utilized. The major findings from these interventions are shown as follows.

4.3.1 On Contribution of Co-curricular Activities to Students' learning

The study revealed that co-curricular activities contribute to students' learning in achieving all rounded knowledge. Most respondents' response in this regard was positive.

It was understood by most respondents that the implementation of co-curricular activities in private primary schools equip students with all rounded knowledge and that they develop the mental and physical strength of students. However, they also asserted that co-activities contribute significantly to physical strength only. This contradicts their belief that these activities equip students with all rounded knowledge. According to these respondents, the contribution of co-curricular activities to the development of intelligence such as cultivation of leadership quality, socializing and improving talents such as music, debates, journalism and the likes are undermined. This might have arisen from the fact that sports activities are exercised in the schools more frequently than other activities.

4.3.2 On Current Status of Implementation of Co-curricular Activities

Co-curricular activities were partially implemented in private primary schools. The focus of implementation was on the following.

Mini-media activities are mostly performed before classes begin. English Language Development Club is active every Monday. This is a mandatory activity in all schools, private or government. All the school community is expected to communicate in English for the whole day. Few English dialogues are performed, but the all-day English conversation is not practiced even by teachers.

Sports activities such as foot ball, volley ball and basket ball were exercised occasionally, when cross school or cross 'wereda' competitions existed. Trips were organized once in a year, usually by the end of the academic year, by the 'Let Us Know Our Country Club'.

Health and Anti-HIV AIDS Club: it may be active once a year to celebrate HIV AIDS day. The associated continuous teachings are forgotten. Similarly, Culture and Arts Club is exercised once in a year to celebrate Nations' and Nationalities' Day.

Students' Counseling Club is formed by the beginning of each academic year but it counsels nothing.

Hand Craft Club: A regular education program, named 'Performance and Visual Arts' is being taught in private and government schools. Therefore, it is being covered by this regular program.

According to the survey, most of the respondents thought that separate budget was allocated for these activities. But two of the three principals admitted that no separate budget was allocated for the co-curricular activities. The third principal's statement that separate budget was allocated for these activities was challenged by supervisors. Therefore, it can be concluded that no separate budget was allocated for co-curricular activities.

The schools had trained staff members to coordinate co-curricular activities. They assigned teachers according to the closeness of their professions to the specific activities. Meetings were held to evaluate the implementation of co-curricular activities. Meanwhile, these meetings took place in time of need; at times when 'wereda', sub-city and city level education offices require feedbacks. The meetings are occasional, not regular.

Students' engagement in all the 21 co-curricular activities was planned at the beginning of every academic year. But only a few co-curricular activities were implemented because these few activities are made mandatory by the education offices.

4.3.3 On the Perception and Support of School Administrators

School principals had strong beliefs on benefits of co-curricular activities; they were also committed to implement co-curricular activities. But it should be noted that, as described in the analysis section above, these co-curricular activities do not encompass all the activities; they are limited to a few of the competition activities.

Except in one of the schools, budget was not allocated to co-curricular activities. During implementation the activities' costs were covered from other sources of the schools. They had no regular programs. There were shortage of spaces, and materials were not fulfilled.

Schools administrators assigned club organizers/leaders to facilitate the implementation of co-curricular activities. They also supervised the implementation of co-curricular activities and took timely actions to encourage weaker activities. This is commendable although the intervention is occasional.

4.3.4 On Students' Interest to be Engaged in Co-curricular Activities

Students were aware of the contributions co-curricular activities and showed eagerness to practice them. Most students were willing to be engaged in co-curricular activities if chances were availed. Indeed, the students in these schools were not aware of the other co-curricular

activities, which the schools plan but do not implement. Upon being introduced to the list and meanings of all co-curricular activities during the discussions, it was observed that students' interest was more aroused.

4.3.5 Major Challenges in Implementing Co-curricular activities

Lack of commitment of school owners' was one of the challenges for the implementation of co-curricular activities. School principals have better preparedness to implement the activities but their efforts are hindered by non-cooperativeness of school owners, particularly on finance related activities. Budget allocation needs good will of owners. Lack of adequate space, equipment and material were also challenges for the implementation of co-curricular activities. The high number of co-curricular activities (21 in total) was reported as a challenge. It needs either revision or serious follow up. The education offices' effort (from 'wereda' to city level) to encourage the implementation of co-curricular activities is not so as strong as per the expectations.

According to the gathered information, owners of schools were not interested to finance co-curricular activities independently. Expenses to these activities are mostly covered from other sources: expenses meant to cover curricular activities. This non-commitment of owners is a challenge to the implementation of co-curricular activities. Moreover, shortage of space in these schools is a critical challenge. There are no free spaces within the compounds of the schools for group activities. Shortage of materials is also a challenge to some of the schools. Teachers' awareness on co-curricular activities did not show consistency.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains three sections. The first section deals with summary. The second one presents the conclusion and the third section presents recommendations. Limitation and areas of future research are indicated by the end of the chapter..

5.1 Summary

From the findings of the study it can be summarized that the contribution of co-curricular activities to students' learning in these private primary schools was beyond doubt. This goes with the assertion of Gardner et al that co-curricular activities are positively associated with educational, civic, and to some extent, occupational success in young adulthood (Gardner, et al, 2008).

Only a few of the co-curricular activities were being implemented in the private primary schools. These few co-curricular activities were implemented occasionally because they are requirements by the education offices. This fact is supported by Detamo (2018) who states that these co-curricular activities are done occasionally and they were required to fulfill certain standards of the Bureau of Education. Berbada and Panigrahi (2012) also agree to this finding. They say "co-curricular activities are established at beginning of academic year, reports are received for 2 or 3 months. Then follow up is neglected." Generally speaking, the implementation of co-curricular activities does not include all activities. Moreover, some of them are a onetime event. But this is not surprising as government schools do the same thing. Every school is forced to plan the 21 co-curricular activities at the beginning of every academic year but the implementation is forgotten.

The perception of school principals towards the contribution of co-curricular activities was positive, but the support rendered by school owners is discouraging. This might have been due to low awareness of school owners on the subject.

Students' interest to be engaged in co-curricular activities is unquestionable. More students incline, however, to club co-curricular activities, which agrees with Ayele's and Bayat's assertion (Ayele, 2007; Bayat, 2015) that club co-curricular activities create a competitive

atmosphere among groups which make them enjoy their clubs thereby keeping themselves healthy and sustaining their endurance.

The challenges hindering the implementation of co-curricular activities include lack of commitment by school owners, lack of adequate space, budget and material, and lack of strong follow up by education offices.

The number of teachers in these schools who were not clear on the contribution of co-curricular activities was significant. Most of them agree on the immense contribution of co-curricular activities to produce able citizens with all-rounded knowledge. But on a separate questionnaire, most of them again expressed their attitudes that co-curricular activities contribute significantly to physical strength only. This paradox might have been resulted from the experience of their schools; the schools perform only limited co-curricular activities of which sports activities are the frequented ones. But implementation of co-curricular activities is not only sports; it is beyond that.

5.2 Conclusions

The data collected from teachers, students, principals, supervisors and documents were analyzed and the findings of this survey are shown in section 5.1. Accordingly, the following conclusions were drawn.

The contribution of co-curricular activities to students' learning in these private primary schools, from teachers' perspective, is doubtful. Most respondents agreed that co-curricular activities in private primary schools assist students to achieve all rounded knowledge and that they contribute for the mental and physical strength of students. However, in their response for a different statement, 70.7% of respondent teachers stated that co-curricular activities contribute significantly only to the physical strength of students. This is in paradox to their response that co-curricular activities enable students to achieve all rounded knowledge. This is a sizeable number, and needs to be addressed.

Currently, the private primary schools implement a few of the co-curricular activities. They only respond when they are requested to implement by education offices. They do not implement all

the co-curricular activities they planned. The planning of co-curricular activities was not found to be serious and implementable.

The support of school principals, in planning co-curricular activities, is appreciable. They plan all activities, but they implement a few of them because these few activities are mandatory. Allocation of specific budget to the activities was not also assured; budget allocation depends on the good will of school owners. Reportedly, one of these schools was not even able to afford sport wears to its sport teams. Finance related issues are resolved by the good will of the owners.

Lack of budget, lack of adequate space, non-commitment of school owners and lack of serious follow up by the education offices were challenges for the implementation of co-curricular activities.

5.3 Recommendations

From the previous data analysis, findings and conclusion the following recommendations are drawn.

1. The private primary schools lack adequate space to perform co-curricular activities. They do not possess adequate free space within the compounds; they do not have extra rooms for exercising co-curricular activities. During sport competitions, they perform their training sessions in neighboring government schools. Therefore, before new private primary schools are granted license to teach, serious inspection is recommended to assure the fulfillment of set standards, including adequate space.
2. School principals were found committed to implement co-curricular activities. Of course these activities were limited, and executed occasionally. However, these occasional efforts were not fully supported by school owners. In order to facilitate the support of owners to principals, awareness creation to school owners is recommended on the contribution of co-curricular activities to students' learning.
3. The awareness of teachers on the contribution of co-curricular activities was not clear as witnessed by their responses. Therefore, awareness training for teachers on contribution of co-curricular activities to students' learning is recommended.

4. The Bureau of Education of Addis Ababa City, by its guidelines, recommends that 21 co-curricular activities shall be implemented in schools. Schools plan all activities at the beginning of every academic year. But they perform few selected ones. The rest are forgotten after the planning period. The respective education offices' follow-up for the planning of the co-curricular activities is good, but the follow up for their implementation is limited. Education offices request reports of implementation on few selected areas. Schools are not enforced to implement other co-curricular activities.

Accordingly, it is hereby recommended that further study be conducted on practicable number and type of co-curricular activities so that co-curricular activities would not remain in planning phases.

5.4 Limitations

The required time for the research was not fully attained. The researcher had to gather data, to analyze them and to write up the research in a very congested time table as she had to accomplish her office tasks during office hours.

5.5 Future Research Areas

The study was limited to private primary schools of Lideta Sub-City. Due to time and cost constraints this study was also limited to three private primary schools of Lideta Sub-City. Therefore, researchers who are interested for further studies can have the following options. They can undertake researches on contributions of co-curricular activities on government primary schools of Lideta Sub-City; or on revising the number and type of practicable co-curricular activities in general.

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APPENDICES

Appendix A

**The Contributions of Co-curricular Activities for Students' Learning in
Private Primary Schools of Lideta Sub-City, ADDIS ABABA**

**Questionnaire for Partial Fulfillment of MA in Educational Planning and
Management**

Dear Respondent,

My name is Zemzem Osman. I am currently working on a study for the partial fulfillment of a Master of Arts Degree in Educational Planning and Management. The research aims to evaluate the current practices of co-curricular activities in private primary schools and to identify areas of improvement for recommendations. Therefore, I humbly request all respondents to fill the questionnaire.

The purpose of this questionnaire is to obtain data on current practices of co-curricular activities in your schools. The information obtained through the questionnaires will be used for the research purpose only. There are no correct or incorrect answers, and respondents who participate are handled confidentially and professionally. Moreover, you are advised to fill the questionnaire of your own free will.

Your participation is so valuable and significant for successful accomplishment of the research.

Best Regards.

Respondent's background information

Please fill the following form by writing your school's name and marking 'X' in the boxes provided hereunder.

1. Name of the School: _____

2. Sex: Male: Female:

3. Age (in years)

A) ≤ 20 : B) 21-30: C) 31-40: D) 41-50:

E) 51-60: F) ≥ 61 :

4. Service/ Work Experience (in years)

A) ≤ 2 : B) 3-5: C) 6-15: D) 16-25: E) 26-35: F) ≥ 36 :

5. Educational Qualification:

A) Diploma: B) Bachelor Degree: C) Masters Degree: D) PhD:

Status of implementation of co-curricular activities and corresponding challenges: from teachers' perspective

(to be filled by teachers)

Please note the following points before filling the questionnaire.

Please fill the form independently without seeking assistance from others.

Do not write your name and address. Use only ball point pens to mark/tick the box.

The keys (equivalent weights) to numbers 1 to 5 are presented below. Please mark X in the boxes according to your own evaluation.

Keys: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Table 10
Contributions of Co-curricular Activities

S. No.	Statement	Ratings				
		5	4	3	2	1
1	The implementation of co-curricular activities in private schools will assist students to achieve all rounded knowledge.					
2	The implementation of co-curricular activities in private schools will contribute for the mental and physical strength of students.					
3	The implementation of co-curricular activities in private schools improves significantly only the physical strength of students.					
4	The implementation of co-curricular activities in private schools shall be considered as a leisure activity.					
5	The implementation of co-curricular activities in private schools is a waste of time.					

Table 11

Current Status of Implementation of Co-curricular Activities

S. No.	Statement	Ratings				
		5	4	3	2	1
1	Co-curricular activities are being implemented in the school.					
2	Budget is allocated for the implementation of co-curricular activities.					
3	The school has trained staff members to coordinate co-curricular activities.					
4	There is a regular planned session/meeting to discuss the progress of implementation of co-curricular activities.					
5	Students' engagement in co-curricular activities is planned in every academic year.					

Table 12

School Administrators/Owners Perception Towards the Implementation of Co-curricular Activities

S. No.	Statements	Ratings				
		5	4	3	2	1
1	School administrators have a strong belief on the importance of implementing co-curricular activities.					
2	Schools administrators are committed to implement co-curricular activities in their schools.					
3	School administrators/owners allocate sufficient budget, time, material and space for the implementation of co-curricular activities.					
4	Schools administrators assign club organizers/leaders to facilitate the implementation of co-curricular activities.					
5	School administrators supervise the implementation of co-curricular activities and take timely actions to encourage weaker activities.					

Table 13

Students Interest to be Engaged in Co-curricular Activities.

S. No.	Statements	Ratings				
		5	4	3	2	1
	Students understand the important contribution of co-curricular activities towards their learning.					
	All students are interested to be engaged in co-curricular activities.					
	Students like club co-curricular activities more than the non-club activities as they make friends through these clubs.					
	Few students who have exceptional talents have more interests on certain co-curricular activities.					
	Most students are not interested in co-curricular activities.					

Table 14

Major Challenges of Exercising Co-curricular Activities

S. No.	Statements	Ratings				
		5	4	3	2	1
1	Lack of commitment of school owners/administrators is a challenge for the implementation of co-curricular activities.					
2	Lack of adequate space, equipment and material is a challenge for the implementation of co-curricular activities to implement co-curricular activities.					
3	Club leaders/organizers are not committed to implement co-curricular activities.					
4	Students are not willing to be engaged in co-curricular activities.					
5	Government education offices do not encourage the implementation of co-curricular activities.					

If you want to add anything, please specify it here.

Appendix B

Status of Implementation of Co-curricular Activities and Corresponding Challenges: from Students' Perspective

(To be discussed in Focus Group Discussion sessions of students)

Three Focus Group Discussion sessions will be held, one in each school. The discussions will be held in Amharic for ease of communications. Therefore, the following questions will be translated into Amharic before the due date of discussion. The researcher will elaborate any questions raised before going to the discussion directly. The discussions will be limited to the extent of the students' knowledge of the implementation of co-curricular activities in their schools.

Each question will be discussed and the consensuses reached will be registered. From these discussions it is believed that qualitative data (information) will be gathered.

On Understanding and Implementing Co-curricular Activities

1. How do you understand co-curricular activities?
(After discussing the above question, explanation will be given to students on the meaning of co-curricular activities so that their answers to forthcoming questions will be based on similar knowledge of co-curricular activities).
2. Do you think skills can be acquired through co-curricular activities? How?
3. Do you, or your friends, participate in co-curricular activities in your school? If not, why?
4. Can students join any club they want to?

On School's Support to Students

5. Does the school have a regular follow up program for implementation of co-curricular activities?
6. Does the school have sufficient space and equipment to exercise co-curricular activities?

On Students' Interest in Co-curricular Activities

7. Are you interested in being engaged in co-curricular activities? Do you think all students, or majority of them, are interested to be engaged in co-curricular activities?

On Major Challenges of Implementing Co-curricular Activities

8. Is there a shortage of sufficient space, adequate equipment and material to implement co-curricular activities?
9. Are club coordinators committed to implement co-curricular activities?
10. What other problems exist in your school to implement co-curricular activities

Appendix C

Interviews with Principals

Interviews will be held with principals on major points related to understanding and implementing of co-curricular activities. Any doubts on the implementation of co-curricular activities will be raised and discussed with the intention of understanding the true level of implementation of co-curricular activities in the private primary schools. The interviews will be held based on the following questions.

On Understanding and Implementing Co-curricular Activities

1. How do you evaluate the understanding of co-curricular activities by your staff members?
2. Can you tell me about the practices of co-curricular activities in the school?

On School's Support to Students

3. Does the school have a regular follow up program for implementation of co-curricular activities? If yes, is there any proof?
4. Does the school have sufficient space and equipment to exercise co-curricular activities?
5. Does the school allocate budget for co-curricular activities?
6. Does the school assign club coordinators? If yes, are they trained?

On Students' Interest in Co-curricular Activities

7. How do you find the interests of students to be engaged in co-curricular activities?

On Major Challenges of Implementing Co-curricular Activities

8. What are the major challenges to implement co-curricular activities in your school?
9. What do you suggest to overcome the challenges associated with the implementation of co-curricular activities?
10. Do supervisors supervise the extent of implementation of co-curricular activities in your school?

Appendix D

Interviews with Supervisors

Supervisors have access to the schools' information from teachers, students and administrators. Therefore, school supervisors are believed to have adequate knowledge of ongoing co-curricular activities in these private primary schools. The interview will be held based on the following questions.

On Understanding and Implementing Co-curricular Activities

1. How do you evaluate the understanding of co-curricular activities by:
 - teachers
 - school administrators and
 - students?
2. According to your observation, do the schools practice co-curricular activities?

On School's Support to Students

3. Do the schools have a regular follow up program for implementation of co-curricular activities?
4. Do the schools have sufficient space and equipment to exercise co-curricular activities?
5. Do you believe that the schools allocate budget for co-curricular activities?
6. Have you observed the schools assigning club coordinators?

On Students' Interest in Co-curricular Activities

7. According to your observation, are students interested to be engaged in co-curricular activities?

On Major Challenges of Implementing Co-curricular Activities

8. What do you think are the major challenges to implement co-curricular activities in the schools?
9. What do you suggest to overcome the challenges associated with the implementation of co-curricular activities?
10. Do you supervise the implementation of co-curricular activities in schools?