

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



**PARTICIPATION OF STUDENTS WITH SPECIAL
NEEDS IN EXTRACURRICULAR ACTIVITIES**

By

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**THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY TO PARTIAL FULFILLMENT OF
THE MASTER OF ARTS DEGREE IN SPECIAL NEEDS
EDUCATION**

Addis Ababa
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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**Participation of Students with Special Needs
In Extracurricular Activities**

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Acknowledgement

First I would like to express my deepest gratitude to my advisor Dr. R. Sreevalsa Kumar for his unreserved guidance, polite and persistent encouragement that undeniably helped me to complete my thesis.

Tesfa Walle (instructor at Bonga Teachers' college) and his family deserve my special thanks for their moral, financial and friendly cooperation throughout my study.

I owe special thanks to my colloquia Assefa Wubalem who helped me in various ways from the very beginning to the end in providing valuable and critical comments.

Following, my thanks goes to Ato Daniel Okubit, Shimels Zewdie, Berhanu Abera and Fantahun Admas, who all are graduate students at AAU for their concern and devotion of time in editing and providing constructive comments and suggestions.

Moreover, I am indebted to teachers and students in the sample schools and my friends Getinet Lewoyehu and Tegegne Ahmed who in one way or the other contributed to the completion of this paper.

Lastly, I would like to thank w/t Betelihme Eshetu for her devotion and patience in typing and editing the manuscript.

ABSTRACT

The major purposes of this study were assessing the level of participation of students with special needs in extracurricular activities, identifying factors that affect their participation and problems that regular teachers face to include students with disabilities in extracurricular activities. To achieve the purposes descriptive survey method was applied. In the study, 3 groups of samples encompassing 53 regular teachers, 56 students without special needs and 34 students with special needs participated.

Observation guide and questionnaire were the instruments used to collect data. Analysis was made both quantitatively and qualitatively. Both quantitative and qualitative analyses of data revealed that majority of students with special needs are kept out of extracurricular participation. The t-test employed showed statistically significant difference in the participation between the special need and the non-special need groups, in which special need students were in lower level of participation. Nevertheless, no significant difference was found between male and female student within the special need group.

In the attempt to identify factors affecting students' participation lack of interest by themselves, discouraging attitude from non-special need peers, lack of initiation (interest) from the teachers to include them in such activities, lack of time and less suitability of activities practiced in schools to their participation were identified as the stumbling blocks in their participation. Regarding the problems faced by teachers in including students with special needs to participation in extracurricular activities lack of proper training, absence of guiding material, low interest and lack of awareness from students, schools' inability to provide material aid to these pupils and lack of support to teachers' effort were identified as impeding factors.

Based on the findings some pragmatic measures were suggested to improve the participation of students with special needs in extracurricular activities, which can enhance the growth and development of these children.

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CHAPTER ONE

INTRODUCTION

Education for all is a compelling goal. Many countries in the world pledged to work towards a future in which all children everywhere will have access to quality basic education both as a matter of right and as an essential element in economic and social development. Hence, education is a means to overall change and in that every individual has responsibility and role to contribute towards this development; quality education should be provided without any reason of discrimination. A basic principle of quality education has always been focusing on the individual (Wessel, 1986). Individual differences should be described in terms that are directly relevant to instruction, not labels such as special education, disadvantaged, and poor gifted, or typically average.

People with certain physical, psychological, intellectual and emotional problems have been largely ignored in academic circles (Oliver, 1990, cited in Kenny & Neela, 2000). One important cause for this ignorance is attitudinal problem. The attitudinal problem that students with special educational needs can learn with their non-disabled peers in a regular class is still a problem that needs change in developing countries like Ethiopia. According to Barton (1996), as cited in Kenny and Neela, (2000), disability has been viewed almost exclusively from medical and psychological perspectives. Other than this view these people were characterized as 'pitiable', 'pathetic', 'invalid', 'helpless', and 'dependent'. These characteristics are daily experiences of people with disabilities in our case.

Extracurricular activities are not new developments rather; they are about as old as organized education itself (Mekown, 1956). Following this development of planning and practice of extracurricular activities across various stages, educators used different terms to explain these activities. Some of these are

'semi-curricular', 'intra-curricular', 'co-curricular', etc. (Mekown, 1956). Tirussew (2005) explained that extracurricular activities are important parameters not only for promoting inclusion outside the classroom among students but also for unfolding the diverse potentials and talents of children with and without disabilities. Such a tradition needs to be nurtured as early as possible so that children can develop the habit of using out of school time wisely.

However, in practical and theoretical aspect of research, participation of students with special needs is found to be significantly low. Excluding these students from extracurricular activities is failing to meet the learning needs of the child, which in turn, puts a step back the effort to be done to improve the psychological, social, academic and physical conditions of the child (Wagener et al., 2003; Greer, 1975, cited in Cousins, 2004; Ferry, 2003, cited in Disciullo, 2004).

1.1 Background of the Study

At present, there is no problem on stating international declarations, conventions and policies regarding the education of students with special needs. In line with this, the constitution of Ethiopia established particular emphasis on allocation of resources to assist disadvantaged groups (Art 41 and 91). The 1994 Education and Training Policy also stated that expansion of quality education is not only a right but also guarantee for development (MOE, 2005).

A document by the Ministry of Education (MOE, 2005) explained that children and students who have physical, sensory or intellectual impairments experience many difficulties in learning and participating in school activities. Students with disabilities are over looked from extracurricular involvement.

Previous research works in the area pointed that the source of the problem is associated with socio-cultural environments, quality of interaction between learners and teachers and availability of facilities and equipment (Disciullo, 2004).

For all students, learning should occur both inside and outside the classroom. For any particular reason no student be excluded from participation. Related with this, Cadwallader (2002) stressed the point that on the basis of one's disability no child must be excluded from school practical experiences. In respect to the opportunity students with special needs can have from extracurricular participation, such as to meet people, career preparation, enjoying school, more and more school involvement. Therefore, schools should encourage the participation of these students (Hansley and Colloquies, 1986; Frrey, 2003 in Disciullo, 2004).

However, research works revealed that due to reasons that streamed from different angles (schools, students, peers, teachers, and other related factors) the participation of students with disabilities in extracurricular activities is significantly low (Cadwallader et al., 1999; Cadwallader, 2002; Wagner, M et al., 2001; Vaughn & Elbaum, 1996, cited in Brown et al., 2003; Disciullo, 2004).

1.2 Statement of the Problem

The absence of studies in the area of students' participation in extracurricular activities in the Ethiopian context hinders the researcher to analyze the gap. Nevertheless, the available survey studies on the general student population pointed out that these activities are overlooked and participation of students is too. These theoretical and practical backgrounds throw light on the fact that students with special educational needs are kept out of extracurricular participation. Hence, to meet the learning needs of these students in the

regular classroom in general and maximize their participation in extracurricular activities in particular; and from the point of view of quality education and human right, factors that could have prominent effect on their participation have to be studied and appropriate/proper measures should be taken.

Hence, the following research questions were formulated:

- Do students with special Needs participate in extracurricular Activities?
- Is there statistically significant difference in extracurricular participation across groups of special needs and non-special needs students in upper primary schools?
- Is there statistically significant difference in extracurricular participation across gender within special needs students?
- What factors affect participation of students with special Needs in extracurricular Activities?
- What do students with special needs perceive as benefits of participating in extracurricular activities?
- Do teachers have problems to include students with special needs in extracurricular activities? If so what are the problems?
- In which types of extracurricular clubs do most students with special needs actively participate?

1.3 Significance of the Study

From what has been discussed above evidences indicated that students with special needs (different disabilities) are largely ignored from out-side classroom activities. Hence, more than a learning loss the impact their non-participation could have on their psychological and social adjustment needs considerable attention. From this perspective to overcome the problem and raise their participation, conducting studies would be of considerable help.

In this specific research in line with the stated research questions, data were gathered and analyzed. Hence, the findings obtained and recommendations suggested would have theoretical and practical significance mainly in understanding the current participation level of students with special needs in extracurricular activities.

Furthermore, the result of this study will be significant to the following specific aspects.

- The current widely practiced approach in teaching children with special needs is inclusive approach. Through its practice, particularly in developing nations like Ethiopia, due to different reasons the learning needs of these children are not met successfully. One such problem is keeping them out of extracurricular activities. Hence, the results of this study will have some contribution in identifying what particular problems they faced to participate in such activities which in turn, would help to forward recommendations to professionals, teachers, parents and concerned bodies to take measures.
- Conclusions to be drawn would throw light on what specific problems these students experience from their peers, teachers and general school community. Therefore, recommendations to be made would help schools by providing information on measures to be taken to improve the situation.
- The study would help researchers as a stepping-stone to conduct large-scale studies in the area.

1.4 Scopes and Delimitation of the Study

The area of extracurricular activities is broad in that it includes community activities, voluntary service activities, and school-based activities designed to help students' academic development.

Groups of students with special educational needs are also different. It is very difficult if not impossible to see participation of all groups of students with special needs in all extracurricular activity types. Hence, mainly due to experience and time constraints this study is delimited to see participation of students with special needs with motor, visual, auditory, diabetic and epilepsy cases in four upper primary (5-8) schools of one wereda in Kaffa zone.

1.5 Limitation of the Study

The study intended to get information about the participation of students with special needs in extracurricular activities. However, it is limited in sample size in that the study took a small sample population. Hence, its generalizability is limited to some groups of students.

In addition, the study is limited in related references and research works both in foreign and local context. Particularly the shortage is severe in the Ethiopian context that prohibited the researcher to test the finding of the current study to the previous existing condition.

1.6 Operational Definition of Terms

For the purpose of communication, the following terms are operationally defined in the context of this research.

Participation- Taking active role in performing activities in clubs in which one is a member.

Students With Special Needs-these are students with motor, visual and auditory disabilities as well as diabetic and epilepsy cases

attending the regular classroom in the upper primary schools of Southern Nation Nationalities & Peoples Region.

Extracurricular Activities-Are activities related to but not included in the academic subjects that can be organized by teachers or students themselves and practiced outside the classroom by interested members.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 History and Definition of Extracurricular Activities

As mentioned in the introductory part, extracurricular activities are as old as formal education itself. Preferences to the elements of these activities are traced to ancient Greek culture (Cousin, 2004).

Throughout history, the value of extracurricular activities has been in and out of favor. As Smith and MC Quigg (1965), cited in Cousin, (2004) indicate, it was not until early 20th century that the development of extracurricular activities began to flourish. Even afterwards, Jhosston (1995), cited in Cousins (2004), mentions that the development of these activities was not smooth, in that there were opponents who would scheme activities that interfere with true school activities.

The term extracurricular activity is used to denote the various educational activities performed by students outside the regular class hour. Different writers in the literature used various terms to explain such activities in school. Some of these terms, as Elicker (1964) cited in Setotaw (1998) indicated, include 'extra class', 'out- of -school', 'co- curricular', 'co- curriculum' and student activities. Writers such as Kilzerted (1956); Miller, (1956) and Collins (1973) are of the opinion that the term extracurricular activities carry a negative concept towards the curriculum because the term directly suggests the exclusion of the activities from the actual curriculum. They recommend using the term co- curricular instead in that it most nearly reflects the relationship that exists between the curriculum activities and the out- of- class activities in to the school situation.

Beekner (1972) in Muluembet (1999) explained extracurricular activities as an aspect of curriculum, which is voluntarily engaged in by students who do not carry academic credit toward promotion or graduation.

The prime points to be considered in planning extracurricular activities are identified by McCleary and Turn Baugh (1962), cited in Setotaw (1998), to be voluntary participation in which students should be encouraged to plan and direct activities.

In reviewing the literature, the writer of this paper uses the term extracurricular activities throughout this paper since there is no difference in what constitutes such activities except the difference in terminology use.

2.2 Objectives of Extracurricular Activities

Activities have objectives, and if they have objectives, they need to be planned in time and resources. What differs is their objective being short and long-run. Among those activities in the schools are the extracurricular ones. Not surprisingly, extracurricular activities are equally important as formal curriculum in school though they differ on the way they are being practiced.

The education system of most countries of the world combines both curricular and co-curricular objectives, which would enable them to shape all rounded citizens. Through extracurricular activities, students will get a chance of fulfilling their aroused interests and feelings in the classroom. It paves the way for a harmonious interaction to prevail between teachers and students. Extracurricular programs also develop in students' life-long interests or hobbies in cultural and artistic activities. The importance of using leisure time on activities participation explained in the following way as;

The way in which a young person uses his/her leisure time is a vivid expression of his development as a personality on the one hand, and a factor of his/her future development which should not be underrated, on the other."(Lompsher, 1982,418 in Setotaw, 1998).

The practice of extracurricular activities is mostly related with current situations/ issues and recent findings for instance HIV/AIDS prevention, environmental protection, gender issue, etc. It is further explained in the literature that there are no better opportunities other than co- curricular programs that establish close contact between school and community. Examples are parents' day, sports competition, exhibitions, drama, tree planting, etc. Therefore, schools should be concerned and competent enough in planning and organizing extracurricular activities for their students. Hence Chaube & Chaube (1991) and Warson et al. (1982), cited in Setotaw (1998) remarked that students' involvement in extracurricular activities is key to good school discipline as long as there are wide choices of activities to serve the interests of larger number of students. They further explained that co-curricular activities "help students feel that they 'belong' to the school, that the school 'belongs' to them, and that the school is worth 'belonging' to." Particularly, extracurricular activities are very important for the disadvantaged students in creating strong bond with the school community and develop a sense of belongingness as useful members of the community.

Another observation by Haun (1981) cited in Setotaw 1998), shows that co-curricular activities encourage the timid, disarm the aggressive, motivate the lethargic, calm the restless and divert the melancholic. This is to mean that extracurricular activities are important means to bring a change to adapt the exciting situation for different pupils with various personalities.

2.3 Status of Extracurricular Activities in Ethiopia

Researches are very important documents in assessing present situation of an activity; likewise, planning for future development of such activities would be better if that is based on previous research results. Though it is difficult to say, there is extensive research in the formal curriculum, and at least there

are some baseline data from which we can proceed. However, extracurricular activities are still untouched points. Even the available ones are in the form of reports of supervision conducted by the ministry of education (MOE). Particularly the participation of students with special needs in extracurricular activities is forgotten. Therefore the writer of this paper tries to give only some highlights about the development and practice of extracurricular activities in Ethiopia based on the available documents.

As the overall quality of education as a whole depends on the quality of its parts, it would be appropriate to assess the extent of student activities performed out of the regular classroom.

As we look into the development of extracurricular activities in Ethiopia, evidences show that it has existed since as far back as modern education began to exist (Setotaw, 1998). During their emergence, the then Ministry of education and Fine Arts (MEFA) stated in article 12 of the then education policy: "Student has to be encouraged to participate in school clubs." In another article, the role that teachers can play has been stated in these words: " A teacher besides the normal, teaching load should not hesitate to help students through various enriching activities, so that his student develops educational level (Article 13. Setotaw, 1998).

Here one thing that needs to be clear is that for teachers to play a role they have to be acquainted with skills on how extracurricular activities are planned and organized. During that time, students were highly encouraged to participate in different activities since the educational policy and school regulations state the importance of participation thus: "every student shall be a member of a club. Students have to choose clubs according to their interests" (Article 17.Ibid).

Setotaw (1998) seems to have observed that among the many problems in the development of extracurricular activities in the country's education program, there were no educational personnel who were fully responsible particularly for co-curricular activities in regional, Zonal and school level. One surprising point that the researcher practically observed was that the "Awraja" (administrative region) 'payer' was assigned as co-curricular activities coordinator. This clearly implies the extent to which there has been a lack of awareness about the objectivity and importance of co-curricular activities.

The 1994 education policy of the country had brought a landmark change that placed the structure of extracurricular activities in 'physical education and co-curricular programs panel' and 'the co-curricular coordinating committee' which take the responsibility of these activities at national and school level respectively. Even though the structure has a step mark by itself, school experience indicates that the activities in some schools are still forgotten. From the writers' observation in the high schools and his experience as a principal and a teacher, a number of clubs are always organized at the beginning of each academic year, but soon they cease to be operational due to budget constraints and lack of follow-up and supervision.

One important study that is relatively larger in the area and can be taken as baseline is the one that Setotaw (1998) conducted on five administrative regions, with 96 school directors, 38 co-coordinators and 300 regular teacher participants. Responses on the status of co-curricular activities show that it is becoming improved, but the research does not show the indicators for this improvement. The other question treated in that research was about major types of co-curricular activities in schools and responses show that Anti-HIV/AIDS, Sport, Red Cross, Drama and Literature, Mini media, Nature/environment, Social Science, Debate, Agriculture and tourism or 'Know-Your Country' were the most common ones.

Regarding the type of schools that better perform extracurricular activities, the study indicated that there were no significant differences in that urban schools were good at facilities, experience of teachers and the environment while rural schools were good at obedience from students, co-operation from teachers and overall manageability of schools in performing extracurricular activities respectively. In relation to the performance of extracurricular activities across the level of school, secondary schools were found as better due to facilities, experience and capacity of teachers, age and grade level of students.

Finally, from the result, lack of budget and manpower and low level of students' interest, high teaching load of teachers, high student population and shortage of time were found to be barriers for extracurricular activities at school level. These same were found to be major constraints at both regional and zonal level.

To sum up, in our schools' present context, though there are no indicators of research results in the area, the above mentioned problems are still complicated and would continue as a problem in the practice of extracurricular program.

2.4 Extracurricular Activities and Disability

Unfortunately, participation of students with disabilities (special needs) in extracurricular activities is not sufficiently touched in research. However, the already discussed results indicate that participation of students with disabilities is significantly lower compared with the general student population. The other limitation in this review literature is that, almost all the studies were carried out in developed countries where participation in

extracurricular activities is at least valued in school situations and by people in the community.

According to the National Survey of American Families (1999), rates of activity performed by students with disabilities were found to be lower than those of the general population. Similarly, Cadwallader et al (2002) state that the rates of participation of youth with disabilities are somewhat lower than those of the general population of youth who have participated in one or more of the kinds of extracurricular activities. Another finding that bears a little difference from the above finding was by Wagner et al (2003) that youth with disabilities are somewhat more likely than youth in the general population to have participated in an organized group activity. Those youth with disabilities who participate in organized activities develop better friendship relations with different people. As Wagner et al (2003) state, it is not surprising that youth who participate in extracurricular activities have more active friendship in that their participation exposed them to a wider range of social interactions and opportunities to make friends.

From the total rates of participation of students with disabilities in extracurricular activities, differences across gender and disabilities were observed in some studies. Among them, one by Wagner et al (2003) indicates that those children with speech, hearing or other health impairments were found to be active in participation while children with mental retardation, deaf, blindness and multiple disabilities are found to be much less likely to participate in activities. Inaccessibility of research conducted on participation of students with disabilities in extracurricular activities in Ethiopia hinders the comprehensibility of the review in the specific topic. However, from related educational researches on aspects of children with disabilities in both special and regular school setting, it is possible to estimate, if not to conclude, that the participation of students with disabilities in school extracurricular

activities is even much below the results consulted in the review of related literature. Among these studies, one by Murtaugh (1988) on secondary school student participants from grade 10 to 12, with 60 mildly impaired students of which 40 attend the regular school and 20 in a special school, having equal proportion of male and female was aimed to see problems of adolescents from the viewpoint of self and family situation to participate in outside-class activities. The result showed that majority of boys (80%) was significantly more likely to be involved in outside activities than females, which was 50%.

In Ethiopian school situations, due to reasons of varied culture, values imposed on gender in the society, problems related to lack of awareness on participation in these activities and others, it is possible to expect significant difference of participation across gender in much of school activities.

2.5 Access of Students with Disabilities to Participate in Extracurricular Activities

Extracurricular activities are for the benefit of all children; and what vary is the types of these activities, the interest and ability of the children to participate in a certain activity. From this concept, it is understood that all children will not engage in the same activity; that is why individual difference is a key point in education.

Longue (2005) in Plata et al (2005) shares the above idea and comments that extracurricular activities are important to all students. He further stresses that everyone should be given the chance to participate regardless of his or her ability. Block (2002) attempted to point out that there is greater gap in involvement of students with special needs in extracurricular activities compared to their 'normal' peers. Based on her 74 junior special needs student participants she further explained that coaches and advisors of

extracurricular activities (teachers) forgot these students in the school. She gave more comments that many of her handicapped and disabled students would like to be involved but feel "shut out and shut down of the school".

In connection to challenges faced by students with special needs, participating in extracurricular activities, Marsh and Kleitman (2002), in Plata t al (2005), stated that extracurricular activities foster identification of the students in the school and school-related values. However, to Marsh and Kleitman (ibid) some schools adopt "no-pass no play" policies that limit students participation in different activities; these policies specify that if students do not participate in these activities, they would achieve minimum academic standards particularly for disadvantaged students who might not otherwise value academic achievement.

The assumption of inclusive education is that students with special needs would have access to participate fully in academic and non- academic school activities that address their individual learning needs. Stressing this point Baird and Aschroft (1984) explained that these children, i.e. children with special needs, should have supportive social development.

Kenney and Neela (2002) specify that students with special needs experience particular difficulties in gaining access to activities of subjects that involved practical experiences. According to these researches, some access was insured through minor adaptations or the unitization of co-operative learning strategies. One participant student with special needs explained the situation as: *"I was excluded from my groups as for as going out with the class. I think they were nearly afraid I would hurt my self."*

For this child this experience was hurtful and engendered a sense of isolation. Being isolated and discriminated led him to be disappointed. He further stated

his feeling in a way that: *"I would listen to them when they come back 'you missed a great couple of days we'd great fun! Even sitting beside them, hearing them, laughing, it was laughing you did not understand. I didn't like that."*

In this situation, one can easily understand that, the child's feeling is not affected only with participation of activities in outside class time but also feels neglected and insecure during the regular curriculum subject class. In such cases, teachers' awareness about the need of students with special needs becomes significant.

Contrary to this experience, some schools and teachers made a very considerable effort to include participants in all their activities, while others approved to believe that this was not essential to school life for young peoples with disabilities. One participant student with special needs from a school where there is positive approach to inclusion of these students in extracurricular activities explained the situation by saying: *"I went on a lot of trips. The other students had to make their own way. We got transport no problem from school."* The experience of this child in school and out of school activities is positive. This positive feeling will help him to develop better self-esteem and confidence that in turn help him achieve success.

To sum up from the above discussed literature reviews one can understand that access to participation in extracurricular activities for students with special needs is an essential point in educating them.

2.6 Perceived Importance of Extracurricular Activities to Students with Disabilities

Critically thinking, if education is to serve its purpose and attain its objectives, it must provide a well-balanced program to fully develop the whole

personality of the individual learner. The whole personality is here used to denote the physical, psychological, social and intellectual aspect of development.

In broad view, if education is to be relevant to the promotion and welfare of the society and become meaningful to the student, it must be more than just classroom attendance, memorization of facts and information presented by the respective teacher. Sharing this idea, Chaube and Chaube (1996) in Setotaw(1998) attempted to explain that the aim of education is no more mere imparting of bookish knowledge but to make the youth good citizen by bringing about their mental, physical and social development; that is why it has become necessary to accord a proper place to the various co-curricular activities in educational set up. One important point to be considered with addressing extracurricular activities in the curriculum is that financial provision and teachers training on planning, implementing these activities would improve participation of students in general, and those with special need students in particular.

Extracurricular activities, particularly those that are based on students' interest and abilities, are useful in a variety of ways. Researches in this area indicate the importance of extracurricular activities to students' school achievement, personality development, physical fitness and social skills etc. It is not the purpose of this paper to see the importance of these activities here. However, for the purpose of discussion, two important benefits of these activities will be presented.

2.6.1 Effects of Extracurricular Participation on Education of Students with Disabilities

The emphasis given to the issues of extracurricular activities is increasing in recent times. Logue (2004) In Plata et al (2005) explained this change in away

that extracurricular participation and its link to academic achievement is an area that has been studied extensively.

In the context of the school experience, it is certain that school environment; parental situation, the children's interest and other many factors contribute a lot to success in school. One important factor) is extracurricular activity.

A recent research publication in Harvard Educational review by Marsh and Kleitment (2001), which is an extension of Marsh's (1992) earlier research based on large, nationally representative data collected before joining high school, during high school and two years after high school, showed that participation in school-based extracurricular activities is more beneficial particularly for academically oriented out comes. Although in the study some non-linear effects of participation in such activities is observed, result of the research support the conclusion that extracurricular school activity fosters school commitment that benefits diverge academic outcome, particularly socio-economically disadvantaged students who are least served by the traditional educational curriculum.

Block's (2002) report cites the work of Duncan and other researches in American school board journal. This report concludes that students who participate in extracurricular activities are likely to have higher academic achievement and higher commitment and attachment to school. Another study whose finding was in line with Blocks' was Eccle's (2003) published in an article published in "Extracurricular activities and adolescent development' This study gives an idea that participation in such activities facilitates connection to school, social relatedness and contribute to one's identity as valued member of the school community.

Reviewing several previous researches and in his own research that was conducted with 32 high school student participants on the relation between adolescents' satisfaction and participation in extracurricular activities, Hallan et al (2005) confirms that students who took part in these activities increases their feelings of commitment to school which can be reflected through higher academic concept. He further recommends school leaders to establish strategies and policies that encourage students' participation in extracurricular activities.

Opportunities for positive experiences in their non- school hours are important for all youth, but they may be particularly critical for youth whose disabilities present challenges to their academic learning (Wagner et al, 2003).

Existing researches indicated that students who participated in extracurricular activities will benefited academically and in other school related functions (Greer, 1975; Joeke, 1985 cited in Hallan, et al., 2005). Students with disabilities, who participate in different school and community activities, develop better attitude and feeling towards school. Further as Ferry (2003) as cited in Disciullo (2004), explains that participation enables them to increase in position behavior, learning and practicing goal setting and increasing their self-confidence.

2.6.2 Effects of Extracurricular Participation on Social Skill Development of Students with Disabilities

Participation in extracurricular activities is believed to generate a sense of obligation to social norms that will predictably mediate certain relationships between individuals and their environment (Williams, 1967 cited in Goebel and Berk (1987). Further, he stated that the implicit assumption is that students' extracurricular behavior will later transfer to society. In this regard, Gilman (2002) emphasized that the impact of extracurricular activities on development may vary markedly depending on characteristics of the person,

the setting and the activity type. In his study, Gilman (2002) proved that the benefits of participation do not vary as a function of demographic characteristics of participants.

Extracurricular activities are good opportunities to create a positive environment to students' social relations. Research studies on extracurricular participation and social skill development indicate that these activities in schools are very important in that they provide opportunities for healthy peer interaction and vital social experiences (Greer, 1975 in Cousins, 2004). Participation in these activities will form a net between teacher to student and student-to-student. In both cases, the student will be benefited in developing friendship and communication ability. This exposition of students to a network of social relation as to Hanks and Eckland (1970), cited in Cousins (2004), help bind the student to the school and to its normative structure which in turn helps to facilitate the development of student knowledge and self-confidence, inter-personal skill and resources that help make goals come to fruition.

Among goals of extracurricular activities for students with disabilities are increasing positive peer relations with both special needs and non-special needs and involvement in school environment.

The activities give students with disabilities opportunity to become leaders in safe environment. In other words the advantage to be gained from participation in school extracurricular activities is not as such simple only forming friendship, but also critical as developing leadership skills and abilities. In relation to this point Sodac (1997); Hensley et al (1998); Lindstrom et al., (1996); cited in Disciullo (2004), attempted that participation in extracurricular clubs is a comfortable avenue for students with disabilities to learn and practice leadership skills, setting goal and decision-making.

It is possible, even if there are other alternatives to teach social skills in the classroom where many practical activities are left behind. Benshoff, Kroeger and Scalia (1990) in Disciullo (2004), argued that it would be much more successful when thought in an activity setting clubs which after a chance to explore the adult working world, through role playing and leadership role.

To sum up, though extracurricular activities are vital to all level of student groups, their importance would become very significant particularly to students with disabilities in that they contribute a lot in overall personality development of these pupils.

2.7 Factors Affecting Participation of Students with Disabilities in Extracurricular Activities

In real circumstances, there are different factors, which facilitate or hinder ones participation in certain activities. These factors also differ in the degree of impact they have. When viewed in one way, these factors can be internal referring to interest and attitude of the subject himself and external which could be factors out of the individual such as social and school related situation. It is clear that all students are possibly affected by factors of various ranges; however, factors for students with disabilities are varied in type and intensity. In this chapter, just only for the purpose of highlighting some factors affecting participation of special needs students in extracurricular activities, factors such as attitude of students without disabilities towards students with disabilities, teachers' initiation to include these students in extracurricular activities and interest of the students themselves to participate will be discussed.

2.7.1 Attitude of Non-Disabled Peers Towards Their Disabled Peers in Extracurricular Participation

Developing self-positive attitude towards involvement in activities is a road to success. However, if it cannot be decisive, attitude of others in the activity group may affect the performance of the individual positively or negatively. Warmer and encouraging acceptance by the group members raises their performance and vice-versa.

The extensive researches conducted on attitudes of peoples towards a person with disability indicate that there is a problem to the extent that connecting the disability with some sort of evil spirit and other traditional beliefs. The problem is bold enough particularly in the cases of developing countries where peoples with disabilities are rejected, isolated and psychologically damaged. Howard and Orlanskey (1988) cited in Bekalu (2004), found that many non-disabled people tend to feel uncomfortable in the presence of a person with visible disability and react with tension and withdrawal. They further explain that in the circumstances these peoples, meaning peoples with disabilities, are rejected, stared at, teased and excluded from participation in activities with their non-disabled peers. This situation prohibits the interest of students to participate in school activities. Garwood (1983), in Bekalu (2004), explained the idea in such a way that attitudes seem to increase the psychosocial distance between individuals and that it contributes nothing to the establishment of positive interpersonal relationships.

Therefore, to maximize and meet the learning needs of students with disabilities in the regular school and improve their participation in different school activities, an atmosphere with a positive attitude has to be created. This time the psychological, social and educational problems of these pupils would minimize and education serves its purpose for them.

2.7.2 Teachers' Initiation to Include Students with Disabilities in to Extracurricular Activities

It would not be logical to expect teachers to remedy all the academic limitations of students with disabilities or to redesign their entire curriculum for one student; many modifications can be made for these students including extracurricular activities (Lipsky and Gartner 1996; smith, 1998 cited in Stevens et al, 2000). However, it should be sufficiently addressed that teachers have great responsibilities in solving educational problems of students with spelling needs. In inclusion school setting, one factor that, of course, needs to be solved in meeting the individual needs of the child in school is the problem related with teachers training. Supporting this point, Steenland (1995), in Bekalu (2004), underlined that it is a fact that regular schools and regular classroom environment often fail to accommodate the educational needs of many students; until the regular schools have developed a capacity to cater for them, it is difficult to argue for inclusion. One of the major challenges to achieve this lies in the challenging task of the regular classroom teacher

Asking a question why students with disabilities in a regular classroom have kept out of extracurricular experience Disciullo (2004), found that having students with disabilities in regular class may make the role of regular teacher slightly more challenging. On the contrary, teachers are aware that all students are entitled and deserve the opportunities to participate in extracurricular activities. Ammer (1984) in Stevens et al, (2000), also explains the challenges regular teachers faced. He said that having students with disabilities in certain extracurricular activities might cause worries for teachers for these students will need extra attention.

To encourage and maximize the effectiveness of participating students with disabilities, non-disabled students' role is very helpful. If students form

friendship relation in classroom learning this relationship may decrease or alleviate the feeling of being rejected, isolated and leads students with disabilities to join different activities as their non-disabled peers. Ammer(1984) in Stevens (2000), also describes the importance of non-special needs students' role; he pointed out that teachers should not feel alone since students without disabilities may be their greatest assets working directly with their peers with disabilities.

Here it should be taken into account that training would play a significant role for regular teachers to include students with disabilities in to extracurricular activities. But training by itself is not decisive rather other related factors such as initiation and positive attitude of teachers contribute a lot in including their students in to different extracurricular activities corresponding to their needs and abilities.

2.7.3 The Interest of Students with Disabilities to Participate in Extracurricular Activities

Ones own internal motivation is an engine to accomplish success. Whatever material, financial and moral support is rendered; success would not be accomplished unless motivation is aroused. In most studies conducted on the participation of students with special needs in extracurricular activities, one factor indicated as a cause for the problem of students low rate participation is lack of interest (Setotaw, 1998; Richter, 2002).

2.8 Reasons Initiate Students with Disabilities to Participate in Extracurricular Activities.

People have different reasons that initiate them to participate in activities. Similarly, the effectiveness that they may have in these activities is partially the result of reasons they had in starting the activity. Peoples who join the

activity with better awareness and motivation would succeed better than the others. In a survey done on reasons of students' participation in different school activities, Muluemebet (1999), explained that from total students who participate in extracurricular activities, most of them are not aware why they join and what they are expected to. Many youths substantially enriched their lives by their participation on extracurricular activities (Cadwallader, 2002). In a study of participation of students in extracurricular activities, it is common to find that some extracurricular clubs have maximum number of participants while others with very few participants only. It is also true in Ethiopian schools that some clubs like anti HIV/AIDS and environmental protection have maximum participants than others (Muluembet, 1999).

In a study conducted by Cadwallader (2000) to find out major reasons why students with disabilities participate in school activities, watching others, to learn new skills, to stay fit or simply to have fun were found to be major reasons. Wagner et al., (2003) & Gholson (1997), cited in Cousins (2004) found that to avoid boredom, to gain social acceptance from peers and personal achievement and respond to peer pressure were also considered as common reasons. One aspect that needs consideration in schools, in relation to students' participation in extracurricular activities is the awareness they develop about these activities. Otherwise, in a circumstance where all students participate without being aware of objective and importance success is in question. Hence, schools are expected to do a lot on creating awareness about activities run in the school and their importance.

2.9 Creating Supportive Environment for Students with

Special Needs in Regular Schools

Together with mainstreaming students with special needs in regular schools, it would be more important if supportive environment is created in the regular school. This supportive environment would help to facilitate for alleviating the psychological, social and physical or other related problems of the child. Such

mainstreaming would help to create interaction between students with and without disabilities to foster friendship and gain a sense of competence necessary to function productively with in an academic situation (Geisthardt and Munsch, 1996 cited in Plata et al., 2005). Through this interaction, students without disabilities in regular schools would develop attitudes towards individuals with handicapping conditions (Forlin and Cole, 1994 as cited in Plate et al., 2005).

To sum up, West Wood (1993) mentions three important aspects to be met in creating supportive situations for children with special needs in a regular school to improve their participation in different academic and non-academic activities. These are:

1. The general attitude of the teacher and the peer group needs to be made as positive and accepting as possible;
2. The environment should be arranged so that the child with disability has the maximum opportunity to spend times socially involved in group or pair activity, during recess and during academic work in the classroom.
3. The child needs to be taught the specific skills that may enhance social contact with peers.

CHAPTER THREE

METHODOLOGIES AND DESIGN OF THE STUDY

3.1 Method of the Study

Researchers agreed that method of research to be implemented is highly governed by the nature of the problem to be investigated. That is, the type of the information needed determines the method to be employed. Among the different types of research methods the survey method is more appropriate to collect information on behaviour, social conditions, economic aspects, attitude and opinion, factual and explanatory issues, etc. (McCrossan, 1991; Ackroyd and Hughes, 1983, cited in Burton, 2001). Therefore, for this particular study, focus on assessing participation of upper primary (5-8) students with special needs in extracurricular activities, survey research method was adopted.

3.2 Population and Sampling

3.2.1 Study Area and Sample Schools

The area chosen to conduct the study constituted upper primary (5-8) schools of Kaffa zone in Southern Nation Nationalities and Peoples Region (SNNPR). It was selected as the study site because it is least touched in research work and due to the researcher's experience in the zone which would help in the collection of data.

In the zone (administrative region), there are 10 Weredas, which are at different distances from the zonal capital, Bonga. From these ten woredas, one woreda namely, Ghimbo, was selected because it is with relatively good access of transport to reach sample schools. The method used to select the sample schools was available (comprehensive) sampling method. The number of upper primary schools (5-8) found in the woreda was four, namely Bonga, Hibret, Diri-Goma & Wush-Wush and samples were taken from these schools.

3.2.2. Sample Selection

The total populations of the study were three groups. These were students with special needs, students without special needs and regular teachers who have students with special needs in their classes or extracurricular activity groups or had any experiences with these students in any time of their teaching profession.

Table 1. Distribution of samples in their schools

Sample Groups	Sample Schools												Total
	Bonga U. P.S			Hibret U.P.S			Diri-Goma U.P.S			Wush-Wush U.P.S			
	M	F	T	M	F	T	M	F	T	M	F	T	
Teachers	13	7	20	5	3	8	10	3	13	8	4	12	53
Non-special need students	12	10	22	5	3	8	8	8	16	5	5	10	56
Students with special needs	7	8	15	3	4	7	2	5	7	4	1	5	34
Total	32	25	57	13	10	23	20	16	36	17	10	27	143

Note: M-Male
F-Female

T- Total
U.P.S- Upper Primary School

Table 1 indicated that 57 populations were from Bonga, 23 from Hibret, 36 from Diri-Goma and 27 from Wush-Wush upper primary schools.

Table 2. Total samples according to their sex

		Sample Groups		
		Teachers	Students with special needs	Non-special needs students
Sex	Male	36	16	30
	%	67.9	47.0	53.6
	Female	17	18	26
	%	32.1	53.0	46.4

A total of 143 students and teachers participated in the study. Among these 53 were teachers of which 36 (67.9%) were males and 17(32.1%) females. Thirty-four special needs students 16 (47% males and 18 or 53% females) and 56 students of which 30 (53.6%) were males and 26(46.4%) females. In sum, from 143 total participants 82 (57.3%) were males and 61 (42.7%) females.

Table 3. Special Needs Student by Disability Type

		Types of disabilities					
		Motor disorder	Epilepsy*	Diabetic*	Blindness	Partially Sighted	Deafness*
Sex	M	9	2	1	1	2	1
	F	7	3	3	1	3	1
	T	16	5	4	2	5	2

* Information obtained from schools

To select the sample cases of the study, three sampling methods were applied. Since the number of students with special needs in these sample schools was manageable, available method of sampling was applied. These Students were identified in two ways. Through observation (whose problems were visible such as motor, visual) and teachers' information on the presence of problems such as Epilepsy, Diabetics and hearing loss. To validate the information obtained from teachers, further record analysis and individual testing were applied. In three of the sample schools formats used to identify and record students with different problems was found. The investigator was informed that the format provided by the nearby special school (See appendix-E).

The other group of samples was students without special needs. The number of students in each sample school was large. Since analysis will not done to this group of population and samples from this group are taken only for the purpose of comparison, samples drawn are not representative of the total

population. To draw participants stratified random sampling method was applied. Here grade level, school, and sex were used as strata.

Regular teachers who have experience in teaching students with special needs or had any other experience with these students were the other group of participants. Here, to draw samples the following steps were used.

The four upper primary schools namely Bonga, Hibret, Dirigoma, and Wush-Wush were coded as 01, 02, 03, and 04, respectively. Then following the order of attendance list of teachers in each school, codes were assigned (given) for each teacher from A-Z. In schools where the number of teachers is, more than 26 primes were used. Using this code a flash card with two items asking teachers whether they have students with special needs or have any experience with these students was given to be responded as 'yes' or 'No'. Then teachers who responded to one of the two items as 'yes' were taken as a sample that is purposive sampling method was used. (See appendix-C).

3.3 Instrument of Data Collection

In a research, tool development is an important phase. The achievement of the objective of the study is highly governed by a method used to collect data.

After discussing review of related literature in the area of extracurricular activities in relation to students' participation, for this specific descriptive survey study, questionnaire and observation had been selected as appropriate data collecting tools to meet the purpose. To get a rich body of information the tools developed contained both quantitative and qualitative items.

Specifically the researcher depend on the review of literature used, by (Caroll & Caroll, 2001); Schley, 2002), which all are research papers in the area of

extracurricular activities and survey report by Setotaw (1998), to develop the tools.

After the first draft of the tool development was completed, it was commented on by two colleagues from psychology Department. Based on the given comments and suggestions necessary modification of items and formatting was made. Then it had been submitted to the academic advisor. Including the advisor's comments, the final copy of the tool (to be used for pilot study) had been developed in English.

For the tool to be used for pilot study, it was necessary to translate it in to Amharic. Hence, the writer tried his best to and gave it to two graduate students in Ethiopian language studies (TEAM). After they made grammatical and thematic corrections, again the Amharic version was given to other two graduate students in foreign language studies (TEFL) for backward translation.

Including comments from both parties, the final English and Amharic versions of the tool were made ready for pilot testing.

3.3.1 Questionnaire

Three different questionnaires were used for the three groups. The purpose of the questionnaire was to collect information on provision of extracurricular activities in the schools, students' awareness and participation, factors affecting their participation and teachers' experiences in including students with special needs in extracurricular activities. The questionnaire had four parts for students with special needs and three parts for students without special needs and teachers. Numbers of items were 16, 28 and, 19 for teachers, students with special needs and students without special needs respectively. The last section in both the three sample groups consists of open-ended items (three items in each group) that give respondents

opportunity to explain and discuss points not mentioned in close-ended questions and need further logical arguments and reasons (See appendix-A & D).

3.3.2 Observation Guide

The focus of the study was identifying whether students with special needs are participating in extracurricular activities or not. The sources used for developing the observation guide were the same as that used in the questionnaire. In addition to the information to be collected through questionnaire, the observation would provide first hand information. Hence, to find out accurate description of the situation being studied, naturalistic observation was employed. From the objective of the study, primarily what points need to be focused were considered and seven observation themes of activities that are supposed to represent key elements of activities in relation to the aim of the research were identified prior to field work, during the pilot study.

The observation was primarily targeted on collecting firsthand information on the type of extracurricular activities practiced by students, number of students with special needs in each group, challenges these students face during participation, and teachers initiation to include these students in extracurricular activities (See appendix-B).

3.3.3 Pilot Study

In order to collect more accurate data, the reliability and validity (consistency and appropriateness) of the questionnaire should be ascertained. Therefore before using it to the main study a pre-test was conducted in ‘ Sheta upper primary school’ (school not included in the main study). In addition, there was an assumption that there can be modification, rejection or substitution of items.

During the pilot study 15 special needs students of which 9(60%) males and 6(40%) females participated. From these 15 special need students 5 (33.3%), 3(20%), 4(26.7%) and 3(20%) were grade 5, 6, 7& 8 respectively. The method used to draw the samples was available sampling.

The number of students without special needs who participated is 30. Among them 20(60%) were males and 10(40%) were females. Regarding their grade level 7(23. 3%), 3(10%), 11(36.7%) and 9(30%) were from grades 5, 6, 7 and 8, respectively. They were drawn using simple random sampling.

Regular teachers who have students with special needs or had any experience with these students also participated (20 teachers) of which 11 (58.3%) and 9 (41.7%) were males and females respectively. Regarding their year of teaching experience 2(10%) have less than 5-year experience 4(20%) have experience between 5-10 years, 3 (15%) have between 11-15 years experience and 11 (55%) had above 16 years of teaching experience.

Three days after the distribution of the questionnaire (day of collection papers) an informal discussion was held with some of the teachers and student respondents to comment on the questionnaire used in each school. Their genuine and direct comments were helpful and were considered to improve it for the main study.

The collected data were organized and tabulated. The internal reliability coefficient calculated using Cronbach alpha were .67 and .63 for the Likert type items administered to students with special needs and teachers respectively. Items were five-point scale. In scoring, the maximum value (5) was given for 'Strongly agree' for positively worded items and Minimum value (1) for 'strongly disagree' for the negatively worded items. Based on this output and other comments collected from respondents the following three major modifications were made.

- Though items for students with and without special needs are different they were in the same booklet using separate sections. However, the researcher observed that most students were confused on which part to complete and which not to complete. Hence for the main study separate booklets were prepared for each group.
- Students completed the questionnaire with the help of their teachers and it had been reported that some of grade 5 students had problems in using instructions and in understanding some terminologies. Hence, for the main study it was planned that grade 5(five) students have to complete the questionnaire in the presence of the researcher himself for instructional briefing and further needed help. Example explaining different groups of students with special needs, extracurricular activities and how to fill questionnaire following instructions etc.
- Probably from lack of awareness during the pilot study some teachers responded that there are no students with special needs in their schools. Therefore, a brief description of students with special need in regular school was added in the general information section of teachers' questionnaire.

Besides, to improve the questionnaire for the main study other minor modifications of items and words were included. Concerning the observation guide the researcher had checked and consulted the school principals on how, when and where students perform different activities. Therefore, in the main study a program had been planned accordingly.

The pilot study was conducted smoothly with no questionnaires remained uncollected.

3.4 Procedures of Data Collection

After necessary modifications and changes based on the pilot study, the questionnaire was made ready for the main study. First, cooperation letter received from the Department was delivered to each sample school and briefing sessions were conducted on what sample size and characteristics is needed by the researcher, class time of sample students and any document regarding students with different problems in each sample school. Immediately following this briefing session, the selection of sample took place according to the procedures stated under sampling section of this paper. Questionnaires were distributed to sample teachers to return in two days. To distribute students' questionnaire, those students who had been selected as a sample in both morning and afternoon shifts were told to report to the office in the same time arranged. After making sure that all the sample cases are present, questionnaires were distributed by the researcher himself. The same procedure was followed in each sample school.

Regarding data collected through observation, just for the purpose of background information school principals and extracurricular program coordinators were consulted on what type of extracurricular activities practiced in schools, how they are organized, total participation rates of students in each extracurricular club etc.

To enrich the information an informal discussion was held with some teachers and students on the general extracurricular activities implementation, students' participation and related issues.

In the main study, 143(100%) questionnaires were distributed. From these 34 (23.7%) were for students with special needs, 56 (39.2%) for students without special needs and 53 (37.1%) were for regular teachers. Since all papers were fully completed, the presentation and analysis made accordingly. Finally,

using descriptive and inferential statistics and qualitative methods, data were analyzed, discussed from which conclusion and recommendation had been drawn.

3.5 Method of Data Analysis

From the point of the nature of the questions, both qualitative and quantitative methods were used to analyze the data.

The data collected through observation consisted of detailed description of students' activities, actions and a range of inter-personal interactions and organizational process that are part of observable human experiences. Since such data cannot ordinarily be expressed in quantitative terms, the use of qualitative analysis was found to be feasible (Burton, 2001).

In the quantitative analysis percentages, chi-square and t-test were applied. Percentages were used to present personal background information and response distribution in categories of items. Chi-square was used to test the significance level of participation of students in extracurricular activities and to see perceptual differences between students with special needs and without special needs, males and females. t- test was computed to see if any statistical significant difference exists between the two study groups.

CHAPTER FOUR

RESULT

The main objective of the study was assessing participation of students with special needs in extracurricular activities in regular schools. Hence, data were collected through questionnaires and observation according to the stated problems.

In this section, main findings of the study are presented. The presentation has two sections. In the first section, findings obtained through quantitative analysis (percentages, chi-square, t-test) are presented. In the second section, results obtained through qualitative methods are presented. The presentation in each section follows the order of research questions formulated in the statement of the problem.

Section I. Presentation of Results Obtained Through Quantitative Analysis.

In the questionnaire the Likert type items were prepared in five-point scale. However, from the point of making the presentation simple and since the intention is not on the degree of agreement and disagreement, the researcher found better to merge in to three response categories and the analysis done accordingly.

Table 4.a Students' participation in Extracurricular Activities

Item	Response Category					X ²
	Very High	High	Average	Low	Very Low	
From your leisure time, the time you spend in extracurricular activities participation is	2	4	1	13	14	22.23*
Your performance level in each of activities in your club is	-	2	4	12	16	10.4*
The cooperative attitude your peers with out special needs towards your participation in activities	2	6	7	9	10	5.7**
Your awareness about the importance of participating in extracurricular activities is	6	10	15	2	1	19.8*
Your interest to participate in different school extracurricular activities	2	3	15	10	4	18.1*

* Significant at 0.05 level

** Not significant at 0.05 level

From the five items presented to measure participation in extracurricular activities, significant statistical different was observed in four items replying that there is difference between what is expected and observed.

4.b

Item	Response Category					X ²
	Always	Most	Some	Few	None	
On average in how many of your club's program you participated	10	15	5	1	3	12.9*
On how many of your club's activities you played a role as a leader (facilitator	8	4	9	6	7	2.6**

* Significant at 0.05 level

** Not significant at 0.05 level

On items about attending activities and role-played as a leader in activities statistical significant difference was observed in the first but not as to how students act as a leader in their extracurricular club activities.

4.c

Item	Response Category				Never	X ²
	Always	Mostly	Sometimes	Rarely		
How often you miss participating activities in your club	3	6	4	8	13	9.2**

** Not significant at 0.05 level

For the item on frequency of missing club activities the computed chi-square showed no statistical significant different between what is observed and expected across respondents.

4.d

Item	Response Category					X ²
	Very satisfactory	Satisfactory	Average	Unsatisfactory	Very unsatisfactory	
Your access to use school materials to your participation in extracurricular activities is	1	4	9	13	7	12.4*

- Significant at 0.05 level

Regarding the item on use of school material to the participation of students in extracurricular activities the computed chi-square showed that there is statistically significant different between what is expected and observed.

In general from the nine items presented in Table 4a-4d to measure participation of students with special needs in extracurricular activities the x² computed was found statistically significant on 6 items. Whereas the other 3 items were not statistically significant. This implied that there is difference between the observed and expected frequencies in that students with special needs do not participate as expected. The observed participation of students with special needs in extracurricular activities is found to be low.

Table 5. Difference in Extracurricular Participation Between Children with and without Special Educational Needs

Group	Mean	SD	t-value
Children with Special needs	30.47	6.2727	3.625
Children without Non-special needs	34.50	4.2682	

*Significant at alpha .05

As table 5 depicts, an attempt was made to compare the participation of the special needs group with their non-special need counterparts. The mean scores were 30.47 and 34.50 with standard deviations of 6.2727 and 4.2682 for the special needs and non-special needs, respectively. The t- value of 3.625 indicates that there existed statistical significant difference between the two groups at alpha 0.05 level. Mean calculated for the non-special need groups' surpassed mean of the special needs. This implied that non-special need groups participate significantly higher than the special need group in extracurricular activities.

Table 6. Difference in Extracurricular Participation Between Male and Female Students within Special Needs Group

Group	Mean	SD	t-value
Male	30.13	5.524	0.407**
Female	31.00	6.843	

**Not significant at alpha .05

Table 6 illustrates that there exists no statistically significant difference in the participation of extracurricular activities between males and females with special needs.

Table 7. Difference in Level of participation in Extracurricular Activities As Perceived by Respondents

Item	Response category	Non-special needs N=56	Special needs N=34	Sum	χ^2
How do you rate your extracurricular participation in relation to the total students' participation in your school?		No	No		35.9*
	Very High	11(6.8)**	0(4.2)	11	
	High	16 (11.9)	3(7.2)	19	
	Average	21(16.2)	5(9.8)	26	
	Low	6(8.7)	8(5.3)	14	
	Very Low	2(12.4)	18 (7.5)	20	
	Sum	56	34	90	

*Significant at 0.05 level

**Numbers in parenthesis are expected frequencies.

In table 7 students were asked to rate their participation in extracurricular activities on a five-point scale ranging from very high to very low. As indicated in the table eight and forty-eight students with and without special need rate their participation above average. Whereas majority of the special need groups (26) and few of the non-special need groups (8), rate their participation as below average. Further, χ^2 was computed to see if there exists significant difference in rate of participation between the two groups. The calculated χ^2 of 35.9 was found to be statistically significant at .05 levels, which highlight that there existed a difference between the two groups in their rate of participation as evaluated by respondents themselves. The cells contributed much for the difference were Very high, high and average.

Table 8. Factors Hindering Participation of Students with Special Needs in Extracurricular Activities

Item	Response categories	%
If you are not a member of at least one extracurricular activity club in your school, what factor hinders you not to participate?	Absence (lack) of parental support	11.1
	Lack of Awareness by the students	18.5
	Lack of Interest	26.0
	Afraid of failure	14.8
	Teachers' unwillingness	7.4
	Due to disability I have	22.2
Sum		100

Table 8. presents factors suggested to have an impact on students' participation. Students with special needs were asked to indicate factors, which they think, are responsible for their non-participation in extracurricular activities. Lack of interest (26 percent), disability problem (22.2 percent), lack of awareness (18.5 percent), afraid of failure (14.8 percent), lack of parental support (11.1 percent) and teachers' unwillingness to include students with disabilities (7.4 percent) were reported to be major factors for most students not to participate in extracurricular activities.

Table 9. of students Opinion on the Impact of Physical Disability or Other Health Problem in Extracurricular Participation

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
Having certain physical disability or health problem can restrict a student from extracurricular participation.	22	64.7	2	5.9	10	29.4
My parental support is encouraging to me to participate in different extracurricular activities.	9	26.5	3	8.8	22	64.7

Students with special needs were asked if the disability they had prohibited them from extracurricular participation. On the item, 22 (64.7 percent) showed that their disability had affected them, 10(29.4 percent) reported no effect the disability had on their participation, and 2 (5.9 percent) failed to show their position.

Regarding students opinion on the impact of parental support on their extracurricular participation 9(26.5%) confirmed that parental support they had is not encouraging. 22(64.7%) showed that their parental support is encouraging. 3(8.8%) did not reply.

Table 9. Students' Opinion on the Impact of School Related Factors in Extracurricular Participation

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
My teachers are not interested in include me in extracurricular activities	20	58.8	4	11.8	10	29.4
Extracurricular activities practiced in our school are suitable to my participation	5	14.7	5	14.7	24	70.6
Lack of material aid from the school had influenced my participation in extracurricular activities	25	73.5	1	3	8	23.5

Item one in Table 9 was about students' opinion on teachers' initiation to include a student with disabilities in extracurricular activities. The response showed that 20 (58.8 percent) students reported that teachers are not interested in including a student with disability, whereas significant number of respondents 10 (29.41 percent) opposed this argument and four (11.8 percent) remained unable to decide.

Item two in Table 9 asked students if extracurricular activities practiced in their schools are suitable to their participation or not. The majority of student respondents (24 or 70.6 percent) claimed that extracurricular activities practiced in their schools are challenging and less suitable to their participation, 5(14.7 percent) agreed with their suitability and five (14.7 percent) failed to show their agreement or disagreement.

The other item in Table 9 was intended to see the effect of material support from the school on their extracurricular participation. On this item, 25(73.5 percent) respondents indicated that their participation was greatly affected by the absence of material aid from the school, 8 (23.5 percent) claimed that material aid from the school is encouraging to their participation and 1(13 percent) failed to decide.

Table 10. Teachers' Opinion in Including Students With Special Needs in Extracurricular Activities

Item	Sex	Agree	Undecided	Disagree	Sum	X2
Unless I offered special in service training, I can 't include a student with disability in extracurricular activity.	M	19(18.3)**	4(3.4)	13(14.3)	36	0.47*
	F	8(8.7)	1(1.6)	8(6.7)	17	
	T	27	5	21	53	
To me special material guide is not mandatory in including students with disabilities in extracurricular activities.	M	6(6.1)	2(1.4)	28(28.5)	36	0.3*
	F	3(2.9)	—	14(13.5)	17	
	T	9	2	42	53	
The effort teachers made to include students with disabilities in extracurricular activities are very low.	M	23(22.4)	3(2.7)	10(10.6)	36	0.8*
	F	10(10.6)	1(1.3)	69(5.1)	17	
	T	33	4	16	53	

*Not significant at .05 level

**Numbers in parentheses are expected frequencies

Among the challenges regular teachers face to include their students with special needs in extracurricular activities lack of training and material guide on how to include these students in these activities raised as a problem by majority of teacher respondents.

On item one in Table 10 27(51 percent) of the teachers confirmed that unless they are given in-service training on how to help students with disabilities or health problem in practical activities, they would still continue keeping these children out of extracurricular participation, 13 (14.3 percent) opposed and 4(3.4 percent) failed to decide. To see if there exist perceptual differences across male and female on this item χ^2 was employed. The observed X^2 value of 0.47 shows that there existed no statistically significant difference between the two groups in respect to in-service trainings.

Item two in Table 10 was on the very importance of guiding materials in schools, on how and in which activities students with special needs can participate. On the item 42(79.2 percent) of teacher respondents replied that guiding material in schools are determinant to help teachers to include students in different activities, 9(17 percent) showed their disagreement, and 2(3.8 percent) failed to indicate their agreement or disagreement. The observed χ^2 indicated that there existed no statistically significant difference in perception across male and female teacher respondents as to how guiding material is important to include students with disabilities in extracurricular activities.

They were also asked their opinion on the effort teachers have made to include students with special needs in extracurricular activities. 33 (62.3 percent) respondents confirmed that the effort was insignificant, while 16 (30.2 percent) claimed the effort made by teachers was significant, and 4(7.5 percent) failed to decide. The χ^2 value 0.8 at alpha .05 showed that there

existed no statistical significant perceptual difference between male and female teacher respondents as to the effort teachers made to include students with disabilities into extracurricular activities.

Section II- Presentation of Results Obtained Through Qualitative Methods

To ensure the validity of data obtained through questionnaire on the participation of students with special needs in extracurricular activities field observation was conducted for a month in all sample schools. During the observation observed points, practical experiences, views, challenges etc...were recorded through note taking technique. Moreover, informal discussions were held with some teachers and students. The findings are presented below.

4.2 Factors Affecting Participation of Students with Special Needs in Extracurricular Activities

In addition to factors identified through quantitative analysis, students in open-ended items identified different factors. Here the explained factors are conceptually similar to what students responded in closed ended items except that a few are different. The factors identified as problem for participation in extracurricular activities by most students are presented below as being explained by the students' own words.

" I don't think extracurricular activities are advantages (important) to improve my life".

" I am highly interested in participating in extracurricular activities as my Non-disabled peers do. Nevertheless, how can I participate with my disability?"

" I lack time to study my subject".

" If I face some accident (injury) while participating in such activities no one

cares for me".

" I am afraid of participation".

" I am a girl. Most parents do not allow girls to go to school to participate in different activities except the academic hour (classes) "

" Since my home is far from school, and most extracurricular activities are practiced in opposite shift, I cannot be back to school to participate in such activities".

4.3 Challenges Teachers Face to Include Students with Special Needs in Extracurricular Activities.

In the questionnaire, teachers were given the opportunity to indicate whatever challenges or problems they have in including a student with physical disability or other health problem in the extracurricular activities. Responses listed as factors are large in number. Nevertheless, for the purpose of making the discussion short, responses with only high frequency (identified as a problem by most teachers) are presented below.

- ☞ The training they had is for the general non-special need students. Hence, they don't know how and in which type of extracurricular activities these students can participate.
- ☞ Sometimes, they face difficulties to communicate with some students whose disabilities affect the usual (verbal) communication method. (Like students with hearing impairment).
- ☞ To make effective and safe the participation of these students in extracurricular activities, some necessary materials should be provided depending on the disability they have. However, schools are incapable of doing this.
- ☞ Due to the disability (problem) students have, students develop feeling of inferiority to join the activities and are less interested.

- ☞ Due to the different problem students have, they are not quick enough to complete activities like their non-disabled peers. Hence, it is a problem for teachers to plan and complete activities.
- ☞ Most of these students are reluctant to consult teachers on which activities they need to participate and which activity challenged them.

Types of Extracurricular Activities Which Students With Special Needs Participate

First, students with special needs were asked if they are currently participating in any extracurricular activities in their school. For those students who replied as they are currently participating in, they were asked to list types of activities in which they are participating. Responses indicated that Mini-Media, question and answer, and anti-HIV/AIDS clubs are the common ones with 50%, 30% and 20% of participants, respectively.

4.4 Importance of Extracurricular Activities as Perceived by Students With Special Needs.

More than the question of participation level of students with special needs in extracurricular activities, the awareness students have about the importance of such activities is very important.

To have information about students' awareness on the importance of participating in extracurricular activities, they were asked to list some benefits they perceive from their participation. Hence, the following were most frequently identified perceived importance:

"Help me to develop my knowledge".

"It helps develop peer teaching skill" (learning from another; example, peer learning about HIV/AIDS).

"In clubs like know your country; I can visit any historical place".

"Help to learn skill, not found in academic subjects".

"It helps to keep psychological and physical health".

Observation Results

As indicated in chapter III, a total of one-month observation schedule was planned. The observation was conducted for about one week per school. Based on the observation schedule planned from March 20-April 22 E.C, a single sample school was observed for five consecutive school days in both morning and after noon shifts. Hence, the four upper primary schools, namely Bonga, Hibret, Dire-Goma and Wush-Wush were observed in the 1st, 2nd, 3rd and 4th week respectively.

During this one-month observation time, in all the four sample schools, fourteen extracurricular clubs were observed. Number of activities observed in each school, type of activities observed, number of students with special need in each group and type of disability or problem these students have are presented in the following table.

Table 11. Summary of Observation Results

Observation week/ School	No. of Activities observed/ school	Type of club observed in practice	No of Students with sp. needs	Type of disability the students had
Week- One Bonga upper primary school	5	Mini-Media- Reading poem during flag ceremony Sport competition Agriculture club Drama Club-practice drama on student discipline special need students club	1 3	Motor disorder Deafness Partially sighted Motor disorder
Week -Two Hibret upper primary school	2	Home economic club-preparing house hold material from bamboo Harmful practice protection club	1	Motor disorder
Week -Three Diri-Goma upper primary school	3	Anti-HIV/AIDS club- Learning about HIV/AIDS by female biology teacher Environmental protection club- during protection of coffee plants Art and Music club	1 1	Motor disorder Diabetic case*
Week -Four Wush-Wush upper primary school	4	Environmental protection cub Mini-media Question and Answer Recreation club	1 2	Motor disorder Epilepsy* Partially sighted

* Information found from teachers

As shown in Table 11 from the total of fourteen clubs observed 5 (35.7%) were in Bonga, 2(14.3%) were in Hibret, 3 (21.4%), in Dirigoma and 4(28.6%) were in Wush-Wush- upper primary schools.

During the observation, only 10 students with special educational needs were found participating in different activities. Out of them, 5 were with motor disorder, 2 were partially sighted, 1 was deaf, 1 was diabetic case and the other 1 was with epilepsy.

CHAPTER 5

DISCUSSION

In this chapter, findings obtained in the present study are discussed and interpreted in relation to previous research findings in the area.

5.1 Participation of Students with Special Needs in

Extracurricular Activities

The life of an individual extends beyond the classroom with school clubs, which are effective means to disseminate information to the wider community. Extracurricular activities are considered as major strategies practiced in schools. To this end, students with disabilities have to be included in these activities. Cadwaller (2000) noted that children with disabilities must have the opportunity to participate in non-academic extracurricular activities with other children to the maximum extent appropriate. He further asserted that no child might be excluded from participation based on his/her disability.

However, the present and previous research findings are not in line with what Cadwallader recommended. That is, what is practiced now is not corresponding with what need to be done.

In the present study to measure participation of students with special needs nine items were constructed focused on such issues as time spent participating in extracurricular activities, interest, awareness, resource, others attitude, attendance, performance, role in each activities etc... For each item chi-square was computed to test the significance. Among, six items were found statistically significant, whereas three items, which were about role played during activities, attitude from their non-special, need peers and frequency of missing activities found statistically not significant.

Generally, from this finding, the participation of students with special needs in extracurricular activities was lower. However, from the point of psychological problem they experienced due to unfair societal attitude towards them and difficult school circumstances, their participation being low might not be surprising. Moreover, the teacher training system that exclusively focuses on the instruction of children without special needs would aggravate the problem.

Further practical experiences obtained through observation are in support of this result that during a one-month observation only ten students with special educational needs were found participating. To know their perception of their participation level, both groups of sample students were asked to rate their own participation in a scale from very high to very low. Accordingly, only eight of the special need students rated their participation above average whereas twenty-six students rated below average. In contrast, eight and forty eight of the non-special need group rated their participation below and above average, respectively.

In the attempt to see if there exists statistically significant difference across the special needs and the non-special needs groups, t-test was used. The calculated t-value was found to be statistically significant at .05 levels. The mean calculated confirms that students without special needs participated significantly higher than their special need counterparts.

The present study were consistent results with earlier research results by Cadwallader (2000) in that rate of participation of youth with disabilities are somewhat lower than those of the general student population. Similarly, another study by National Survey of America's Families (1999) pointed out that rate of activities performed by students with disabilities found to be lower than those of the general student population.

To see participation difference across male and female students with special needs again t-test was employed. The obtained t value indicated that there existed no statistically significant difference between the two groups. Of course, the finding of the present study is consistent with a study by Cadwallader (2000); Murtaugh, (1988); Goebel et al, (1987) in that except differences in the kind of club they participate, there is no significant difference between boys and girls in the extent to which they participate at all in extra curricular activities. However, it is the researcher's assumption that the finding of the present research may change if comprehensive study undertakes. This is because the social, cultural and traditional experiences of girls in our country is different from the influence had on boys in that it gives much space for boys to join in outside activities than girls do. A study by Genet (1998), on the general female students school performance, confirmed that from the total female sample students used in the study more than half do not participate in any extracurricular activities. Particularly the problem becomes worse to girls with disabilities.

5.2 Factors Affecting Participation of Students with Special Needs in Extracurricular Activities

To identify factors that could have influences on students' participation data were collected through different ways. The data collected indicated the following factors as having a very negative effect on students' participation.

5.2.1 Lack of Interest

In closed-ended items, students were asked to indicate a factor, which prohibited their participation in extracurricular activities. 26 percent showed their lack of interest as a responsible factor. Similarly, 51 percent of teacher respondents confirmed that students are not interested in participating in

such activities. Moreover, in the open-ended items significant number of respondents showed their lack of interest to participate. One response reads as follows, *'I do not want to participate in any extracurricular club since it will not help improve my life'*. A study with similar finding was reported by Carroll & Carroll (2001) that indicated that lack of interest in the students themselves due to lack of confidence, social isolation or discomfort was the greatest challenge to their participation.

Here an important point to be noted is that students being less interested to join activities should be viewed from different angles. Majority of the society does not value primarily extracurricular activities by themselves. Moreover financial and material power of schools to run different activities, planning and organization of these activities and other related factors being unattractive may lower down the interest of students to participate. Regarding the awareness students have on the importance of participating in extracurricular activities 31(91.2 percent) rate their awareness from very high to average. However in the open ended items respondents strongly indicated that they are not aware to the extent that what type of extracurricular activities are running in their schools.

5.2.2 Discouraging Attitude From Students

Without Special Needs

In the present study, students were asked their opinion on the attitude of their peers without special need towards them in-group activities. On the item, 22 (64.7 percent) showed that the attitude these students have is negative (discouraging), and it has impact on their participation, 8(23.5 percent) opposed this argument and 4 (11.8 percent) failed to show their position. In the open-ended item, for a question asking students to explain reasons that restrict their participation in extracurricular activities,

respondents identify a number of problems related to attitudes of others. One response reads as follows: *"Since I know that my peers without special needs in the group ignore me and undermine all my activities, I don't want to join any club by choice"*.

All the responses, to some extent, throw light on the fact that students with special needs are challenged with problems of isolation and rejection from their non-special need peers. This situation brings the feeling of isolation, rejection and withdrawal. The severe the effect it can have as explained by Garwood (1983), in Bekalu (2004), such attitudes seem to increase the psychological distance between the two groups, meaning the special needs and the non-special needs. According to Heward & Orlansky (1988), in Bekalu (2004, the presence of the problem is that many non-disabled people tend to feel uncomfortable in the presence of a person with a visible disability. Emphasizing this conclusion, Vaughen & Elbaum (1996), in Brown et al (2003), concluded that students with disabilities in regular classroom are less liked and are frequently socially isolated than other students.

To sum up, from the findings of the present study and previous researches, it would be possible to suggest that discouraging attitude of the non special need peers towards their special needs counterparts is one impeding factor for their participation in extracurricular activities. From these research findings looking the situation of schools in our country which are embedded by sever societal attitude towards peoples with disabilities in general, there is enough ground to suggest that students with special needs are suffering from psychological, social & educational challenges from their peers in particular and school community in general.

5.2.3 Teachers' Initiation and Interest in Including Children with Special Needs in Extracurricular Activities

The role teachers can play is significant around participation of the student in different school activities. In the present study 7 (4 percent) ascertain their reason not to participate is the teachers' unwillingness to include them. In another item students were asked if teachers are interested to include a student with disability in extracurricular activities or not. For that item 20(58.8 percent) showed that teachers are not interested, 10 (29.5 percent) agreed that no problem with regard to teachers' interest and 4(7.5 percent) did not answer. To confirm the responses, teachers were also asked on the significance of the effort made by them to include these students in different activities. In this case 33 (62.3 percent) teacher respondents showed the effort made was insignificant, 16(30.2 percent) claimed that their effort is not significant and 4(7.5 percent) failed to decide.

From the responses given for the open-ended items as to why they are not participating in different school activities one response related to lack of the opportunity to participate reads as follows:

"Even if I am interested in participating in extracurricular activities as my non-disabled peers do, who allows me to do so with my disability?"

It is true that the teacher is the key person around the students' participation in school activities. Teacher's encouragement has influential impact on students with disabilities more critically than the general student population.

Points discussed so far revealed that lack of interest from teachers and the effort made by teachers to include these students can be observed as a factor in the participation of a student with disabilities in extracurricular activities.

A study by Carroll & Carroll (2001) signified the present finding in that there is lack of enthusiasm or support from teachers to include students with disabilities in school activities. The reason is that teachers lack enthusiasm towards the inclusion of these students in activities. Ammer (1984) in Stevens et al (2000) explained that having students with disabilities in extracurricular activities might cause worries for teachers that these students will need extra attention. Supporting this argument, Disciullo (2004) pointed out that having students with disabilities into extracurricular activities might make the role of the teacher slightly more challenging. Though a study by Larrivee & Cook (1979), in Amsalu (2001), pointed out that teacher's attitude towards students with disabilities differ in grade level. Schuls (1991), in Amsalu (2001), confirmed that teachers typically are uncomfortable with handicapped students and have uncomfortable attitude about their placement in regular classes.

To sum up, all the above findings pointed out that students with disabilities are kept out of participating in extracurricular activities due to one or the other reason i.e., teachers did not allow them to participate. As with the practice of inclusion, one point needs critical measure is the training of teachers. They should be equipped with skills on how to help students with special needs in their class. The provision of special need subject courses to the would be teachers in teacher colleges and universities at present would contribute one step in improving the learning condition of these pupils in general and overcome some teacher challenges on how to help their students in particular.

5.2.4 Other Factors

A) School-Related Factors

Under this section, practice of inadequate extracurricular clubs and material aid were considered as factors. In the present study, students have been

asked if the extracurricular activities practiced in their schools are suitable for their participation or not. The majority of respondents 24 (70 percent) claimed that none of the clubs practiced in their school encourages their participation. 5 (15 percent) opposed and 5 (15 percent) failed to decide. A study on the general student population by Kilter et al, (1950), in Cousins (2004), discussed schools inability to provide adequate activities that can allow opportunities to most students' participation accordingly their needs and interest as one factor for low participation of students.

In relation to needed material support from the school to students with special needs as encouragement of participation, majority of respondents 25(73.5 percent) disclosed the absence of material support from the school as one factor that aggravated their non-participation. Carroll & Carroll (2001) ascertain that since the school offers no support to help children to mainstream clubs, students with disabilities were not benefited from extracurricular activities.

From what have been discussed so far, the results indicated that school factors such as provision of inadequate activities, unavailability of material support for those who are in need of the service because of their disability and challenging school physical plant impede students with special needs in extracurricular activities.

B) Impact of the Disability and Lack of Parental Support

In the present study students were asked their opinion if physical disability or health problem can restrict one from extracurricular activities participation. On the item majority of respondents 22 (64.7 percent) showed their agreement, 10(29.4 percent) disagree, whereas 2 (5.9 percent) failed to decide. Further, in open-ended items students explained different factors related to disability. One response reads as follows:

" I am highly interested to participate in extracurricular activities as my non-disabled peers do. But how can I participate with my disability".

During the observation time, ten students with special needs were found participating in different activities. From the observation there was no a point to suggest that physical disability could restrict participation. In fact, it should not mean that a student with motor disorder could participate and be successful necessarily in athletics competition without any physical support.

Review of related literatures in the area and practical experience confirmed that physical disability by itself does not restrict one from extracurricular participation. It is for this reason that there are a lot of people in the world known for their athletic or other activities participation. However, in countries like Ethiopia where many factors are not conducive, the impact physical disability can have should not be over looked.

Therefore, from the presented cases, it may not lead to develop confidence to conclude that the only responsible factor for the non-participation of 22(64.7 percent) respondents is the disability they have. Rather as to why they indicated disability as a factor might be related to their reaction to disability. Because they would achieve success if they participate in activities in which they are physically, socially and psychologically fit and ready.

As an impact on their participation significant number of students indicated lack of parental support as a factor for them not to participate (11.1 percent). It is true that besides one's own motivation, the role of significant others can have influence. One such is parental support. The importance parental support has on participation of students in extra-curricular activities as underlined by Kim et al (1999); Rundger et al (1999), in Richter (2002), stated that the higher parental support to participation and monitoring their activities, the less likelihood adolescents are to be involved in delinquent behaviour. This is to mean that if students are encouraged to participate in

activities the chance they would engaged in delinquent acts would minimized. Genet (1998) found that one factors for girls not to participate in school extracurricular activities is parents don't allow them to participate since many parents do not perceive outside classroom activities as educational. Therefore, from the educational, social, behavioral and psychological aspects parents should exert effort to their children to participate in different activities.

5.3 Challenges Teachers Face to Include Students With Special Needs in Extracurricular Activities

Before presenting teachers' challenges, it is better to have some background information about teachers' opinion on disability and extracurricular participation. Hence, they were asked if it is possible to include a child with certain physical disability or other health problem in extracurricular participation or not. On the item majority of teacher respondents 47 (88.7 percent) confirmed its possibility while 6(11.3 percent) opposed. Those who agreed with the possibility were again asked if they were practically including these students in extracurricular activities or not. Accordingly 40 (75.5 percent) replied as they are practiced it whereas 7(17.5 percent) responded as they did not including these students in activities.

From the point of teachers' opinion on the possibility of including students with disabilities in extracurricular activities and insignificant number of student participation looking for factors that affect teachers to include these students, become vital.

5.3.1. Problems Related to Training

The major points identified as problem for teachers were lack of training and material guide on how and in what activities can students with special needs can participate.

For an item related to training 21(39.6 percent) teachers pointed that unless they are offered in-service training on how to help students with disabilities in practical activities, they would continue keeping these children out of participation. On another item about the very importance of material guide to the participation of these students 42(79.2 percent) respondents agreed on the mandatory of material guide, and 9 (17. percent) opposed, 2 (3.8 percent) failed to decide. In addition to these responses obtained through close-ended items, there were responses provided on open-ended items in support of the result. Among them, one reads as follows.

"The training I had is for the general non-special needs students in that, I don't know how and in which activities students with special needs can participate".

From the many responses on the importance of material guide, one response reads as follows.

"To include a student with physical or other health problem in extracurricular activities, there is no material in and out of school to refer to on how and what to do?"

The other factor teachers identified a problem due to lack of training was communication. For some students with special needs due to the impact the disability had on them, the usual (verbal) communication method does not serve. Regarding this teachers explained as, *"Sometimes we face difficulties to communicate with some students whose disability affect the verbal communication system (like students with hearing impairment) "*.

During the observation in one of the sample schools an informal discussion was held with two teachers whether these students are included or not, they explained their experience in that *'during practical activities we assign them to*

keep the property of other children' they added more 'even if we asked them to join the group since they perceive that they would create a problem for others they withdraw themselves'.

To sum up in the present study one factor accounted for students with special needs not to participate in extracurricular activities was lack of training and material guide for teachers on how to help children with special needs in regular schools.

5.4 Perceived Importance of Participating in Extracurricular Activities

Extracurricular activities participation help students in many ways, particularly the importance they have to students with disabilities is critical and in some aspects, it is different from the general students' population. In review of related literature it was discussed that there is extensive research work as to the importance of extracurricular participation in relation to the general student population.

In the present study, students were asked to list the benefits they perceive from their participation in extracurricular activities. Responses given are not far from what review of literature discussed about. Among the responses given the one with high frequencies were the following.

- To develop academic knowledge (33%)
- To protect oneself of from unwanted behaviors such as drug abuse and unprotected sex (12.3%)
- To develop social relationship (18%)
- To psychosocial health and recreation (18%)
- To visit different historical places (4%)

A research report on the general student population which is consistent with the present report was by Marsh & Kleitment (2001); Gilman, (2000); Greer, (1975); Joekel (1975) cited in Hallan et al (2005); Hanks & Eckland (1970); cited in Cousins (2004) all explained the positive relationship extracurricular activities have on students academic performance.

Significant number of student respondents identified the development of social skill as an advantage from extracurricular participation. Further students explained that, they freely explain their ideas and interact with teachers and their peers without special needs in out-side classroom activities than in classrooms. The importance extracurricular activities have on social skill development, according to Nancy, et al, (2005) is that it creates access to social network activities, resources and equipment that could be otherwise unavailable.

Studies on students with disabilities by Sodac (1997); Haensly et al (1998); Lindstron et al (1996), cited in Disciullo (2004), confirmed that participation in these activities is a comfortable avenue for students with disabilities to learn and practice leadership skill, setting goals and decision making. Similarly, a study on students with disabilities by Ram, et al, (1996) in Fekede, (2005) recommended that since these activities give the opportunity to develop habits of cooperation, fair play, good citizenship and wise use of leisure time, they have to be encouraged. Keeping these pupils out of the experience of extracurricular activities would mean missing some qualities out of them.

In the present study, also (12.3 percent) respondents identified being protecting from risky behavior as benefits of participation in extracurricular activities. Risky ('unwanted' as students explained) behaviors may vary from society to society and form culture to culture. However, in all cases except the variation they will have up on the individual and the society they are known

for their negative aspects. Among explained drug abuse, unprotected sex, which leads to different viral diseases and HIV/AIDS? Regarding the importance of extracurricular activities in reducing risky behaviors a study on the general student population by Linville, (2000); Eccles, (2003); Cassel et al., (2000) in Richter, (2002) remarked that participation in such activities provide youths a protective context in terms of involvement in risky behaviors.

5.5. Factors That Initiate students' participation in Extracurricular Activities

One can have his/her own initiative/reasons towards participation in different activities. The reason we had at the beginning influence success. Studies on the general student population in their findings revealed that, from the total number of students found participating, those who are aware of the importance of participating in these activities are very few (Richter, 2004). A study by Muluemebet, (1999) on students' involvement in extracurricular activities in Addis Ababa schools showed that those who were aware of the benefit of participation were insignificant in number.

From the point of this theoretical background, students who were found participating were asked their reasons as to what initiate them to participate. Accordingly, being aware of the importance, teachers' encouragement and simply for fun were identified as reasons of participation. Though it is not particular to students with disabilities, Cadwallader, (2000), reached the same conclusion in that to learn new skills and to have fun as initiative factors. Similarly Wagner et al., (2003); Gholson, (1975) in Cousins, (2004) found to avoid boredom, gain social acceptance from peers as responsible reasons for students' participation.

In the present study as to on which extracurricular activities students with special needs are participating, Anti-HIV/AIDS Club, Mini-Media, Question and answer and Environmental protection were found to be the major ones.

The important point to be reminded is that students' participation in these activities should be purposeful. If one has meaningful objective, he/she tries to get the most out of it. Moreover, the effort to be exerted can be influenced by the purpose. Hence, if the participation of students in extracurricular activities is purposeful, the more they would be benefited from it.

CHAPTER SIX

SUMMARY, CONCLUSION & RECOMMENDATIONS

6.1 Summary

The study was aimed to assess participation of students with special needs in extracurricular activities. To meet the objective, survey study was employed. Questionnaire and observation were used for data collection. In the study, four upper primary regular schools in Southern Nation & Nationalities Peoples Region (SNNPR) were involved.

Three sample groups had been drawn for the study. They encompassed of fifty-six children without special needs (30 male and 26 female), fifty-three regular teachers who have students with special needs in their class or extracurricular club (36 male and 17 female), thirty-four students with special needs (18 females and 16 males). To draw these samples three sampling techniques were applied. Available (comprehensive) sampling was used to draw students with special needs. Purposive sampling to draw sample teachers and stratified simple random sampling to draw students without special needs.

From the nature of the data collected quantitative (percentages, frequencies, chi-square, t-test) and qualitative method of analysis were applied.

For this end at the beginning, the following main research questions were stated:

- Do students with special needs in regular schools participate in extracurricular activities?
- Is there statistical significant difference between participation of students with and without special needs in extracurricular activities?

- Is there statistical significant difference between male and female students with special needs in extracurricular activities?
- What factors affect participation of students with special needs in extracurricular activities?
- What problems do regular teachers have to include students with special needs in extracurricular activities?

The following are the findings of the study.

- 1 Majority of students with special needs do not participate in extracurricular activities.
- 2 Participation of students with special needs in extracurricular activities is significantly lower than participation of their peers without special needs.
- 3 There exists no statistically significant difference between male and female students with special needs in extracurricular participation.
- 4 The following factors were identified as responsible for students with special needs not to participate in extracurricular activities.
 - Lack of interest by students themselves to participate in extracurricular activities.
 - Discouraging attitude from their peers without special needs while performing activities together.
 - Low initiation (interest) from teachers to include students with disabilities in such activities.
 - Less suitability of extracurricular activities practiced in schools to the participation of students with special needs.
 - Lack of material support from the school to encourage the participation in extracurricular activities.
5. The following were identified as major factors hindering regular teachers to including these students in to extracurricular activities.
 - Lack of training on how and in which activities to include students with special needs.

- Lack of awareness from the students about the importance of participating in extracurricular activities, as a result they did not consider participation in these activities would help them.
- Considering themselves as inferior; they are less interested and no motivation to participate in extracurricular activities.
- Since most of them are from low socio-economic family they used their leisure time in income generating activities than extracurricular participation.
- Due to the disability they had, they are not quick enough in completing activities and are reluctant to explain their needs and interest to their peers and teachers.

6. Students identified the following aspects as benefits of participating in extracurricular activities.

- To develop academic knowledge
- To protect oneself from risky behaviour
- To develop peer- teaching skill (peer-learning one from another particularly applicable in learning about HIV/ AIDS.
- To learn skills which are not found in academic subjects in classroom
- To visit different historical places
- To recreation and psychological health.

CONCLUSION

From the results of the study and the discussion made so far the following conclusions are made.

1. Majority (79.4 percent) of students with special needs in the sample schools are not participating in school extracurricular activities.
2. There is statistically significant difference between students with and without special needs with regard to participation in extracurricular activities.
3. No statistical significant difference existed between male and female students within special needs with regard to participation in extracurricular activities.
4. Lack of interest in the students themselves, lack of time to participate, discouraging attitude from their non-special need peers, lack of initiation from teachers, less suitability of activities practiced in schools, lack of parental support and absence of material aid from the school were found major impeding factors for the participation of students with special needs in extracurricular activities.
5. The major problems regular teachers have to include students with disabilities (special needs) in to extracurricular activities were lack of training on how to include these students, unavailability of reference material (guide), lack of interest from the students themselves and absence of material support from the school for those who are in need of it due to their disability.
6. The advantages students with special needs perceive from their extracurricular activities participation were developing knowledge, improving social skills, preventing from unwanted behaviour, learning skills which could be found in academic subjects, psychological health and recreation, and visiting different historical places.

RECOMMENDATIONS

The conclusions reached so far revealed that due to various reasons majority of students with special needs are not participating in extracurricular activities. Hence, based on these findings the following recommendations are made.

1. In the study lack of training was observed as a problem for teachers to include students with special needs in extracurricular activities. In this case, schools should take the initiative to organize different long-term and short-term trainings to teachers in collaboration with concerned bodies to equip teachers to deal with students with special needs maximize their extracurricular activities participation.
2. Another factor that could aggravate the problem of teachers to include students with special needs in extracurricular activities is unavailability of material guide. To overcome the problem, schools need to establish working relations with some associations and special needs education experts at different levels on how material guide can be developed to help teachers' effort and improve students' participation in these activities.
3. Students with special needs in regular schools face negative attitudes from their non-special need peers. Hence, schools should provide extensive assertive trainings on disability and peoples with disability to improve the educational, social and psychological health of these students and maximize their participation in different school activities.
4. Lack of interest to participate in extracurricular activities is reported as a problem by both students and teachers. Therefore, to raise students' interest and enable them to actively participate in different activities; the following and other measures could help schools to proceed:

- * Allow students to participate in activities in which they are most interested.
 - * Use models (those who are very effective and successful for their participation).
 - * Conduct follow-up and provide continuous feedback on students experience in each step of activities.
 - * Use reward system for those who have effectively participated in extracurricular activities from the same group.
 - * Provide material support when necessary to help their participation
 - * Give responsibilities to students themselves in organizing and facilitating different activities.
5. The study was conducted on a small sample population drawn from four upper primary schools. Hence, it is recommended that further researchers in the area including large samples across different grade levels so as to increase its comprehensibility.
6. This study was aimed at assessing participation of students with special needs in extracurricular activities so that nothing could be concluded about the effect of these activities, on academic, social and related factors. Hence, further researchers on this aspect are highly recommended.
7. Undeniably extracurricular activities are important for all children. However the importance these activities can have for children with special needs is beyond academic purpose. Rather they provide spaces for the child to get out of psychological, social and physical challenges otherwise would get aggravated. Hence, peoples around the child (teachers, parents, peers & professionals in different areas) should do in collaboration to maximize and encourage the participation of these pupils in extracurricular activities.

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APPENDIX- A

Addis Ababa University School of Graduate Student Department of Psychology

Questionnaire to be completed by Regular Teachers

General Information. Teaching students with special needs (different problems such as Physical, visual, hearing, behaviour and other health problems) in a regular classroom together with non-special need) regular students is called inclusive education.

The purpose of this questionnaire is to collect information on the participation of these students in extracurricular activities in your school. Hence you are kindly requested to give genuine and clear responses. Your responses will kept confidential and used only for academic purpose.

No need of writing your name.

Thank you very ^u much for your cooperation!

Part I. Personal Information

Show your answer by putting an « ✓ » mark in the boxes against the alternatives.

1.1 Sex Male Female

1.2 Teaching experience in years

Less than 5 years 11-15 years

5-10 Years Above 15 years

Part II Show your answer by putting an « ✓ » mark in the boxes against the alternatives.

2.1 How do you evaluate the overall participation of students in extracurricular activities in your school?

Very satisfactory Average
Unsatisfactory Satisfactory

2.2 Do you think students in your school are well informed about the importance of participating in extracurricular activities?

Yes Not Sure No

2.3 The participation of students with special needs in extracurricular activities when compared with students without- special needs is

Equal More Less

2.4 List extracurricular activity clubs practiced in your school.-----

Part III.

The following are statements about participation of students with special needs in extracurricular activities. Read each statement carefully and indicate your responses by putting an « ✓ » mark in the appropriate box against each statement.

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3.1	Special material guide is mandatory to include students with special needs in to extracurricular activities					
3.2	The effort teachers made to include students with special needs in extracurricular activities are low.					
3.3	Physical or other health problem can restrict a student from extracurricular activity participation.					
3.4	Extracurricular activities practiced in our school do not encouraging participation of students with special needs					
3.5	Most students in our school are not well informed about the advantages of participation in extracurricular activities.					
3.6	If I am not produced with some on job training I cannot include students with special needs in extracurricular activities.					
3.7	I am afraid of including a student with physical disability or other health problem in to extracurricular activities					
3.8	The participation of students with special needs in extracurricular activities is lower than students without special needs					
3.9	The school's material support is encouraging to the participation of students with special needs in extracurricular activities					

Part IV. Write your views on the following questions.

4.1 What problems you faced in including students with special needs in extracurricular activities? -----

4.2 What benefits you think participation in extracurricular activities can have particularly for students with special needs?

4.3 Do you have nay more points to share with the researcher about extracurricular activities in your school and students participation especially students with special needs?

Addis Ababa University
School of Graduate Student
Department of Psychology

Questionnaire to be filled by Special Need Students.

Dear participants: The purpose of this questionnaire is to collect information on students' participation in extracurricular activities. Problems students have to participate in extracurricular activities, reasons for participation and non-participation, and the provision of extracurricular activities in schools.

The attainment of the goal of this research is highly dependent on the answers that you are going to give. Not responding to a single item would affect the whole result. Your answers will be kept confidential and used only for academic purposes.

No need of writing your name.

Thank you for your cooperation!

Part I personal Information:

1.1 Sex -----

1.2 Grade -----

1.3 From the following indicate your problem by putting an « ✓ » mark in the boxes

Motor disorder

Mental deficit

Epilepsy

Partial visual impairment

Other teach problems

Communication disorder

Visual impairment

Partial hearing problem

Hearing problem

Behavioural problem

If other specify -----

Part II

The following items are about your participation in extracurricular activities-
Read each item care fully and indicate your response by putting an « ✓ » mark
in the boxes against the alternatives.

2.1. From your out of school time, the time you spend to participate in
extracurricular activities is :

Very high High Average How Very low

2.2. How often you miss participating activities in your club?

Always Mostly Sometimes Rarely Never

2.3. The cooperative attitude your peers have towards your participation in
extracurricular activities is

Very high High Average How Very low

2.4. On average in how many of your club's program you attend?

Almost all Most them some of them Few of them
Non of them

2.5. Your access to use school materials to your participation in activities is

Very satisfactory Satisfactory Average Unsatisfactory
Very unsatisfactory

2.6. Your interest to participate in different school activities is

Very high High Average Low Very low

2.7 Your awareness about the importance of participating in extracurricular
activities

Very high High Average Low Very low

2.8. In how many of your clubs activities your played a role as a leader? In

All Most Some Few None

2.9. Your performance level in each of your club activities is

Very high High Average Low Very low

2.10 Were you participate in extracurricular activities when you were in your
earlier grades?

Yes

No

2.11 Indicate the type (s) extracurricular activities that are offered in your school.

- | | |
|--|---|
| Environmental protection club <input type="checkbox"/> | Natural licence club <input type="checkbox"/> |
| School soccer club <input type="checkbox"/> | School drama club <input type="checkbox"/> |
| Mini media club <input type="checkbox"/> | Red Cross club <input type="checkbox"/> |
| Girls scout club <input type="checkbox"/> | Ant HIV/ AIDS club <input type="checkbox"/> |
| Mathematics club <input type="checkbox"/> | Know your country club <input type="checkbox"/> |

Please specify if there are other clubs in your school -----

2.12 How do you rate your participation level compared with the total students participation?

- Very high High Moderate less

2.13 Are you participate in any of the extracurricular clubs that are functional in your school currently

- Yes No

2.14 If your answer to question 2.13 is yes list the name of the clubs in which you participate? -----

2.15 If you are a member of at least one extracurricular activity club in your school please Indicate your reason for participation among the following possible suggested reasons .

- Watched other involved in the activity As it interests me
By understanding the benefits of such activities
Due to the encouragement of my teachers

2.16 If you are not a member of at least one extracurricular activity in your school, please indicate your reasons not to participate.

- I did not understand the importance of Participating in such activities
Being afraid of success Teachers are not interest to include me
Lack of interest to participate Due to the problem I have

If others specify -----

Part III

The following are statements about students' participation in extracurricular activities. Read each statement carefully and indicate your response by putting an « ✓ » mark in the boxes against each statements.

No	statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
3.1	Teachers are not interested to include a student with special needs in extracurricular activities.					
3.2	The school's material support is encouraging to participation of students with special needs in extracurricular activities					
3.3	Extracurricular activities practiced in our school are not suitable for the participation of students with special needs.					
3.4	Having any physical or health problem does not restrict a student from extracurricular activities participation.					
3.5	Due to the disability I have teachers perceive that I cannot perform an activity as of my non-special need peers					
3.6	Students without special needs are not interested while a student with certain disability or health problem joins the in-group activities.					
3.7	Though I have my problem I actively participate in extracurricular activities					
3.8	My parents didn't encourage my participation in extracurricular activities					
3.9	The interest of students with special needs to participate in extracurricular activities is high when compared students without special needs.					

Part IV. Write your comments on the following question.

4.1 What is the importance of participating in different extracurricular activities to you? -----

4.2 What problems do you face while participating in extracurricular activities in your school? -----

4.3 Do teachers encourage you to participate in extracurricular activities? If not what do you think the reason is? -----

Addis Ababa University
School of Graduate Student
Department of Psychology

Questionnaire to be filled by Students without Special Needs

Dear participants: The purpose of this questionnaire is to collect information on the participation of students in extracurricular activities. It is also aimed at identifying reasons for their participation and non- participation in these activities, the provision of extracurricular activities in schools. It also tries to identify problems related to student's participation in such activities.

The attainment of the goal of this research is highly dependent on the answers that you are going to give. Not responding to a single item would affect the whole result. Your answers will kept confidential and used only for academic purposes

No need of writing your name.

Thank you for your cooperation!

Part I personal information: Show your answer by putting an « ✓ » mark in the boxes against the alternatives.

1.1 Sex -----

1.2 Grade -----

1.3 Name of school -----

Part II Show your answer by putting an « ✓ » mark in the boxes against the alternatives.

2.1. From your out of school time, the time you spend to participate in extracurricular activities is :

Very high High Average How Very low

2.2. How often you miss participating activities in your club?

Always Mostly Sometimes Rarely Never

2.3. The cooperative attitude your peers have towards your participation in extracurricular activities is

Very high High Average How Very low

2.4. On average in how many of your club's program you attend?

Almost all Most them some of them Few of them
Non of them

2.5. Your access to use school materials to your participation in activities is

Very satisfactory Satisfactory Average Unsatisfactory
Very unsatisfactory

2.6. Your interest to participate in different school activities is

Very high High Average Low Very low

2.7. Your awareness about the importance of participating in extracurricular activities

Very high High Average Low Very low

2.8. In how many of your clubs activities your played a role as a leader? In

All Most Some Few None

2.9. Your performance level in each of your club activities is

Very high High Average Low Very low

2.10 Were you participating in extracurricular activities in you earlier grades?

Yes No

2.11 Indicate the types of extracurricular activities that are offered in you school.

Environmental protection

Natural Science club

School soccer club

School drama club

Mini media club

Red Cross club

Girls scout club

Anti HIV/AIDS club

Mathematics club

Know your Country club

Please specify if there are other clubs in your school -----

2.12 How do you rate your participation level in extracurricular activities compared to the total student participation?

Very High High Moderates Low Very Low

2.13 Do you participate in any of the extracurricular clubs that are functional in your school currently?

Yes No

2.14 If your answer to question 2.13 yes list the name of the clubs in which you participate?

2.15 If you are a member of at least one extracurricular activity in your school please indicate your reason for participation among the following possible suggested reasons

Watched others involved in the activity As it interests me

By understanding the benefits of such activities

Due to the encouragement of my teachers

2.16 If you are not a member of at least one extracurricular activity club in your school please indicate your reason not to participate among the following possible suggested reasons.

I did not understand the importance of participation in such activities

Low parental support Lack of interest to participate

Teachers are not interested to include me

Fear of being successful Due to the problem has

Part III. Write your comments on the following questions

3.1 what is the importance of participating in different extracurricular activities? -----

3.2 What problems you face to participate in extracurricular activities in your school? -----

3.3 Do teachers encourage you to participate in extracurricular activities? If not what do you think the reason is? -----

APPENDIX -B

Observation Checklist to be filled by the Researcher

Main points of observation

I. The type of activity the groups perform

Important themes to be observed

- * Drama
- * Arts
- * Sport
- * Environmental protection
- * Mini-media
- * Know your country
- * Tour
- * Agriculture
- * Dialogue
- * other activity types

II. The number of students with special needs who participating in the group activity and the problems they have

Important themes to be observed

- * Hearing impairment
- * Blindness and partial sightedness
- * Diabetic
- * Epilepsy
- * motor disorder
- * Intellectually handicapped
- * Autism
- * Other types of problem
- * Communication Disordered

III. The way students with special needs participate in the group activity

Important themes to be observed

- * Act as coordinator
- * As active member participant
- * Watching others perform the task
- * Passively observe

IV. Group members' interaction

Important themes to be observed

- * Do other students accept the student?
- * Do they ignore the student?
- * Do they cooperate each other?

V. The challenges children with special need face while performing the activity?

Important themes to be observed

- * If there is lack of technical ability
- * If there is an impact of the child's problem
- * If the task is too complex to them
- * How the group members react

VI. The type of activity and its suitability in relation to the student's problem

Important themes to be observed

- * Is the activity feasible for students to perform?
- * What conditions are to be provided to the student perform the task

VII. Teachers' initiation to include students with special needs in extracurricular Activity

Important themes to be observed

- *Criteria teachers' use to include students in the activity
- *Assigning roles to students
- *Actions teachers' take while students face problem in performing tasks
- *Strategies teachers use to encourage participation of students
- *Teacher-student communication.

Observation Format

Name of the School----- *Type of observation*-----

Date of observation----- *Observer*-----

Observation Time-----

Activity observed-----

Observation Themes	Observed Phenomenon	Comment
Number of students with special needs in the group		
Type of Disability the students with special need students have		
The way the student perform the task (activity)		
Interaction of the group members		
Challenges the student with special need faced while performing the activity		
Suitability of the activity in relation to the student's problem or disability		
Initiation of teachers to include students with special needs in extracurricular activities		

APPENDIX -C

Flash card used to identify teachers samples

School code -----

Teacher's code -----

Direction:- Show your answer by putting an "✓" mark in the boxes.

I .Do you have students with special needs in your class or extracurricular activity group?

Yes

No

i. Do you have any other experience with students with special needs in any time of your teaching profession?

Yes

No

APPENDIX --D

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ኘሮግራም
ሳይኮሎጂ ትምህርት ክፍል

በመምህራን የሚሞላ መጠይቅ

አጠቃላይ መረጃ:

የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች ለምሳሌ የአካል፣ የእይታ፣ የመስማት፣ የባህሪ ፣ የተለያዩ በሽታዎች (የሚጥል፣ የስኳር ... ወዘተ) አናሳ ጎሳዎችንና ሌሎችን ልዩ ድጋፍ የሚያስፈልጋቸውን ተማሪዎች ከመደበኛ ተማሪዎች ጋር በመደበኛ ክፍል በመደበኛ መምህራን አንድ ላይ ማስተማር (Inclusive Education) የቅንጅት ትምህርት ይባላል።

የዚህ መጠይቅ ዋና ዓላማም ከላይ የተጠቀሱትና በእናንተ ትምህርት ቤት በመማር ላይ የሚገኙት ተማሪዎች በክበባት ይሳተፋሉ አይሳተፉም፣ ካልተሳተፉ ችግሩ ምንድን ነው፣ መምህራን የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች በክበባት ለማሳተፍ በሚያደርጉት እንቅስቃሴ የሚገጥሟቸው ችግሮች ምንድን ናቸው በሚሉት ሀሳቦች ዙሪያ መረጃ ለመስጠት ነው። ለጥናቱ የተሟላ መረጃ ለመስጠት ለሁሉም ጥያቄዎች ምላሽ ትሰጡ ዘንድ በትህትና እጠይቃለሁ። የምትሰጧቸው ምላሾች በሚስጥር የሚያዙና ለትምህርት ስራ ብቻ የሚውሉ መሆናቸውን አረጋግጣለሁ።

ስም መጻፍ አያስፈልገም።

ስለሚደረግልኝ ትብብር በጣም አመሰግናለሁ።

ክፍል አንድ

የተሳታፊዎች የግል ሁኔታ-መልስዎን በትይዩ ሳጥን የ“✓” ምልክት በማድረግ ያሳዩ።

- 1.1 ያታ ወንድ ሴት
- 1.2 የማስተማር ልምድ በዓመት
 - ከ5 ዓመት በታች
 - ከ11-15 ዓመት
 - ከ5-10 ዓመት
 - ከ15 ዓመት በላይ

ክፍል ሁለት

ቀጥሎ የተማሪዎችን የክበባት ተሳትፎ የሚገለፁ ሀሳቦች ተቀምጠዋል። በጥያቄው መሠረት መልስዎን የ“✓” ምልክት በማድረግ ያሳዩ።

2.1 የት/ቤትዎ አጠቃላይ የተማሪዎች የክበባት ተሳትፎ በአማካይ ሲገለፅ

በጣም ክፍተኛ ነው ክፍተኛ ነው ዝቅተኛ ነው

2.2 በት/ቤትዎ ስለሚንቀሳቀሱት ክበባት ተማሪዎችዎ ግንዛቤ አላቸው ብለው ያምናሉ?

አዎ መናገር ያስቸግራል የላቸውም

2.3 በእርስዎ ት/ቤት የሚገኙ የተለያዩ ችግሮች ያሉባቸው ተማሪዎች የክበባት ተሳትፎ ከሌሎች ተማሪዎች ተሳትፎ አንፃር ሲታይ

እኩል ነው የበለጠ ነው ያነሰ ነው

2.4 ለጥያቄ ቁጥር 2.5 መልስዎ “ያነሰ” ነው ከሆነ ለምን ይመስልዎታል?

2.5 በት/ቤትዎ በዋናነት የሚንቀሳቀሱት ክበባት የትኞቹ ናቸው?

ክፍል ሶስት

ቀጥሎ በት/ቤት የክበባትን እንቅስቃሴ፣ የተማሪዎችን የክበባት ተሳትፎና መምህራን የተለያዩ ችግሮች ያሉባቸው ተማሪዎች በክበባት በማሳተፍ ስላሉባቸው ችግሮች የሚገልፁ ሀሳቦች ተቀምጠዋል። እያንዳንዱን ሀሳብ በጥንቃቄ ካነበቡ በኋላ መስማማት አለመስማማትዎን “በጣም እስማማለሁ”፣ “እስማማለሁ”፣ “አልወሰንኩም”፣ “ልስማማም” እና “በጣም አልስማማም” በሚሉት ቦታዎች ውስጥ የ“✓” ምልክት በማድረግ አሳዩ።

ተ.ቁ.	ዓ.ነገር	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
3.1	የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች በክበባት ለማሳተፍ የራሱ የሆነ መመሪያ የግድ አስፈላጊ ነው።					
3.2	የት/ቤቱ መምህራን የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች በክበባት ለማሳተፍ የምናደርገው ጥረት ዝቅተኛ ነው።					
3.3	የአካል ወይም ሌላ ችግር መኖር ተማሪውን ከክበባት ተሳትፎ ሊገደበው ይችላል።					
3.4	አብዛኛዎቹ በት/ቤታችን የሚንቀሳቀሱት ክበባት በተለይ ችግር ላለባቸው ተማሪዎች					

	ተስማሚ አይመስሉኝም።					
3.5	በእኛ ት/ቤት አብዛኛዎቹ ተማሪዎች በክበባት መሳተፍ ስላለው ጠቀሜታ ጥሩ ግንዛቤ ያላቸው ይመስለኛል።					
3.6	ተጨማሪ የስራ ላይ ስልጠና ካልተሰጠኝ በቀር አንድ የአካል ወይም የጤና ችግር ያለበትን ልጅ በክብብ ማሳተፍ አልችልም።					
3.7	አንድ የጤና ችግር ያለበትን ተማሪ በክብብ ማሳተፍ በጣም ያስፈራኛል።					
3.8	በት/ቤታችን የሚገኙ የተለያዩ ችግሮች ያለባቸው ተማሪዎች የክብብ ተሳትፎአቸው ከሌሎቹ አቻዎቻቸው ያነሰ ነው።					
3.9	በት/ቤታችን ያለው የቁሳቁስ አቅርቦት ለተማሪዎች የክበባት ተሳትፎ አበረታች ነው።					

ክፍል አራት

በሚከተሉት ጥያቄዎች ላይ አስተያየትዎን ያስፍሩ።

4.1 የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች በክበባት ለማሳተፍ የገጠምዎት ችግር ካለ ያብራሩ። -----

4.2 የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች በክበባት እንዲሳተፉ ማድረግ ጠቀሜታው ምንድን ነው?-----

4.3 በአጠቃላይ ስለ ት/ቤትዎ የክበባት እንቅስቃሴና የተማሪዎችን ተሳትፎ አስመልክቶ የሚጨምሩት ሀሳብ ካለ ይግለጹ። -----

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ኘሮግራም
ሳይኮሎጂ ትምህርት ክፍል

በልዩ ፍላጎት ትምህርት ተማሪዎች የሚሞላ መጠይቅ

ውድ የጥናቱ ተሳታፊዎች

የዚህ አጭር መጠይቅ ዋና ዓላማ ተማሪዎች በት/ቤታቸው በሚንቀሳቀሱ ክበባት ያላቸውን ተሳትፎ አስመልክቶ መረጃ ለመሰብሰብ ነው። በተጨማሪም መጠይቁ ተማሪዎች በት/ቤታቸው ስለሚንቀሳቀሱ ክበባት ያላቸውን ግንዛቤ፣ በክበባት ተሳትፎአቸው ስለሚያገኙት ጠቀሜታ ያላቸውን አስተያየትና በክበባት ለመሳተፋቸውና ላለመሳተፋቸው የሚሰጧቸውን ምክንያቶች ለመዳሰስ ይሞክራል።

የጥናቱ መሳካት እናንተ በምትሰጧቸው መልሶች ይወሰናል። ለአንድም ጥያቄ ምላሽ አለመስጠት ውጤቱን የሚያዛባው በመሆኑ ለእያንዳንዶቹ ጥያቄዎች በተገነዘባችሁት መልክ መልስ ትሰጡ ዘንድ በማክበር እጠይቃለሁ።

ስም መጻፍ አያስፈልግም።

ስለሚደረግልኝ ትብብር አመሰግናለሁ።

ክፍል አንድ

የተሳታፊዎች የግል ሁኔታ

1.1 ያታ _____

1.2 የክፍል ደረጃ _____

1.2 ከሚከተሉት ውስጥ የትኛው ችግር አለብህ/ሽ?

የአካል ጉድለት ችግር

ሙሉ በሙሉ የማየት ችግር

የአዕምሮ መታወክ ችግር

በክፍል የማየት ችግር

የሚጥል በሽታ

ሙሉ በሙሉ የመስማት ችግር

በክፍል የመስማት ችግር

የተለያዩ የጤና ችግር

የመግባባት ችግር

የባህሪ ችግር

ከተዘረዘሩት ውጪ ሌላ ከሆነ ይጠቀስ _____

2.11 ከሚከተሉት የክበባት ዓይነቶች መካከል በእናንተ ት/ቤት የሚንቀሳቀሱት የትኞቹ ናቸው?

(ከአንድ በላይ ከሆኑ በትይዩ በተቀመጠው ሣጥን ምልክት አድርጉባቸው)

- የአካባቢ ክብካቤ ክብብ የልጃገረዶች ክብብ የድራማ ክብብ
- የእግር ኳስ ክብብ የሂሳብ ት/ት ክብብ ቀይ መስቀል ክብብ
- ሚኒ ሚዲያ የተፈጥሮ ሳይንስ ክብብ ስነ-ጽሁፍ ክብብ
- ፀረ-ኤች አይቪ ኤድስ ክብብ
- ሀገርህን እወቅ ክብብ
- ከላይ ከተዘረዘሩት ውጪ ሌሎች ካሉ ዘርዘሩ -----

2.12 የክብብ ተሳትፎ(ሽ) መጠን ምን ይመስልሃል(ሻል)?

በጣም ከፍተኛ ከፍተኛ መካከለኛ በጣም ዝቅተኛ

2.13 አሁን ባለህበት (ሽበት) የክፍል ደረጃ በት/ቤቱ በሚንቀሳቀሱ ክበባት ትሳተፋለህ

(ፊያለሽ)? እሳተፋለሁ አልሳተፍም

2.14 ለጥያቄ ቁጥር 2.13 መልሳችሁ “እሳተፋለሁ” ከሆነ የምትሳተፉባቸውን ክበባት ዘርዘሩ ----

2.15 በት/ቤታችሁ ከሚንቀሳቀሱት ክበባት ውስጥ ቢያንስ የአንድ ክብብ አባል ከሆንክ(ሽ)

ለመሳተፍ ምክንያት ሊሆን የሚችለውን ቀጥሎ ከተሰጡት ታሳቢ ምክንያቶች ውስጥ ለይተህ(ሽ) አሳይ።

- ሌሎች ሲሳተፉ ስላየሁ በክበባት መሳተፍ ጠቀሜታውን ስለተረዳሁ
- መምህራኖቹ እንድሳተፍ ስለሚያበረታቱኝ መሳተፍ ስለሚያስደስተኝ

2.16 በት/ቤታችሁ ከሚንቀሳቀሱት ክበባት ውስጥ ቢያንስ የአንድ ክብብ አባል ካልሆንክ(ሽ)

ምክንያት(ሽ) ምንድን ነው?

- የቤተሰብ ድጋፍ ስለሌለኝ በክበባት መሳተፍ ጠቀሜታው ስላልገባኝ
- ለመሳተፍ ፍላጎት ስለሌለኝ ውጤታማ አልሆንም ብዬ ስለምፈራ
- መምህሮቹ እኔን ማሳተፍ ስለማይፈልጉ
- ባለብኝ ችግር ምክንያት መሳተፍ ስለማልችል

ሌሎች ምክንያቶች ካሉ(ሽ) ዘርዘር/ሪ-----

ክፍል ሦስት

ከዚህ ቀጥሎ ተማሪዎች ስለክበባት ያላቸውን ግንዛቤና ተሳትፎ የሚገልፁ ሀሳቦች ተቀምጠዋል። እያንዳንዱን ሀሳብ በጥንቃቄ ካነበባችሁ በኋላ መስማማትና አለመስማማታችሁን “በጣም እስማማለሁ”፣ “እስማማለሁ”፣ “አልወሰንኩም”፣ “አስማማም” እና “በጣም አልስማማም” በሚሉት ቦታዎች ውስጥ የ“✓” ምልክት በማድረግ አሳዩ።

ተቁ.	ጥያቄ	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
3.1	መ/ራን የተለያዩ ችግሮች ያሉባቸውን ተማሪዎች በክበባት ለማሳተፍ ደስተኞች አይደሉም።					
3.2	ት/ቤታችን የተለየ ችግር ያለባቸውን ተማሪዎች በክበባት እንዲሳተፉ የተለያዩ የቁሳቁስ ድጋፍ ያደርጋል።					
3.3	በት/ቤታችን ያሉት ክበባት የተለያዩ ችግሮች ላሉባቸው ተማሪዎች ተስማሚ ናቸው ።					
3.4	የአካል ጉድለት (ችግር) መኖር የተማሪውን የክበባት ተሳትፎ አይገድብም።					
3.5	ባለብኝ ችግር ምክንያት አብዛኛዎቹ መምህራኖቹ በተለያዩ ተግባራት ላይ ከሌሎቹ ተማሪዎች ጋር እኩል አይሰራም ብለው ያስባሉ።					
3.6	በእኛ ት/ቤት አብዛኛዎቹ ተማሪዎች አንድ የአካል ወይም ሌላ ችግር ያለበት ተማሪ ለተለያዩ ተግባራት በቡድናቸው ሲቀላቀል ደስተኞች አይደሉም።					
3.7	የተለየ ችግር ቢኖርብኝም በተለያዩ ክበባት በንቃት እሳተፋለሁ።					
3.8	ቤተሰቦቼ የክብብ ተሳትፎዬን አይደግፉትም።					
3.9	የተለያዩ ችግሮች ያሉባቸው ተማሪዎች በክብብ የመሳተፍ ፍላጎት ከሌሎቹ ተማሪዎች ጋር ሲወዳደር ከፍተኛ ነው።					

ክፍል አራት

በሚከተሉት ጥያቄዎች ላይ አስተያየቶቻችሁን ዓፍ።

4.1 በተለያዩ ክበባት መሣተፍ ለምን ይጠቅማል?

4.2 በት/ቤትህ(ሽ) በሚንቀሳቀሱት ክበባት ለመሳተፍ ያሉብህ(ሽ)ችግር ምንድን ነው ?

4.3 መ/ራን በት/ቤቱ በሚንቀሳቀሱ ክበባት እንድትሣተፍ(ራ) ያበረታታሉ ወይስ

አያበረታቱም ካላበረታቱ ለምን ይመስልሃል(ሽል)?-----

አዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ኘሮግራም ሳይኮሎጂ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

የዚህ አጭር መጠይቅ ዋና ዓላማ ተማሪዎች በት/ቤታቸው በሚንቀሳቀሱ ክበባት ያላቸውን ተሳትፎ አስመልክቶ መረጃ ለመሰብሰብ ነው። በተጨማሪም መጠይቁ ተማሪዎች በት/ቤታቸው ስለሚንቀሳቀሱ ክበባት ያላቸውን ግንዛቤ፣ በክበባት ተሳትፎአቸው ስለሚያገኙት ጠቀሜታ ያላቸውን አስተያየትና በክበባት ለመሳተፋቸውና ላለመሳተፋቸው የሚሰጧቸውን ምክንያቶች ለመዳሰስ ይሞክራል።

የጥናቱ መሳካት እናንተ በምትሰጧቸው መልሶች ይወሰናል። ለአንድም ጥያቄ ምላሽ አለመስጠት ውጤቱን የሚያዛባው በመሆኑ ለእያንዳንዶቹ ጥያቄዎች በተገነዘባችሁት መልክ መልስ ትሰጡ ዘንድ በማክበር እጠይቃለሁ።

ስም መጻፍ አያስፈልግም።

ስለሚደረግልኝ ትብብር አመሰግናለሁ።

ክፍል አንድ

የተሳታፊዎች የግል ሁኔታ

1.3 የታ _____

1.2 የክፍል ደረጃ _____

ክፍል ሁለት

ቀጥሎ የተማሪዎችን የአባላት ተሳትፎ የተመለከቱ ጥያቄዎች ተቀምጠዋል። እያንዳንዱን ጥያቄ በጥንቃቄ ካነበብባቸው በኋላ መልሳችሁን በተሰጡት አማራጮች ትይዩ ባለብት ሳጥኖች የ“✓”ምልክት በማድረግ አመልክቱ።

- 2.1. ከመደበኛ የት/ት ሰዓት ውጪ ካለህ ጊዜ በተጓዳኝ ክበባት በመሳተፍ የምታሳልፈው ጊዜ በጣም ከፍተኛ ከፍተኛ አማካይ ዝቅተኛ በጣምዝቅተኛ
- 2.2. ከጠቅላላ የክበብህ (ሽ) ኘሮግራም ውስጥ በምን ያክል ድግግሞሽ ሳትሳተፍባቸው (ፊባቸው) የቀሩ ተግባራት አሉ በሁሉም በአብዛኛዎቹ በተወሰኑት በጥቂቶቹ ያልተሳተፍኩበት የለም

2.3. የክፍል ዓደኞችህ (ሽ) ለአንተ (ቺ) የክበብ ተሳትፎ ያላቸው ድጋፋዊ አመለካከት

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2.4. በአማካይ ከጠቅላላ የክብብህ (ሽ) ፕሮግራም ውስጥ በምን ያክሉ ተሳትፈካል (ሻል)?

በሁሉም በአብዛኛዎቹ በተወሰኑ በጥቂቶቹ

የተሳተፍኩበት የለም

2.5. ለክበባት ተሳትፎህ (ሽ) የት/ቤቱ የቁሳቁስ አቅርቦት?

በጣም አጥጋቢ ነው አጥጋቢ ነው መካከለኛ ነው

አጥጋቢ አይደለም በጣም አጥጋቢ አይደለም

2.6. በተለያዩ የት/ቤት የተጓዳኝ ክበባት ለመሳተፍ ያለህ (ሽ) ፍላጎት:-

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2.7. በተጓዳኝ ክበባት ስለመሳተፍ ያለህ (ሽ) የግንዛቤ ደረጃ (መጠን)

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2.8. ከጠቅላላ የክብብህ (ሽ) ተግባራት ውስጥ በምን ያክሉ የአስተባባሪነት ((የመሪነት) ሚና ተጨውተህል (ሻል)?

በሁሉም በአብዛኛዎቹ በተወሰኑት በጣም በጥቂቶቹ በምንም

2.9. በክብብህ (ሽ) በሚከናወኑ ተግባራት ላይ ያለህ (ሽ) የአፈጻጸም ብቃት

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2.10 ባላለፍካቸው/ሻቸው/ የክፍል ደረጃዎች እያለህ/ሽ/ በተጓዳኝ ክበባት ተሳትፍ/ሬ/ ነበር?

አዎ አልተሳተፍኩም

2.11 ከሚከተሉት የክበባት ዓይነቶች መካከል በእናንተ ት/ቤት የሚንቀሳቀሱት የትኞቹ ናቸው?

(ከአንድ በላይ ከሆኑ በትይዩ በተቀመጠው ሣጥን ምልክት አድርጉባቸው)

የአካባቢ ክብካቤ ክብብ የልጃገረዶች ክብብ የድራማ ክብብ

የእግር ኳስ ክብብ የሂሳብ ት/ት ክብብ ቀይ መስቀል ክብብ

ሚኒ ሚዲያ የተፈጥሮ ሳይንስ ክብብ ስነ-ጽሁፍ ክብብ

ፀረ-ኤች አይቪ ኤድስ ክብብ

ሀገርህን እወቅ ክብብ

ከላይ ከተዘረዘሩት ውጪ ሌሎች ካሉ ዘርዘሩ -----

2.12 የክብብ ተሳትፎህ(ሽ) መጠን ምን ይመስልሃል(ሻል)?

በጣም ከፍተኛ ከፍተኛ መካከለኛ በጣም ዝቅተኛ

የአንድ ጉዳት ማመልከት ወረቀት
 የአንድ ጉዳት ማመልከት ወረቀት

= 1 =

1/ የአንድ ጉዳት ማመልከት ወረቀት

- 1. ስም ደብረ ገብረ
- 2. ዘን ገብረ ገብረ
- 3. ወረቀት 2900
- 4. ቀን 02

- 5. የቤት ቁጥር/አካባቢ 79
- 6. ሥ. ቁጥር 7.7.4. ቀ.
- 8. ቀን 3/1/89

2/ የአንድ ጉዳት ማመልከት ወረቀት

- 1. ስም ገብረ ገብረ
- 3. ሥራ የገብረ ገብረ

- 2. ዕድሜ 40
- 4. የጉዳት ዓይነት
 - U. መሰማት የተሳተፈ ነው
 - A. ማየት የተሳተፈ ነው
 - M. የአእምሮ ዘንድ ተፈጥሮ ነው
 - W. ሌላ ነው ጋር የተያያዘ ነው
 - U. ጉዳት ወላጅ ስለተፈጸመ ነው
 - A. ከቀድሞ ወላጅ ጋር ነው
 - M. ከዘር ገንድ ጋር የተያያዘ ነው
 - W. በጣም ታወቀ ምንም ዓይነት ነው

5. ጉዳት የተከሰተበት ጊዜ

- U.1/ የአንድ ጉዳት ማመልከት ወረቀት ነው
- U.2 እና ተቀባይ ለሆኑት ሁሉም ጉዳቶች ተጠቅሞአቸው ?
- U.3 ስለሆኑት ሁሉም ጉዳቶች ተጠቅሞአቸው ?
- U.4 የተመጣጠነ ምንም ዓይነት ጉዳት ነው
- U.5 ተያያዥ የወጣ የዘር ገንድ ጉዳት ነው::
- A.1 ለአደጋ የተፈጠረ ጉዳት ነው ?
- A.2 የተመጣጠነ ምንም ዓይነት ጉዳት ነው?/
- 2.3 አካባቢው የሚፈጸሙ ጉዳቶች ነው /Environment Condition /
- M.1 ክሮሞዞም / Chromosomal disorder / መዘገብ ነው::
- M.2 Down Syndrum / የአሰተካካክላ ወይም ያልተሟላ አካል ይዘ መወለድ

3/ የአንድ ጉዳት ማመልከት ወረቀት

- 1. ስም ደብረ ገብረ
- 2. ዕድሜ 38
- 3. ሥራ የገብረ ገብረ
- 4. የጉዳት ዓይነት

- U. መሰማት የተሳተፈ
- A. ማየት የተሳተፈ

I, The Undersigned, Declare That This Is My Original Work And Has Not Been Presented For A Degree In Any Other University And That All Sources Of Material Used For The Thesis Have Been Dully Acknowledged.

Name Dejene Tefera

Date of submission -----

Signature -----

The Thesis Has Been Submitted For Examination with My Approval As A University Advisor

R. Sreevalsa Kumar (Ph. D)