



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**PRACTICES AND CHALLENGES IN IMPLEMENTING CO-
CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS OF NORTH
SHEWA ZONE, OROMIA NATIONAL REGIONAL STATE,
ETHIOPIA**

MA THESIS

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**JULY 2023
ADDIS ABABA UNIVERSITY, ADDIS ABABA, ETHIOPIA**

PRACTICES AND CHALLENGES IN IMPLEMENTING CO-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS OF NORTH SHEWA ZONE OF OROMIA NATIONAL REGIONAL STATE

By

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A Thesis submitted to College of Education and Behavioral studies of Addis Ababa University in partial fulfillment of the requirements for the degree of Masters of Art in Educational Planning and Management

**July 2023
Addis Ababa, Ethiopia**

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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This is to certify that the Thesis prepared by Mr. Cheru Feyisa on “**Practices and Challenges In Implementing Co-Curricular Activities in Secondary Schools of North Shewa zone, Oromia National Regional State, Ethiopia**” submitted in partial fulfillment of the requirements for the degree of Masters of Art in Educational Planning and Management with the regulations of the university and meets the accepted standards with respect to originality.

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July 2023
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Declaration

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

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DEDICATION

I dedicated this Thesis to my father Feyisa Urge and my mother Boge Wakjira, to my wife Tadelu Girma and dearly loved friend Ketema Assefa for nursing me with affection and love, and for their dedicative support for the success of my life.

ACKNOWLEDGEMENTS

I am so grateful for Almighty God for being with me and helping me throughout my life.

I greatly acknowledge the time, commitment, unfailing encouragement, valuable guidances, constructive comments, patience and useful suggestions of my advisor Dr. Dejene Nuguse to carry out this research.

My deepest gratitude goes to teachers, principals, school supervisors, and Woreda Education Office heads and experts of North Shewa Zone who devoted a substantial part of their time in completing the survey instruments and in providing the necessary information without their generous participation, this study would not have been realized. Next, my heartfelt gratitude also goes to Mr. Ketema Assefa for his material and technical support for the accomplishment of this research work.

Finally, I would like to express my thanks to Addis Ababa University College of Education and Behavioral studies for their financial support. Furthermore, those who were not mentioned the investigator thank you all!!!

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Practices and Challenges in Implementing Co-Curricular Activities in Secondary Schools of North Shewa Zone, Oromia National Regional State, Ethiopia.

Cheru Feyeisa Urge

ABSTRACT

The purpose of this study was to examine the status and challenges of CCAs in North Shewa secondary schools of Oromia Regional State. Descriptive research design and mixed method (qualitative and quantitative) was employed to conduct the study. In the study 8 sample groups encompassing, 237 students, 40 teachers, 8 principals and 3 supervisors were the participants of this study. Systematic sampling technique (to select teachers and students) and purposive sampling (to select principals and supervisors) were used to select the samples. In order to collect data, the researcher used questionnaire, interviews and observation. Questionnaire was distributed to 40 teachers and 237 students. In addition to this, 8 school principals and 3 school supervisors were interviewed. To analyze the data, mean, percentage, graphs and frequency distribution were used. Finding of the study revealed that the number of clubs established and effectively providing services for school community was less and could not give chance for a large population of students to participate. Absence of experience sharing program and shortage of provision of materials were seen in secondary schools. Adequate guidance and support, incentive and reward giving practices for better achievement of teachers and students were not practiced by school leaders. In addition, lack of trained teachers on area of co-curricular activities and lack of budget were the factors exhibited in secondary schools. So, the participation of students and the implementation of co-curricular activities in secondary schools were low. The implication is that the contribution of CCAs for the students' talent development will be minimal. Thus, to improve the situation, it is recommended that training program should be organized by the school leaders and Woreda education office. Strong monitoring and feedback mechanism should be established, adequate budget needs to be allocated by government for school, experience sharing program within and between secondary schools in Zone, region, and country should be designed and implemented by joint effort of school, Woreda education office, Zone and regional education bureau and MoE. Stakeholder such as school leaders, teachers, students and supervisors should participate actively for effectiveness of co-curricular activities.

Key words: Co-curricular activities, extra-curricular activities, secondary school, North Shewa

1. INTRODUCTION

1.1. Background of the study

Education could be broadly defined as the development of desirable qualities in people. So education is the key point of all rounded development of students. In this regard, educational experiences should not be only limited to formal knowledge to help him to develop intellectually and mentally, but also include lots of other experiences for his social and physical development (Winston *et al.*, 2008). Such education comprises of curricular and co-curricular activities. They refer to these activities contributing to the academic learning experience especially activities that provide students with opportunities to learn and develop skills through active participation. To fulfill these purposes, varieties of educative experiences are to be provided in the school programs which may contribute to a long, happy and normal life of the students.

The concerns of great philosophers like Plato, Aristotle and John Dewey indicated that the historical development of CCA, begins with the emergence of formal Education (Sadhu, n.d.). Plato believed that children are born with a great many ideas that remain dormant until stimulated by experience (theory of innate) (Sadhu, n.d). Similarly, Dewey as cited in Derebssa, (2004) regarded education as social process. He stated “education has two sides: psychological and social side, neither can be neglected nor subordinated to the other without evil results follow.” He was one of the famous advocators of Learning by Doing. Hence, the educational development of the child must be studied in terms of individual needs and interests. It was the major method of instruction for most of the 20th century in elementary schools of most of the United States and most of European countries (Dewey as cited in Derebssa, 2004).

Today, the program becomes more systematic and used in different countries starting from primary schools. However, the perception and the emphasis given to the CCAs may be different from country to country. As a result, curricular program, co-curricular and extracurricular activities are practiced in schools .Both co-curricular and extracurricular activities, being non-credit activity, no distinction are made between co-and extra-curricular activities. In this regard Kochhar (1993) which is cited in published research paper of co-curricular and extracurricular

activities in Nepal, gives strong, view to these words, the distinction between curricular and extracurricular activities must cease to exist.

Minnesota High schools educate students to reach their full potential by participating in co-curricular activities. It helps to develop students' academic and fine arts to improve skills without credit towards graduation. Even schools make reasonable accommodation for students with disabilities to participate in co-curricular programs (Balkhu & Kathmandu, 2004). In education system of Singapore, the terms co-curricular activity is more accepted and frequently used to indicate activities organized outside the classroom that has supplementary or complementary roles to the curricular program (Ministry of Education, Singapore, 2011).

There are more than enough evidences that showed the strong desire to have CCAs in the past and present Ethiopian education system. For example, the Guidelines of schools General administration prepared by the Ministry of Education and Fine Arts (1966 Article12), as cited by Setotaw (1998) "students have to be encouraged to participate in the school clubs". The guidelines prepared by the Ministry of Education (MoE) for Internal School Administration also indicated, how CCAs were organized and coordinated in the school. Later after six years, updated guideline of Internal school Administration issued by MOE showed the structure and job description of CCAs Committee. Currently available documents showed that co-curricular activities (CCAs) are being implemented in different countries including Ethiopia. It helps nurture in students' qualities such as resilience, tenacity, confidence and perseverance, which prepare them to adapt and thrive in a rapidly changing world (Singapore Ministry of Education, 2011).

According to Setotaw (1998) in Ethiopia Education system after the establishment of regional education bureau, the Co-Curricula program was coordinated by physical Education and Co-curricular program section at MoE level while at Regional, Zonal and Woreda Levels the responsibilities were given to the examination and student service section. Similarly, at the School level the responsibility was given to the Co-Curricular Coordinating Committee. On the other side, there were critics that indicate the reverse situation with that of Setotaw's findings. The critics indicated that there were no responsible skilled personnel and structural position for CCAS at Wereda, Zonal, Regional Educational Bureau and MoE Levels. Moreover, there are

strong critics that indicated, about the formation of CCAs. Even though, schools often organized different CCAs at the start of annual schooling time most of them are unable to function properly and become unsuccessful.

The statement in the Education Sector Development Program (ESDP) II document also clearly stressed that the capacity level of lower level management was one of the main problems to realize educational goals. “Inadequate planning and management capacity at the lower levels of the organization structures (e.g. woreda) is a critical problem in realizing the goals of education, especially with regard to primary education” (ESDP II, 2005).

In Ethiopia the activities that have been taken as CCAs in modern education were deep rooted in traditional education of the Orthodox Church. Typical examples were painting, handcraft, book binding (diagnose), Agriculture etc. were the common activities practiced before 1974 in modern education. Setotaw (1998) reports some common activities practiced in modern education in Ethiopia included: sports games, school bands, film shows, meteorological observations, student council, field related clubs like geography and history, art and drama, Agriculture, etc. Regarding the term, the guideline prepared for the implementation of CCAs indicated that the term CCAs is preferable (MoE, 1997). The above evidences showed that different countries classified activities outside the classroom in different ways, but they considered as an important part of the total educational program effectiveness. Thus, the present study is concerned with the practice and challenges in implementing CCAs in Secondary schools of in North Shewa Zone.

1.2. Statement of the problem

There were limited research works that may show the existing practices of CCAs particularly at Secondary (9-12) school. A survey study on the status of CCAs in the Ethiopian schools conducted by Setotaw in 1998 emphasized that the status of CCAs was under a serious condition.

The research works of Dejene (2006) and Ayele (2007) were specific to the participation level of students with special needs and students of higher education. Mesayneh (2008) research was also specific in the implementation of co-curricular activity in secondary school.

None of the above researchers examined the actual situations in secondary schools and the existing practices and challenges to implement CCAs were not properly quantified by the above mentioned research works. A number of literatures also confirmed the complexity of the implementation of co-curricular program on the ground because it requires the involvement of various bodies, more time and high commitment of coordinator as well as administrators. For example, some researchers stated the practice of CCAs is difficult from the academic teaching/ learning process because it needs more time. There are also different factors that affect the practice of CCAs like the absence of trained and motivated teachers, the absence of continuous monitoring, the recklessness of students to participate in this activity, and the shortage of finance (no allocation of budget); lack of equipment, and sometimes students feel that these activities interfere with their studies. Therefore, whenever CCAs are organized, students participate in these activities unwilling (Nesan, 2009).

In general, in spite of the need to introduce, organize and practice CCAs in secondary schools as one aspect of academic classes as it helps to develop and improve students' ability, raise their creativity and interest, there are a number of challenges including lack of plan, allocated budget, follow-up and feedback. Equally important problems and challenges are the absence of trained and motivated teachers, the absence of continuous monitoring and evaluation, students are careless to participate in this activity, and lack of willingness. So, this study was designed to investigate the practice and challenges of CCAs in secondary schools with particular reference to leadership support, assignment of human resource, plan, financial status or budget allocation, material support and giving practical training for teachers and students in conducting CCAs in government secondary schools of North Shewa.

1. 3. Objective of the study

1. 3.1. General objective

The general objective of this study was to examine the status and challenges of CCAs in North Shewa secondary schools.

1. 3.2. Specific objectives

The specific objectives of this study are:

- 1) To examine how well were CCAs organized in North Shewa secondary schools in terms of human and material resources.
- 2) To investigate the awareness level of teachers towards CCAs.
- 3) To identify the major challenges affecting the implementation of CCAs in the selected secondary schools.

1.4. Basic Research question

The study addressed the following questions:

- 1) How well were CCAs organized in North Shewa secondary schools in terms of human and material resources?
- 2) What was the awareness level of teachers towards CCAs?
- 3) What were the major challenges affecting the implementation of CCAs in the selected secondary schools?

1. 5. Significance of the study

The study helps to know the status of CCAs in North Shewa secondary schools. It enables educational expertise to recognize the actual practices and challenges in the implementation of CCAs. It also helps to devise effective strategies to implement CCAs. Furthermore, it gives hint to school communities, students and teachers. This study provides information for those who are interested in conducting further study of the same problem. It may help the schools give more

emphasis on co-curricular activities and designing school level rules and regulations that initiate students. The findings of this study are also useful to assess better co-curricular activities impact on students' awareness rising on the advantages or disadvantages of being active in co-curricular activities. In addition, it assists to manage time during the implementation of co-curricular activities.

1.6. Scope of the study

The study was delimited to only North Shewa Zone selected Secondary Schools of Government in Oromia regional state. The study was conducted in 8 (15.7%) purposely selected secondary schools from among 51 secondary schools in the zone by taking school principals, teachers, supervisors and students. The samples that were taken did not consider private schools and stakeholders like parents, the woreda education office experts and other concerned bodies in the study. Besides, the study wouldn't cover all areas of co-curricular activities such as structure, organization, management and so on in detail. It entirely confined to the current practices, challenges and its input as a means for sustaining quality education by enhancing all rounded development of students.

1.7. Limitation of the study

The small sample size of the research may result in unsatisfactory findings that cannot be considered representative of all the situations in North Shew zone secondary schools of Oromia regional state. Besides, not all management of school allows open policies where they can expose all the information about the status and current problems they faced in implementing co-curricular activities. The study also might be limited by factors like shortage of updated references to domestic issues related to this study; the researcher had mainly dependent on foreign resources, lack of secondary data, lack of enough time and budget, lack of reliable and recorded data from some respondents during data collection. This was because; some of them were not interested to give appropriate responses. Some respondents were usually engaged in different activities or education, meeting and training. In order to reduce the influences of these limitations, the investigator had tried to tolerate commuting many days to get them. It would be more reliable and

confidential if experimental analyses were applied to dig out the benefits of co-curricular activities to get sharp conclusions and recommendations.

1.8. Operational definitions of Key terms

Co- curricular Activity – out of class character building experiences that is usually complementing the regular curriculum, which is supervised and/or financed by the school (Jha et al., 2004).

Extra-curricular activities-refers to those activities which are totally outside the realm of normal curriculum, but are essential for the all-round development of the students. Examples: Athletics, gymnasium, etc (Jha et al., 2004).

1.9. Organization of the study

The study was organized in to five chapters. The first chapter includes background of the study, statements of the problem, objectives of the study, basic research questions, significance, scope of the study, limitation of the study, and operational definition of key terms. The second chapter presents review of related literature. Chapter three highlights description of the study area and research methodology. Chapter four describes data interpretations and analysis of the findings. The last chapter presents conclusion and recommendation. Finally, references and appendices were attached at the end of the Thesis.

2. REVIEW OF RELATED LITERATUR

2.1. Concept of Education, curriculum and co-curriculum

Education is a broad concept which transcends the four walls of a classroom. Total education is the type that focuses on the overall development of the child. Such education comprises of curricular and co-curricular activities. Co-curricular activities (CCA) were previously known as extra-curricular activities. They pertain to activities contributing to the academic learning experience especially activities that provide students with opportunities to learn and develop skills through active participation. CCA and programs may be led by faculty or staff, or by students themselves, but they must have stated goals and measured outcomes. CCA foster the development of co-operation and establish important social negotiation skills within the peer group (Eccles & Templeton, 2002).

Aggarwal (1990) stated students get one- fourth of their education from their environment such as their teachers and others from their fellow students and the rest in the course of time through their life experience, on the other side, Millar, as cited in Aggarwal (1990), argued that education is a conscious and deliberate process well planned to modify the behavior of the students in desirable and socially approved channels and to bring about in the students specific knowledge and skills. As described above, the aim of education is to help children to achieve all round development. Therefore, curriculum experts and educational administrators have to give attention for the co-curricular activities (CCA s) need to be available in schools. It is important for the development of students and cannot be seen separately from the curriculum (Kochhar, 1993).

Deferent authors define the term curriculum defiantly. According to Nesan (2009) the term curriculum refers to the program of study in various academic subjects like Mathematics, English, History, Science etc that followed by students at various levels of education. The school teaching staffs are employed to teach this curriculum, and students are periodically assessed by exams and term papers in their progress in each curriculum subject. As they grow older, students" achievements in their curriculum subjects are seen as important in helping them get

into a good university or college, and to find a good job when they leave education. The academic curriculum has never been all that schools offer to their students. A range of other classes, clubs and activities is available to students, sometimes in lessons but more often in the lunch break or after school. These are referred to as the co-curriculum, or as extra-curricular activities, and they are mostly voluntary for students (Nesan, 2009).

2.2. Co – curricular/Extracurricular Activities

Co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of all academic Schools. Co-curricular requirements are designed to supplement students' formal coursework, promoting the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings (Jha, 2004).

As Kochhar cited in (Jha *et al*, 2004) thus, Co-curricular activities have one or more of the following characteristics:

They are conducted at regular and uniform times during school hours or at other times established by the school administration. Although not offered for credit, they are directed or supervised by instructional staff in the learning environment similar to that found in courses offered to credit. They are partially funded by public money for general instructional purposes under the direction and control of the school Board. Extra-curricular, on the other hand, has been defined as, “Extra-curricular activities are small activities sponsored by students' clubs or groups and approved by the administration”. Extracurricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, Extra-curricular activities have all of the following characteristics:

- ✓ They are not offered for school credit or required for graduation.
- ✓ They are generally conducted out-side school hours, or if partly during school hours, and at times, agreed by the participants and approved by school administration.

- ✓ The content of the activities is determined primarily by the student participation under the guidance of a stage-member or other adult.

Morgan Hill as cited in Jha (2004) has also given almost similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extracurricular activities are not part and parcel of curriculum and they are not carried out during school hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extra-curricular activities are non-credit activities. However, both of them need approval by school authorities. Extra implies something not necessary and suggests that student activities are just fun and games, which makes it easy for them to be dismissed or removed.

There are numerous studies that show that students who participate in student activities usually have better grades, better attendance, and are more successful in later life than students who don't participate. Certainly, student activities should be enjoyable, but there are also valuable skills and lessons that can be taught to those who participate, such as goal setting, communication, organization, decision making, teamwork, conflict resolution, and tolerance. These are sometimes thought of as leadership skills, but they are really life skills that can be practiced as part of a club or organization and complement what is taught in the classroom. In general, as described in the beginning, the purpose of education is to train students not to know about things (in cognitive) but to behave or practice it in the right way (skills). Therefore mostly, cognitive development is taken care by curriculum and the skill development is implemented by the outside class room teaching (MoE, 1994). By practicing it most students develop their talents with knowledge and experiences. It has practiced in academic schools in after school program.

Before looking the importance and need of Co- Curricular Activities, let us be clear about the concept of Co-Curricular Activities. Four decades ago it was comparatively easy to define Co-Curricular Activities, because all of them were organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were

Major, little official recognition was given and no credit was allowed for participation .These activities were really Extracurricular.

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

In short, we can say that, according to modern education thinkers, curriculum is not only teaching and learning in classroom, it also includes work in ;Library, Laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teachers and pupils in these places . In these informal contacts there are many activities which are taken place one of which is Co-Curricular Activities. As described above curriculum experts and educational administrators have to give attention for the CCAs need to be available in the schools, it is important for the development of pupil and cannot be seen separately from the curriculum.

Kochhar (1993), stated “we conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in the school or outside that are covered under its supervision”.

Similarly, Module prepared by national academy of higher education of Pakistan described “curriculums all the activities which are provided inside or outside the institution for achieving the predetermined goals” (Iqbal *et a l*, 2007:9)

Hence, curriculum included not only curricular activities but also other Curriculum activities (CCAs) that help children to develop mentally spiritually socially and physically, so, understanding the interwoven relationships.

MoE(1997) show different terms that used to describe the same thing .According to them Currently due to an increasing acceptance of the wide function of school and brood definition of Curriculum the term Co-curricular activities become more useful rather than using terms like” extracurricular activities” “semi-curricular” “student activities” and “school activity” because of

having undermining implication on the program. Minehira and Marlaw (n.d) indicated clearly Co-Curricular activity is one of the five concepts of Curriculum .These are:-

1. The official Curriculum, which is document
2. The operational Curriculum, which is implemented in class room.
3. The hidden Curriculum, both social and academic expectation and unwritten norms in schools
4. The Null Curriculum which consists of subjects that are consciously omitted from the schools official and or operational Curriculum.
5. The Co-curricular Activities, which include all of the experiences engaged in, by students and teachers, before, during and after the regular school hour /day/.

“Co-curricular activities are activities sponsored by the district and approved by the school board and are designed to provide opportunities for students to participate, on an individual or group basis in school and public events for the improvement of skills.” Jha (2004). Hence co-curricular and extra- curricular activities are noncredit activities and need approval by school administrators, but the main difference is the supervisory procedure given to the activities (Ibid). Generally, as the purpose of education is that students shall be trained not only to know the right thing (cognitively) but also to behave in the right way (skill) .Thus, cognitive development is mostly taken care by the curricular activities and the skill development is taken care mostly by the actual activities outside the normal class room teaching (MoE,1997).

2.3. Types of Co-curricular Activities

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

2.3.1. Clubs

Clubs are activities organized in the form of association usually have leader, executive committee, members, rule and regulation and iteration fee. Clubs also have different varieties such as: Clubs related to class room subject e.g. .History, Geography and Language, Clubs related to self-governance e.g. Boy Scout, and girls club, Service clubs e.g. library, postal service, Red Cross and mini-media, and Talent and career related clubs e.g. tomorrows teacher, journalist, theater etc (MoE, 1997).

2.3.2. Non-clubs

Non-clubs activities are activities organized permanently or temporarily and have no similarity in organization with club, such activities are: Holy days, Class monitor, Flag ceremony and Social activities.

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

- Compulsory activities: National flag, National anthem, prayer, cleaning of compound, field and class room, personal hygiene, minor games and observing education day.
- Desirable activities: school uniform parent day National song, drawing and handicrafts
- Optional activities: Educational tour, school flag, school anniversary, National festival, garden, National symbols and photos of National personalities (Jha, 2004)

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

Core CCAs, which typically include the Sports, Performing Arts Groups and Uniformed Groups, tend to take up more time and resources and have more emphasis placed on them by the School. Membership in at least one Core CCA is compulsory for secondary school students in Singapore and it is considered an integral part of the education system. Merit CCAs, which typically include the Clubs and Societies, are usually less time-consuming. Academic clubs however may consume as much time as, if not more than, Core CCAs. Merit CCAs serve as an optional pursuit for students with an interest in what the CCA has to offer (MoE, Singapore, 2011).

2.4. Objectives and benefits' of co-curricular activities

The objectives of the co-curricular activities in schools focus on the multi educational dimensions which have potential impact in mental, physical, social, emotional and spiritual aspects of students. The informal situations set up in CCAs provides opportunity for the teachers and students to work together in friendly relationship this foster the teachers to work more effectively even in classroom (Karlin and Berger, 1991). The co-curricular activities have to be designed purposefully to give an apt mix of student's participation in academics and also create a chance for all round development and students involve in school and community affair. This mostly for students helps to create or improve effective communication between school and society. Through these activities develop further sensitiveness to social needs, problems and gain a deeper sense of civic responsibility. Co-curricular activities also used to accommodate issues like HIV/AIDS, environmental protection, place education, inter-cultural education and important recent innovation and content that are not included in the text (ESDP III, 1997).

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

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

2.4.1 The benefits of co-curricular Activities `

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

2.4.1.1. On Overall Personality and Strengthened Self-confidence

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

2.4.1.2. On developed specialized skills and improved academic performance

Co-curricular activities help hone the talents of the young minds and give them an opportunity to develop their specialized skills. Competitions that are organized can create a competitive environment and helps them work towards the objective of achieving a better society Dream Career.com, (2015).

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

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

Students pursuing any co-curricular activities of their choice give preference over those who are not involved in any such things. These things make a major difference when students are Considered for the most popular courses Dream Career.com, (2015). When students in their early teens are given some responsibility or a task to handle like first aid or for that matter

managing the class painting board, their efficiency to handle such situations becomes much better. This fosters the sense of responsibility and accountability DreamCareer.com, (2015).

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

Co-curricular activities are designed to meet the needs of the students and cover a broad/wide range of their abilities and talents. Such activities stimulate the interests of the students and provide equal opportunities to all the students to participate. These activities enhance the learning experience of the students and help in recognizing and developing their inner skills such as leadership qualities, creative or innovative skills etc. Co-curricular activities give the students a chance to think out of their box and get creative ideas of their own with the help of a guide. These activities help the students in developing richer learning experiences by giving them a chance to think in new ways to solve a problem or answer a question and these activities help in developing the grasping power of the students and provide an opportunity to the students to work in teams and thus develop team spirit in them. Students who participate in as have the chance to outshine individually, and part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service 1999).

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

In addition to Ahmad (2011) stated that has a limited number of values of co-curricular activities like educational value, psychological values, physical development values, recreational values, development of civic values, and cultural values. So these values to teach it is difficult for subjects like other subjects, Mathematics or Social sciences. But students can learn good

experience and to get practical knowledge and actively participating or membership in clubs, student council, an athletic team. Students learn to appreciate the relationship of an individual to the social group Nesson, (2009). In other hand Some co-curricular activities like understanding of different cultures have also a tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, activities like dramatic song and dance, folk songs, folk music, exhibitions and celebration of various religious and social festivals practice to obtain better knowledge and understanding of our cultures. These activities also encourage personal accomplishments and the development of interpersonal skill.

2.5. Theories of Co-curricular activities

2.5.1 Astin's Involvement Theory

Astin studied and wrote extensively in the area of student involvement in higher education. Astin referred to the academic experience in a broad sense that encompassed both classroom learning and out-of-class experiences. Astin's theory was predicated on five basic assumptions:

1. Involvement refers to the investment of physical and psychological energy in various objects.
2. Involvement occurs along a continuum.
3. Involvement has both quantitative and qualitative features.
4. The amount of student learning and personal development associated with any educational Program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1984, p. 298).

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

2.5.2 Chickering's Psychosocial Development Theory

Chickering's psychosocial model is the well-known applied theory of student personal development. Chickering (1969) proposed seven vectors along which traditionally aged students

develop, which included: achieving competence (including intellectual, physical, and social), managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes, and developing integrity. Chickering (1969) stated that of the seven vectors, the first three, achieving competence, managing emotions, and becoming autonomous. Chickering's work suggested five major methods for promoting developmental growth:

1. Engage the student in making choices;
2. Require interaction with diverse individuals and ideas;
3. Involve students in direct and varied experiences;
4. Involve students in solving complex intellectual and social problems;
5. Involve students in receiving feedback and making objective self-assumptions.

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

2.5.3 The Multiple Intelligences Theory

The theory was developed by Gardner (1983) aiming to develop the full potential of the child and as the challenge of the dominant definition of intelligence which limited to mathematical and linguistic abilities. Gardner views intelligence as not something which is in singularity, but pluralistic that everybody has more than one talent which helps an individual to interact with the world. With regard to this, Gardner (1999) came up with eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. In relation to the practice of co-curricular activities in schools, the theory of multiple-intelligence emphasizes educators to think of all intelligences as equally important and the school should help students develop a sense of accomplishment and self-confidence on it (Lazear, 1992).

2.5.4 Tinto's Interactionist Theory

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

2.6. Importance of Co – curricular Activities

CCAs have a number of values like academics. Educational value has a great potential, but the classroom teaching is theoretical. To get practical knowledge, CCAs can be imparted. There are so many valuables of CCAs: development of social spirit, Recreational values, Physical development and cultural values. Development of social spirit has its own value. Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach social value through school subjects like Languages, Mathematics or Social Sciences. By participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' feeling, belongingness, unity and ability to be cooperative (Nesan, 2009).

Recreational value is also one valuable activity. Lack of ability and training in proper utilization of one's leisure time is one of the major defects in the present system of education. By providing and organizing various activities, schools provide wholesome opportunities to students, rather than to spend their spare time in undesirable activities. Instead hobbies can be developed at the school age become lifelong habits. Physical development, while games, sports and athletics directly contribute to physical development of students. These activities provide a useful opportunity for the growth and development of the body and it helps to develop psychological brightness too. Some CCAs like understanding of different cultures have also tremendous values,

as they help in providing opportunities for better understanding of our cultural heritage and traditions, activities like dramatic song and dance, folk songs , folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture. Even if CCAs are very important for students in all academic levels, different factors are affecting it to practice effectively.

2.7. The role of school management, teachers and students in the implementation of co-curricular activities

Most scholars emphasizes the idea that educational leaders should pay due to attrition to co-curricular activities, because co-curricular activities is an important part of curriculum in all level of education to increase student participation, that are outside of their main core students and to create so far skills development in the students and to create good citizenship, well organized and managed co-curricular activity should be exists in academic institutions. A range of concrete steps that schools may consider: assessing parents' needs and interests where schools can bridge the distance between families and schools by surveying parents to find out their concerns and opinions about school. Schools should begin planning parental involvement activities by asking parents of students what they need (e.g., information, training, decision-making opportunities) to support their children's development of their co- curricular talents (Power-Ross, 2000).

Secondly, through creating a mechanism for personalized communication with parents especially those unable to come in the school. For example, a school might appoint a home-school coordinator; provide more flexible time for teachers to visit homes, or expand opportunities for contact by providing parents with more flexible schedules with which to meet school staff. For example, schools can set up resource centers for parents, institute home visits or talent mentoring programs, hold evening or weekend meetings out in the community, and establish homework hotlines. Personal contact is important in encouraging families to participate. Also through giving parents a voice in school decisions. In this case, schools can include parents and other family members in site-based decision-making teams, school improvement teams, or steering committees that direct school restructuring efforts. Once family members are informed and involved, the school must listen and respond to their contributions.

A study carried out by Russel *et al.* (2000) found that extra curriculum involvement in high school produces honesty and fair play needed to prevent delinquency and crime. Previous studies reveal that students' involvement in co-curricular activities makes them stay in school and improve retention rates. Many coaches are teachers in the school, and they interact with students not only in the classroom but in after school programs as well. In exchange for this active commitment from the school, students behave positively and respectfully toward adults and peers and commit their mental and physical efforts in school tasks to a level making their own achievement likely. Students more Participating in co-curricular activities is widely thought to play a key role in students' academic success (Huang & Chang, 2004), and contribute to bachelor's degree attainment (Tan & Pope, 2007). Students also realize the importance of developing overall competences, by joining co-curricular activities and working collaboratively with their student peers on academic work in order to gain hands-on experience (Fung *et al.*, 2007). Many researches were conducted to investigate this relationship and found that co-curricular activities were positively correlated to academic performance (Hanks & Eckland, 1976).

2.8. Participation in Co-curricular Activities

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

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

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

expressed interest in both academic and varied activities where as children from Low socio economic status showed interest only in academic subjects.

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

2.9. Challenges in the implementation of co-curricular activities

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

Research works of Jha (2004) identifies the following hindering factors for the implementation of CCAs in Primary schools (1-8) of Nepal. These were: lack of budget, Lack of trained teachers, over teaching and crowded class, less participation of students, lack of incentive, reward and punishment for teachers and principals, no provision of planned teaching load in daily routine, forcible participation by teachers, lack of parental interest, awareness and support, unavailability of teachers' guide book and other resource material for Co-curricular activities and lack of monitoring and supervision on Co-curricular activities and Inadequate sporting materials hinder many students from being involved in co-curricular activities; in the end, they give up if the government cannot adequate materials the burden of provision of the same is shifted to the parents.

Therefore, there is a need to evaluate whether the government funding of sporting materials is viable Okwach.*et,al*. Similarly, according to Derebssa (2004), communication is another factor that needs to be considered because communication is one of the important processes to transfer information among people. It assists implements to accomplish intended objectives. Therefore the success of implementation of Co-curricular activities may be affected by the peoples, material and organizational factors. The present study consistent results with earlier research finding by Mesayneh (2008) and Rahel (2012) in those the inadequacy of the facilities and absence of equipments and supplies were found to be some of the challenges of successful implementation of Co-curricular activities in the schools.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of Study Area

The study was conducted in North Shewa Zone, this zone is one of 21 zones of Oromia Regional State, which is located 114km North of Addis Ababa, the capital city of Ethiopia. Fitcha is the Town of this zone. North Shewa has 13 woredas and 3 towns administrative. Among these, the study was carried out on DebreLibanos woreda, Girar Jarso woreda and Wuchale woreda. The total population of Fitcha zone was 27, 487, male 12925 and Female 14562 (CSA, 2008). It is found at $9^{\circ}48'0''\text{N}$ and $38^{\circ}43'60''\text{E}$ and having an altitude of 2767meters above sea level with an average maximum and minimum temperature of 20°C and 9°C respectively. The average annual rain fall of the area was more than 978mm. The zone has fifty one (51) secondary schools; out of which the researcher selected eight (8) secondary schools (Debretsige secondary school, Dana Secondary school, Chagal Secondary school, Ejersakawo Secondary school, MukaTuri secondary school, Gumbichu secondary school, Wabari secondary school and Ifa Salale secondary school) by purposive sampling method.

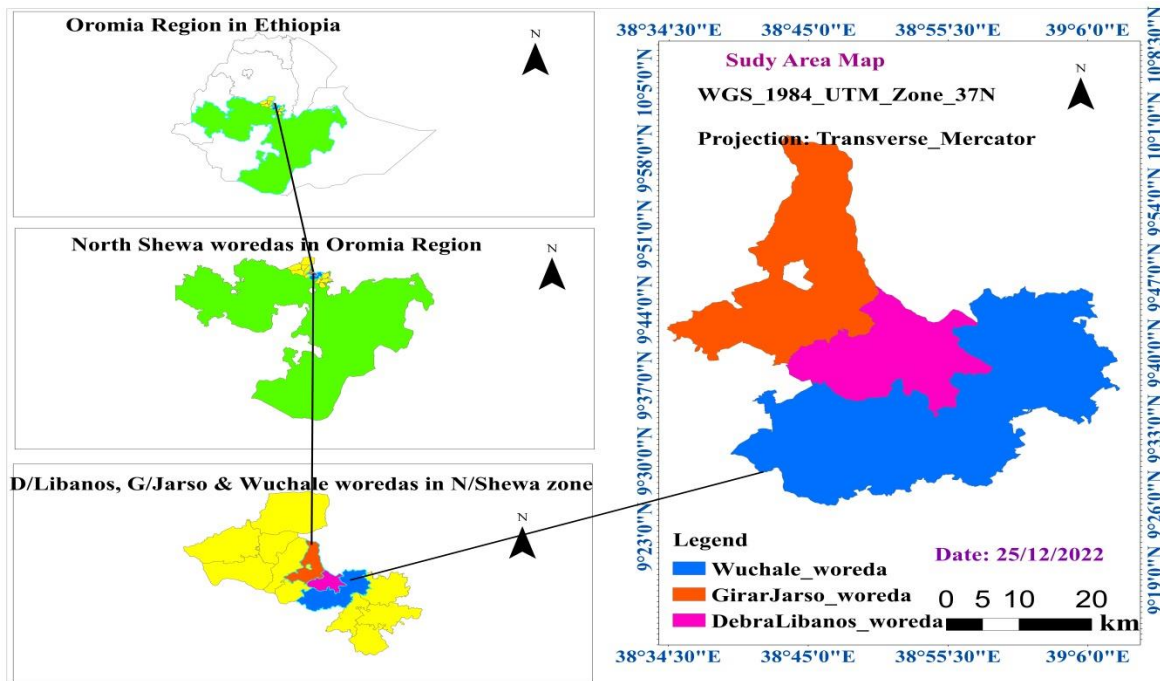


Figure . Map of Study Area

Source: Arc GIS, 2022

3.2. Research Approach and Research Design

3.2.1. Research Approach

Any research approach is not self-sufficient by its nature as every approach has its own limitation and area of specialization. Therefore, it is possible to use qualitative and quantitative approach. Mixing both approaches is highly recommended to offset the weaknesses of either approach and benefit from either strength important aspects influencing the design of procedures for a mixed methods study are timing, weighting, mixing and theorizing (Israel, 2012). So this study employed both qualitative and quantitative approaches.

3.2.2. Research Design

The researcher used descriptive research design. The rationale to use this research design, it is suitable for describing the existing situation, narrating facts and investing phenomenon in their setting. According to Kothari (2004), descriptive research design is mostly used when the purpose of a study is accurate description of a situation or of an association between variables and if accuracy becomes a major consideration and a research design which minimizes bias and maximizes the reliability of the evidence collected is considered. It helped the investigator to see a general picture of the population under investigation, describe conditions of the existing practices and challenges of CCAs in North Shewa secondary schools. Descriptive research design also best to describe, record, analyze and interpret various forms of data as well as incorporating human experience from several angles and could provide a bigger overview as compared to other forms of research designs.

3.3. Data Types and Sources

To achieve the objective of the study both primary and secondary sources of data were used. Students, teachers, supervisors and principals were used as primary sources of data while Theses, books, journals, internet, and documents were used as secondary sources of data.

3.4. Sampling procedure and sampling techniques.

Both probability and non-probability sampling techniques were used to conduct this study. A two stage sampling techniques were employed in this study to collect data. Firstly, 3 woredas (Debra Libanos, Girar Jarso and Wuchale woredas) were selected purposely out of 13 woredas in the North Shewa zone. These three woredas had eight (8) secondary schools with 8 principals and 3 supervisors. Secondly, the sample students and teachers were selected from each these schools using systematic sampling method, 3 supervisors in the three selected woredas and one principal from each 8 schools were purposively used.

This was carried out after the respondents in the selected schools were listed based on their alphabetical list in their schools which was obtained from their schools (2023). The sample respondents were taken at certain uniform intervals from the prepared alphabetical list of the whole students and teachers, and all principals living in each eight school. To determine the sample size (n) of students and teachers those who participate in the study, simple random sampling technique was used to select 25% of the teachers and 10% of students from the sample schools. The use of simple random sampling stems from the reason that the choice of respondents was guided by the probability principle, according to which every unit of the target population will have equal chance of non-zero probability being included in the study (Sarandakos, 2005). Thus, sample size of teachers= $161 \times 0.25 = 40$ and that of student= $2367 \times 0.1 = 237$. In addition, the researcher used **3** supervisors and **8** principals of the study area. Finally, the total number of sample size of the study= $40 + 237 + 3 + 8 = 288$

Moreover, student respondents and teacher respondents were systematically selected at interval based on the following formula: $K = N/n$, where, K is the sampling frame, N is the total number of population in the 8 secondary schools of the study area, and n is the sample size (Burnes, 1994). For this study, student sample size, $n = 237$, $N = 2367$ and the sampling interval, $K = 2367/237 = 10$. Hence, the sample interval k will be 10 and the tenth sample respondents from the source list of each school were selected until the required sample size is obtained using systematic sampling technique. The sample sizes taken from each school was on the basis of the population size

proportion (%) of each sample schools and the respondents were proportionally taken to their total number (Table 1).

Table . Sample size distribution

No	Schools	No of Populations			No of Samples			
			M	F	T	M	F	T
1	DabraTsigie secondary School (DebreLibanos woreda)	Students	325	330	655	32	33	65
		Teachers	24	8	32	6	2	8
2	Dana secondary school (DebreLibanos woreda)	Students	60	70	130	6	7	13
		Teachers	7	8	15	2	2	4
3	Ejersakawo secondary school (Girarjarso woreda)	Students	80	60	140	8	6	14
		Teachers	10	5	15	1	3	4
4	Chagal secondary school (Girarjarso woreda)	Students	111	57	168	12	5	17
		Teachers	6	8	14	1	2	3
5	MukaTuri secondary school (Wuchaleworeda)	Students	386	360	746	38	37	75
		Teachers	28	10	38	6	3	9
6	Gumbichu secondary School (Wuchaleworeda)	Students	79	42	121	8	4	12
		Teachers	10	3	13	2	1	3
7	Wabari secondary school (in Wuchaleworeda)	Students	172	75	247	17	8	25
		Teachers	14	4	18	4	1	5
8	Ifa Salale secondary school (Wachaleworeda)	Students	91	69	160	10	6	16
		Teachers	14	2	16	3	1	4
Ground Total		Students	1304	1063	2367	131	106	237
		Teachers	113	48	161	25	15	40
		Principals	8	-	8	8	-	8
		Supervisors	3	-	3	3	-	3

Source: secondary schools of study areas (2022) and investigator's own calculation (2022).

3.5. Data Gathering Instruments

In order to obtain adequate information the researcher employed questionnaire, interview and observation checklists. The researcher expected that the selected instruments would fit for the designed study appropriately. Each of the instruments was eventually discussed.

3.5.1. Questionnaire

Questionnaire is commonly used to address the largest number of respondents and helps the respondents to express their ideas freely and easily with less time .Therefore, in this study both open ended and closed ended items were used for student and teacher respondents. The open-ended items were employed in order to give opportunity to express their feelings, perception, problems and their attitude related to CCAs. Closed –ended items were developed to elicit their feeling about the CCAs practice, promoting CCAs practice and major problems related with CCAs.

3.5.2. Interview

The interview permits in-depth of response, which is not possible through any other means. Thus, the purpose of the interview is to collect more information about the respondent point of views. So to cross check the questionnaire responses, semi-structured interview was conducted with school principals and supervisors to elicit in-depth response about the issue of the study. Semi-structured interview items were selected because of the advantages of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee; eight schools principals and three supervisors were involved in the interview.

3.5.3. Observation checklist

The observation checklist used to collect the information related to facilities like library, laboratory, school compound and materials in different rooms which are important for club or non-club CCAs while the other form was employed to obtain the information related to the availability of materials for organization of sports, music and the pedagogical center. The last form also employed to check the type of CCAs available in the schools.

3.6. Data gathering procedure

With the intention of investigating practices and challenges in implementing CCAs in secondary school of study area the following procedure was followed. First, the researcher developed

questionnaires based on the existing literature and duplicate it in a single copy on which the advisor commented. Then, questionnaires pilot tested and revision was made on the limited number of respondents. After the pilot test was conducted items that had low correlation with the rest of sub-scale items were eliminated. Second, once instruments were developed and piloted, the researcher would contact school principals prior to the collection of data. Then, the researcher received the list of all teachers, principals and students. Having the framework of participant, the researcher employed simple random sampling technique to select the sample of respondents. Finally, the researcher administered and collected the questionnaires with the collaboration of school principals by going to each sample of secondary schools in the North Shewa zone.

3.7. Data analysis

The investigator employed descriptive statistics like mean, percentage, graphs and frequency distribution to analyze quantitative data. The qualitative data generated from open-ended questionnaire, interview, field observation was analyzed by using narrative description. Concerning quantitative data (close-ended questionnaire), sample response data were coded and entered into a computer for analysis, using Software Statistical Package for Social Science (SPSS), version 26.

3.8. Ethical Consideration

The researcher had taken a letter from the university so that the legality was assured which enabled the researcher to obtain factual data as well as increase the confidence of respondents since the purpose of the study was clear. One of the main thing that the investigator considered while conducting a research work was to give value and protection for the respondents from any harm that arise from being involved in the study. Therefore, the investigator had informed participants, particularly the interviewees, about the objectives of this research just by asking their consent. In addition, the investigator told the respondents that their personal identities would not be transferred to other parties other than the investigator himself. During the interview

period the investigator had tried to capture the data based on the needs of the participants through clarification and arranging the time they feel free of jobs.

4. RESULTS AND DISCUSSIONS

This study was prepared to assess the existing practices and challenges regarding the implementation of CCAs in selected secondary schools of North Shewa zone. Hence, the data collected through questionnaires, interview and observation were presented and interpreted. More specifically, profiles of respondents, existing practice of CCAs and major challenges that hinder the implementation of CCA were presented and discussed.

4.1. Profile of respondents

Table . Distribution of students, teachers and school principals

Variables	Frequency	Percent
Sex of teachers		
Male	25	62.5
Female	15	37.5
Sex of principals		
Male	8	100
Female	0	0
Service of Teachers in years		
Below 5 years	21	52.5
5 to 10 years	11	27.5
Above 10 years	8	20
Educational status of teachers		
Diploma	0	0
First degree	31	77.5
Masters	9	22.5
Educational status of principals		
First degree	0	0
Masters	8	100
Total number of selected students per grade level		
Grade 9	67	28.27
Grade 10	59	24.89
Grade 11	55	23.21
Grade 12	56	23.63
Sex of student		
Male	131	55.27
Female	106	44.73
Age of students		
16 and below	79	33.33
Above 16	158	66.67

Majority of the teachers (62.5%) were male compared to the percentage of female participants (37.5%) from the total number of 40 (forty) teachers. Teachers work experience was 21(52.5%) of them were below 5 year of work experience, 11 (27.5 %) of them were 5 to 10 years and the rest of 8(20%) were above 10 years of work experience. The educational status of teachers and principals, 31 (77.5%) of teachers had first degree and 9 (22.5%) had second degree and 8(100%) school principals were master degree holders.

From the total of 237 students, 67(28.27%), 59 (24.89%), 55(23.21%) and 56 (23.63%) of the students were in grade 9, 10, 11 and 12 respectively. From the total number of students participated in the study 131 (55.27%) of students were male and the rest 106 (44.73%) were females. Concerning their age, 79 (33.33%) of the students were 16 and below and 158 (66.67%) of students were above 16 years. As the result shows the sex of teachers and principals were more reflective of male, but the sex of students were relatively proportional in the study. On the other side, majority of teachers and principals were below 10 years' service and degree holders in their educational status.

4.2. Types and status of existing practices of clubs

There are clubs like girls', environmental protection and Anti HIV/AIDS in all Ethiopian schools (ESDP II, 2005). The manual of CCAs also describes different types of CCAs and provides valuable suggestion that helps to organize the activities in the schools (ESDP II, 2005). In addition to the above documents, result from observation checklist indicates that totally there were a maximum of 12 types of clubs were organized in the secondary schools of the study area. These were: mini media, anti HIV/ AIDS, sport clubs, Traffic club, Environmental protection, civic and ethical club, wash club, Library club, Girl Club, Afan Oromo language development club, students parliament, science and technology club, etc. However, only 9 clubs were common in all sample schools: Afan Oromo language development club, Anti-AIDS, Traffic club, girls' club, Environmental protection, sport, civic and ethical, Library and mini-media clubs. The rest were merged with other clubs. This implies clubs were organized based on the directory from higher education and also based on the interest of the schools.

4.2.1. Organizational nature of existing CCAs

According to the manual of CCAs 1997, to organize effective clubs, schools have to consider at least people, organizational and material factors. Based on the suggestions provided in the manual, five items with five point scale were prepared to evaluate the organizational motive of existing of CCAs/ clubs.

Table .Teachers’ opinion on the nature of organized club

No	Items	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
1	Teaching load is not taken in to consideration when teachers are assigned as club leaders.	12	17	11	0	0	40
2	There is no established co-operation among the organized clubs.	13	19	8	0	0	40
3	There was no clear guiding principle to organize co- curricular activities in the schools.	21	19	0	0	0	40
4	The school clubs were not functional.	10	21	9	0	0	40
5	The school principals did not give appropriate attention for the practices of CCAs.	6	27	7	0	0	40

Majorities of the respondents agreed upon those five important factors that need to be considered in the organization of clubs were not properly handled, which implies there was a problem in organizing CCAs that might negatively affect the implementation of CCAs. Similarly, from report documents of each sample schools, clubs were not properly organized. An interview conducted both with principals and supervisors also indicate that CCAs were organized unsystematically.

Moreover, the results of the questionnaires reflect there was no co-operation among the organized clubs. Vertical communication was also not satisfactory. During visit the investigator observed that no guideline available in the schools. Most of principals and all supervisors said there was no any available manual related to CCAs in the school. All school principals and supervisors said that in their experience they have never seen any guidelines related to CCAs for clubs. As response of the respondents about 77.5% of teachers agreed that the school clubs were not practically functional. Generally, most respondents agree with the school clubs not

functional, the observation also shows that in name there were many school clubs but most of them have no plan, practical work and reporting system.

Most of teachers agree with the fact that school principals did not give appropriate attention for the practices of co-curricular activities. However, the school principals did not agree with the response of the teacher. Most of the principals said in the interview “we try to support because the practice is one part of our work”. But the researcher observed that there were no any feedbacks for practice of CCAs by the school principal in those sample schools except documenting reports.

4.2.2. Clubs’ benefits and its activities in the schools

The following table explores which clubs were benefit in the school.

Table .Clubs' benefits in the schools

Clubs name	Respondent group	Response category					Total
		Very high	High	Undecided	Low	Very Low	
Environmental Protection	Student	64	97	41	33	2	237
	Teacher	25	12	0	3	0	40
Wash	Student	42	95	50	38	12	237
	Teacher	17	21	0	2	0	40
Anti HIV/AIDS	Student	62	95	40	31	9	237
	Teacher	16	20	0	3	1	40
Civic and Ethical	Student	59	99	20	38	21	133
	Teacher	15	19	0	5	1	40
Sport	Student	92	111	15	19	0	237
	Teacher	15	25	0	0	0	40
Library	Student	42	65	31	55	44	237
	Teacher	4	7	0	19	10	40
Minimedia	Student	47	70	10	62	48	237
	Teacher	12	18	0	8	2	40
Traffic	Student	36	47	0	110	44	237
	Teacher	4	13	0	17	6	40
Tomorrow teacher	Student	0	45	29	123	40	237
	Teacher	0	0	0	31	9	40
Student’s parliament	Student	88	115	0	27	7	237
	Teacher	10	16	0	14	0	40

As Table 4 above shows, majority of participants response that sport, environmental protection, Anti HIV/AIDS, Civic and Ethics and students parliament were rated the five (5) relatively most useful clubs in the school. On the other side, from observation on the file and from report letters of the schools, the investigator found some sorts of non- club activities that practiced in the sample schools even though the schools did not considered the practices as CCAs.

Generally, during the observation the practices of non- club CCAs were practiced and included in report format but they were not considered as CCAs throughout the sampled schools.

4.2.3. Opinions on the current practices of CCAs

The participants were evaluated by asking the current implementation of CCAs. Table 5 demonstrates the opinions of the participants.

Table . Opinions on the current practices of CCAs

Respondent group	Response category											
	Very good		Good		Average		Poor		Very poor		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Student	13	5	52	22	64	27	75	32	33	14	237	100
Teacher	4	10	4	10	15	37.5	13	32.5	4	10	40	100
Total	17	6	56	20	79	29	88	32	37	13	277	100

The majority of respondents rated the current practice below average 88 (32%) poor and 37 (13%) very poor, whereas 17 (6%) of all respondents very good and 56(20%) good. The rest respondents evaluated the current practice average 79 (29%).

4.3. Status of existing practice of curricular activities

In case of awareness on the concept of CCAs, perception, participation type and organizational nature of activities and training of teachers, the responses obtained were presented below.

4.3.1. Awareness on co-curricular activities

Table . Awareness level of participant on the importance of co-curricular activities

Groups	Response categories											
	Very high		High		Average		Low		Very low		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Students	19	8.0	42	17.7	101	42.6	54	22.8	21	8.9	237	100
Teachers	11	27.5	25	62.5	4	10	0	0	0	0	40	100
Total	30	10.8	67	24.2	105	37.9	54	19.5	21	7.6	277	100

Half of the respondents of the study had awareness on the concept of CCAs 30 (10.8%) very high and 67 (24.2%) high, 105(37.9%) averagely aware on the concept of CCAs. While the rest respondents, 54 (19.5%) low awareness and 21(7.6%) very low awareness level on the importance of CCAs.

The awareness level of teachers on the importance of CCAs was higher than the awareness level of students. Majority of student had average awareness of the concept of CCAs. It was expected result because principals and teachers have more exposure and experiences on the CCAs than students. Generally, from this finding most of the respondents from the total sample groups rated their awareness level positively. But in interview most of the respondents of each group unable to give example for CCAs other than clubs.

Result of the present study is consistent with results of study by Mesayneh (2008) and Rahel (2012) in that the majorities of principals and teachers have better awareness than students.

4.3.2. Perception on the benefits of CCAs

Students and teachers were asked to indicate the level of agreement and disagreement on the educational benefits of CCAs. Their responses were demonstrated in Table 4 below.

Table . Students and teachers’ perception on the benefits of co-curricular activities

Groups	Response categories											
	Strongly Agree		Agree		uncertain		Disagree		Strongly disagree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Students	87	36.7	109	46	30	12.7	11	4.6	0	0	237	100
Teachers	16	40	19	47.5	3	7.5	2	5	0	0	40	100
Total	103	37.2	128	46.2	33	11.9	13	4.7	0	0	277	100

Regarding to the perception about benefit of CCAs, both student and teachers agreed up on the educational benefits of CCAs. From the total of 277 respondents 103 (37.2%) rated strongly agree and 128 (46.2%) agree. However, 33 (11.9%) and 13 (4.7%) of students uncertain and disagree to the educational benefit of CCAs respectively. None of the students and teachers were strongly disagreed on the educational benefits of CCAs. As the result shown from the above table, majority of the respondents have positive perception on the educational benefit of CCAs. In interview the same result was obtained from sampled school principals and supervisors. They articulated that “there is no doubt on the benefit and importance of CCAs not only for students but also for the schools. Both can benefit from the effective implementation of CCAs. The above idea indicates that students, supervisors and principals had positive perception about the educational benefits of CCAs.

4.3.3. Participation in co-curricular activities

In the study teachers and students were asked to indicate their status of participation in co-curricular activities.

4.3.3.1. Participation of teachers in co-curricular activities

According to Jha *et al.* (2004), the teacher is the dynamic force of the school. Hence, without a competency teacher, even the best of systems is bound to fail. It is the teacher who directs and implements educational program. The future of the school is dependent on the teachers’ active

involvement. So, teachers were asked to indicate whether they were registered or appointed in CCAs or not. Their responses were indicated in the next table.

Table . Participation level of teachers in co-curricular activity

Groups	Response categories											
	Very high		High		Medium		Low		Very low		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Teachers	5	12.5	14	35	19	47.5	2	5	0	0	40	100

Regarding to the participation level of the teacher in CCAs, 5 (12.5%) very high, 14 (35%) high, 19 (47.5%) medium and 2(5%) low. Majority of teachers' 19(47.5%) participation in co-curricular activities were medium. Since the participation of teachers in CCAs was not high, they could not enhance the implementation of CCAs among students which in turn negatively affects CCAs in the school. In line with this, one interviewee said that:

"Teachers are disregarding the importance of CCAs in the school. They are looking CCAs as additional activities and hence, give little attention on these activities. It is difficult to bring change on students' attitude on the importance of CCAs, unless the changes are first brought on teachers regarding to the importance of CCAs in the school."

4.3.3.2. Participation of students in co- curricular activities

In this study students were asked to indicate their participation level and whether they were registered in CCAs or not.

Table .Participation level of the students by sex and grade level in co-curricular activity

Response	Sex					Grade level									
	Male		Female		Total	9		10		11		12		9-12	
	No	%	No	%		No	%	No	%	No	%	No	%	No	%
Yes	113	86	89	84	202	59	88	50	85	45	82	48	86	202	85
No	18	14	17	16	35	8	12	9	15	10	18	8	14	35	15
Tota	131	100	106	100	237	67	100	59	100	55	100	56	100	237	100

The results on participation status of students indicated that the proportion of male participants in co-curricular activities (56%) were greater than female participation (44%). The participation of students in each grade was almost proportional, 59 (88%), 50 (85%), 45(82%) and 48 (86%) of them were grade 9, 10, 11 and 12 student were participant in CCAs respectively. This implies that the participation level of the students in each grade was relatively similar. The present study was indicated the participation of male students was greater than that of female student. In line with this, study conducted by Kenenisa (2016) indicates that 170 (58.6%) of the students respondents were males and 120(41.4%) of the respondents were females. Hence, it is clear that females’ participation in co-curricular activities was low.

4.3.3.3. Time spent in participation of CCAs

Question was posed for those participants to assess how much time spends on average for co-curricular activities per week. The following Table demonstrates the responses of each group.

Table . Time spent in co-curricular activities

Response category	Time spent per week										
	Below one hour		One hour		Two hours		Three hours		Above three hours		Total
	No	%	No	%	No	%	No	%	No	%	No
Students	210	89	27	11	0	0	0	0	0	0	237
Teachers	25	65	13	32.5	2	2.5	0	0	0	0	40
Total	235	85	40	14	2	1	0	0	0	0	277

As described in Table 10, 235 (85%) of the respondents reported that they spent less than 1 hour per week in CCAs. Many participants were registered only as a member of CCAs but they were not involved effectively.

4.3.3.4. Opportunities to lead or a member of executive committee of club or non-club

The Ethiopian ministry of education CCAs manual suggested and expected students to participate as a leader or committee in CCAs (MoE, 1997). The item was include to explore the opportunities for the students and teachers to lead club and non- club CCAs.

Table .Opportunities to lead or member of club or non- club of CCAs

Respondents	Response category					
	Yes		No		Total	
	No	%	No	%	No	%
Student	28	12	209	88	237	100
Teacher	25	62.5	15	37.5	40	100
Total	53	19	224	81	277	100

As indicated Table 11, majority of students 209 (88%) reported that they didn't get the chance to lead club and non-club activities. The result obtained in the study the chance given to majority of students to coordinate co-curricular activities were very low .As a result ,the chance given to

study were not satisfactory .In line with this ,the research findings of Dejene (2006) indicated that students had less chance to lead clubs . In general from the above analysis less chance given for students to leading co-curricular activities result in poor participation of students in the CCAs of the school.

Also, during observation the investigator didn't see office for co-curricular activities. Checklist and interviews support the results of the questionnaire. According to the interview with all school principals and supervisors regarding to the role of teachers in CCAs in the school, they responded that "all clubs were led by teachers and the students were participated as supportive committee of clubs."

4.3.3.5. Participation of students in multiple CCAs

The countries policy and principles expected to involve students in CCAs voluntarily or compulsorily to maximize educational benefit. Schools provide a numbers of CCAs (MoE, 1997). In this study students were asked to indicate the numbers of CCAs they participated in. The responses of the students demonstrated in Table 12.

Table .Students participation in multiple CCAs based on sex

Response category	Number of CCAs									
	One		Two		Three		Four and Above		Total	
	No	%	No	%	No	%	No	%	No	%
Male	79	60	38	29	14	11	0	0	131	
Female	78	70	19	14	9	16	0	0	106	
Total	157	66	57	24	23	10	0	0	237	

As Table 12 shows participation of male and female student in CCAs were ranging from one to three clubs. The results showed from the total male and female 157 (66%) participated in one club, 57(24%) in two clubs, and 23(10%) were participated in three clubs. That was, the majority of male and female students were registered in one club. This shows that there was poor participation of students in different CCAs in the school due to different reasons. Some reasons could be understood from the following interviews.

From the interview with the principals and supervisors, it was found that the " There was no awareness creation on the importance of CCAs to students and teachers as well as to staff members except at the beginning of the new year, this was because most of the school CCAs are organized and coordinated by non-trained teachers on CCAs for this reason most of the time our teachers did not practice and implement these CCAs effectively and efficiently because most of the time they focused on subject matter."

Regarding this, the researcher also attempts to see the documents and the schools time table. For this in all sampled school there were no time tables or schedule which showed the awareness creation program for school community to strength the practice and implementation of CCAs in school permanently.

4.3.4. Training of teachers on CCAs

To assess the training opportunity of teachers they were asked to indicate if they were trained in CCAs or not and the school principal were interviewed. Additionally, further question was included in the questionnaire to identify the focus of training topics. Table 13 demonstrates the respond of teachers they were trained or not in CCAs.

Table .Training opportunity of teachers in CCAs

	Response category					
	Yes		No		Total	
Respondent	No	%	No	%	No	%
Teacher	16	40	24	60	40	100

From the total of 40 teachers 24(60%) responded that teachers were not trained at all, the rest 16 (40%) of them said that there was training. Further question was posed for those replied trained to identify the type of training, hence majority of teachers reported that they were trained on awareness creation of CPD and student and teacher one to five only this not full to implement CCAs effectively in the schools. All school principal said the training we give for teacher was not related to CCAs than the regular work because of lack of budget. The present study is agreed

with these research findings. Research findings by Jha *et al.* (2004) and Rahel (2012) in that absence of specific training on CCAs negatively affect the implementation of CCAs.

4.4. Major factors negatively affect the implementation of CCAs

The responses obtained through open ended question and data collected through interview or checklist were also presented and discussed under the following Table 14.

Table . Major factors negatively affect the implementation of CCAs

Questions	Student		Teacher	
	Frequency	%	Frequency	%
Low awareness level of teachers	55	23	8	20
Low awareness level of students	102	43	18	45
Low interest of teachers	47	20	7	17.5
Low interest of students	89	38	13	32.5
Low motivation level of teachers	97	41	14	35
Constraints of budget	86	36	22	55
Lack of facilities in the school	82	35	15	37.5
Students extra work in the home	49	21	10	25
Administrative problems	53	22	12	30
Teachers' work load problem	69	29	8	20

4.4.1. Low awareness level of teacher and student

As presented in the Table 14 above from the total 237 sampled respondents 55 (23%) of students and 8(20%) of teachers said low awareness level of teachers negatively affect the implementation of CCAs and 102 (43%) of the student and 8(20%) of teachers said the low awareness level of teacher also affect the implementation of CCAs.

4.4.2. Low interest level of teacher and student

Result on factors that negatively affect the implementation of CCAs which presented on Table 14 indicates majority 47 (20%) students and 7 (17.5%) of teachers reported low interest of teacher was another hindering factor for the implementation of CCAs, low interest level of students also reacted 89 (38%) student and 13 (32.5%) teacher reported a major factor for implementation of CCAs. This finding is consistent with the earlier results reported by Rahel

(2012) and Dejene Tefera (2006). Rahel Gebretsadik found that low interest of students and teachers was one factor that affects the implementation for CCAs in schools while Dejene identified the same result as one.

4.4.3. Low motivation level of teacher

As presented in Table 14, 97 (41%) of students and 14 (35%) of teachers showed low teachers motivation was one of the factor that negatively affect the practical implementation of CCAs. As study with similar finding reported by Rahel (2012) no incentives were the factor affects the implementation of CCAs.

4.4.4. Constraints of Budget

From the total 237 respondents 86 (36%) of students and 22 (55%) of teacher confirmed the budget constraint affects the operation of CCAs. Similarly in interview almost all principals said that lack of budget was the main factors that affecting the implementation of CCAs.

4.4.5. Lack of facilities in the school

As Table above shows 82 (35%) of students and 15 (37.5%) teachers said there was lack of facilities in school and it brought the inactive participation in different CCAs. Almost similar results were obtained from the interview. As they said students and teachers were not encouraged because school clubs were not well organized and lack of facility in the school”.

To check the existed facilities for CCAs, researcher conducted practical checking on the spot. It was observed that in all sample schools had football and volley ball, mini-media, laboratory, library, National flag and staff room. But unable to use the facilities that are found in schools compound. The practices of students wearing uniform and teachers using guan were regularly observed during the visit.

4.4.6. Students extra work in the home

A number of students and teachers reported extra work in home was one factor for lack of implementation of CCAs. Accordingly 49 (21%) of students and 10 (25%) of teachers reported the above result.

4.4.7. Administrative problems

Based on Table 14 administrative problems were one major problem 53 (22%) students and 12(30%) of teacher agree with this problem that negatively affect the implementation practice of CCAs.

4.4.8. Teachers work load problems

From the study respondents 69 (29%) of student and 8 (20%) of teacher responded teachers work load was one of the problem in the implementation of CCAs. Some of the teacher respondents of interview responded that:

“We have many classes to teach and hence, we have no time for the implementation of CCAs. Especially those teachers who teach math and English subjects have no time for the implementation of CCAs in the school as we have full periods from Monday to Friday. Thus, we mainly focus on teaching the subject rather than implementing CCAs in the school.”

Generally, the following were the major factor affects the implementation of CCAs obtained from interview.

- Absence of accountability at school level
- Constraints of budget and material
- Absence of training
- Low interest and motivation level of students and teachers to participate in CCAs.
- Low income of students and teachers

- Absence of clear guide lines and principles at the schools for CCAs
- Teachers and principals work load

In line with this, the research finding of Jha (2004) identifies the following hindering factors for the implementation of CCAs in secondary schools. These were: lack of budget, Lack of trained teachers, over teaching and crowded class, less participation of students, lack of incentive, reward and punishment for teachers and principals, no provision of planned teaching load in daily routine, forcible participation by teachers, lack of parental interest, awareness and support, unavailability of teachers' guide book and other resource material for CCAs and lack of monitoring and supervision on CCAs.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions reached at and recommendations based on the major findings.

5.1. Summary

The main purpose of this study was to assess and analyze the practice and challenges on implementation of co-curricular activities in North Shewazone secondary schools, i.e. Debretsige secondary school, Dana Secondary school, Chagal Secondary school, Ejersakawo Secondary school, MukaTuri secondary school, Gumbichu secondary school, Wabari secondary school and Ifa Salale secondary school. Hence, to find out the current status of CCAs implementation, descriptive survey methods were employed and data were collected from students, teachers and principals by using instruments such as questionnaire, semi-structured interviews and observational checklists. Furthermore, random sampling techniques were used to select the various respondents. Accordingly, a total of 237 respondents participated in the survey, 8 school principals and 3 supervisors were interviewed and the data drawn from different sources were analyzed by using statistical tools such as percentages and frequency tables.

5.2 Findings

- Students, teachers and principals were found having awareness on the concepts of clubs, but they had no clear awareness on the practices of non-club.
- Majority of the respondents (teachers and students) had positive feelings about the educational benefits of the CCAs program.
- Students and teachers also spent less than one hour per week in CCAs.
- There were 12 clubs and 5 non-club CCAs found in the school. These clubs include Afan Oromo Language, student parliament, traffic, Red Cross, Anti HIV/AIDS, environmental protection, sport, tomorrow's teachers, library, ICT and civic and ethical clubs while parents' day, class monitor question and answer competition, nation nationality and people day, national flag day, student and teacher one to five were non-club activities that existed.

- It was found that all the undergoing CCAs have plan, but most of them were inactive.
- Almost all teachers and students believed that CCAs are important, but most of the clubs did not practice and they did not participate actively because of different reasons.
- Teachers and students mentioned that there was no allocated budget for CCAs.
- Teachers who were the members of CCAs donate to manage specific programs of CCAs.
- Teachers and students said there was high shortage of facility; one of the reasons why they do not participate in school clubs was shortage of facilities in school compound.
- They said shortage of materials in the school brought the inactive participation in different clubs.
- Generally, the study depicted the following major problems that encountered in the implementation of CCAs in secondary school.
 - ✓ Problem of budget
 - ✓ Lack of teachers motivation
 - ✓ Lack of teachers and students interest
 - ✓ Lack of material and facility
 - ✓ Lack of training
 - ✓ Unsystematic organization of CCAs
 - ✓ Lack and absences commitment and attention to support CCAs from the teachers or school principal
 - ✓ Extra work of students in the home
 - ✓ Teachers work load
 - ✓ Absence of guiding principle for CCAs and
 - ✓ Lack of effective management system.

5.3. Conclusions

Based on the major findings and summary of the study, the following conclusive remarks were made about the study.

According to responses obtained from respondents majority of the respondents were relatively male and most of the teachers have no experience in implementation and management of co-curricular activities. This also limited the contribution of female and experienced teachers in practicing and implementing of co-curricular activities. Although CCAs plan is available at secondary school level and there was a plan to give supportive supervision at schools, but it doesn't get main concern as other vital tasks. From this one can conclude that the school leaders did not give attention for the co-curricular activities.

The present study revealed that majority of teachers was not trained on CCAs. Thus, it can be concluded that most of teachers in the sampled schools were not trained on practice and implementation of co-curricular activities. Therefore, the implication was that the contributions of CCAs for students' talent development will be minimal. Since CCAs were some of the part of education, unless due attention is provided to it, it is difficult to achieve total education aim. Thus, the selected schools were expected to know how to practice and implement CCAs effectively. However, the study revealed that most schools did not give due attention to the practice and implementation of co-curricular activities.

Regarding the factors influencing implementation of CCAs, the problems faced at school level were many. According to the finding of the present study, unavailability of trained teachers, shortage of budget, lack of experience sharing, lack of on job and off job training, shortage of monitoring and feedback, Lack of interest of teachers, lack of incentives and reward, and insufficient or absence of support from non-governmental organizations there was poor implementation of CCAs in schools of study area. Therefore, it can be concluded that unless those factors hindering CCAs implementation were improved, the goal of CCAs will not be achieved.

5.4. Recommendations

Based on the finding of the study, the following major recommendations were forwarded.

- ❖ The participation level of students and teachers were low besides low interest and low motivation level were found to be factors responsible for low level of implementation of CCAs. Thus, to alleviate the situation the following measure could be helpful:
 - Giving opportunity for the teachers and students to participate in planning by school principals.
 - Giving training at school level for the teachers and student continually to develop their awareness on CCAs importance.
 - Using reward or giving incentive for their effort for active participants.
 - The available strategies and plans of CCAs strategic, annual plan, guideline, manuals and budget need attention by the zone educational bureau to practice it effectively.
 - In order to enhance the execution and coordination of CCAs first and for most its organizational structure should be made clear and strong.
 - Students participation in co-curricular activities requires funding that will enable schools attend competitions at all levels.
 - The government and the relevant stakeholders; teachers, parents and education officials should cooperate and put the relevant infrastructure in place to encourage students' participation in co-curricular activities and this will ensure that all activities are tapped and students guided to make informed career paths.
 - The government should train more co-curricular teachers to ensure students get the best training and career guidance on the same.
 - Parents should be positive about co-curricular activities in schools and encourage their children to participate in them as some may make a career out of them. They should shun away from the popular believe that they can only succeed in life if they only excel in academics.
 - Schools and relevant authorities should hold seminars and training sessions for students in co-curricular activities to broaden their career choices. This will ensure that students make informed choices and have right attitudes towards co-curricular activities.

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7. APPENDICES

APPENDIX I

**ADDIS ABEBA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Questionnaire to be filled by Sample Students

General Information

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

Thank You for Your Cooperation!

Part one – Personal Information

1. Name of the school _____
2. Sex: Male Female
3. Age: Below 16 Above 16 (The reason for selecting 16years is that the minimum requirement for grade one in Ethiopia is 7years and high school starts from grade nine. The one who started grade one at 7years reach grade nine by the age of 16 years. Sometime the beginning of grade one may be below or above the age of 7years or above).

Part two

For the following questions, show your answers by putting “X” mark in the box.

- 2.1. Your awareness level about co-curricular activities

Very high High Average Low Very low

2.2. Would you think that the participation in co-curricular activities has high benefit for the students?

Strongly agree Agree Uncertain Disagree Strongly Disagree

2.3. Do you have participation in any of the co-curricular activities in your school?

Yes No

2.4. Have you any experiences as club leader or as a member of executive committee in co-curricular activities? Yes No

2.5. Please indicate the numbers of co-curricular activities you are participating in

One Two Three Four and above

2.6. How much times you spend in co-curricular activities per week?

Below 1 hour 1 hour 2 hours 3 hours above 3 hours

2.7. How do you evaluate the implementation of co-curricular activities in your school now?

Very good Good Average Poor Very poor

2.8. How do you rate the involvement level of students of your school in co-curricular activities?

Very high High Satisfactory Low Very Low

2.9. What are major factors that negatively affect the practical implementation of co-curricular activities in your schools? More than one answer is possible.

- A. Low interest level of students
- B. Low motivation level of teachers
- C. Constraint of budget and materials
- D. Lack of facilities in the school
- E. Teacher's high work course load
- F. Low awareness level of principals
- G. Low awareness level of teachers
- H. Low awareness level of students
- I. Low interest of teachers
- J. Administrative problem

If any other (please specify) _____

APPENDIX II

**ADDIS ABEBA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Questionnaire to be filled by Sample Teachers

General Information

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

Thank You for Your Cooperation!

Part one – Personal Information

1.1. Name of the school _____

1.2. Sex

Male Female

1.3. Occupational status

School principal Teacher

1.4. years of service (in education sector).

Below 5 years 5 to 10 years above 10 years

1.5. Education status

Diploma Degree Masters

Part two

For the following questions show your answer by putting “x” mark in the box.

2.1 Your awareness level about co-curricular activities

Very high High Average Low Very low

2.2 Would you believe that co-curricular activities in secondary school have benefit for the students?

Very high High Average Low Very low

2.3. How much time you spend in average for co-curricular activities per week

Below one hour One hour two hours three hours above three hours

2.4 How do you rate your participation level in co-curricular activities?

Very high High Medium Low Very low

2.5. Did you take any training on co-curricular issues? Yes No

2.6 If your answer for question 2.5 is yes, please indicate the topics in which the training focused

2.7. How do you evaluate the allocation of resources for the implementation of co-curricular activities in your school?

Very good Good Average Poor Very poor

2.8. How do you rate the involvement level of students in co-curricular activities?

Very high High Satisfactory Low Very low

2.9. How do you rate the participation level of teachers in co-curricular activities in your school?

Very high High Low Very low Undecided

2.10. What are the major factors that negatively affect the implementation of co-curricular activities in your school? More than one answer is possible.

A. Low awareness level of principals

B. Low awareness level of teachers

C. Low awareness level of students

D. Low interest of teachers

E. Low interest level of students

F. Low motivation level of teachers

G. Constraints of budget

H. Lack of facilities in the school

I. Students extra-wok in the home

J. Administrative problems

K. Teachers' course load problems

If any other (please specify)

Part Three

3.1 Evaluate the practices of clubs in your school based on the services provided for different target groups according to your school context. Please, indicate your opinion using X mark in the box corresponding to each clubs.

No	Clubs	Response Categories				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1	Teaching load is not taken into consideration when teachers are assigned as club leaders					
2	There is no established co-operation among the organized clubs					
3	There is no clear guiding principle to organize co-curricular activities in the schools					
4	The school clubs are not functional					
5	The school principals do not give appropriate attention for the practices of co-curricular activities					

Part Four

4.1 Evaluate the practices of clubs in your school by showing the benefits they gave to students, teachers, and schools and for the community at large. Please indicate your opinion by putting X mark in the given box.

No	Clubs	Response Categories				
		Very high	High	Low	Very low	Undecided
1	Environmental Protection					
2	Wash					
3	Anti—AIDS					
4	Civic and Ethical					
5	Sport					
6	Library					
7	Mini—media					
8	Traffic					
9	Tomorrow's teacher					
10	Students' parlama					

PART- IV

Write your Comments on the following question

- 1.1. If you have extra comments on the practices and challenges in implementing co-curricular activities in your school please describe it.

APPENDIX III

**ADDIS ABEBA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Principals' Interviewee Questions:

Please read the instructions given and answer the questions as appropriately as possible.

Section A: Background Information

1. What is your gender? Male Female
2. Name of your School: _____
3. For how many years have you been the Principal in this school?
A) Below 10 years b) 10 – 20 years c) Over 20 years

Section B

Determinants of the implementation of co-curricular activities among secondary schools Budget funding

1. What is the role of the government in facilitating school funding for the implementation of co-curricular activities among secondary schools?

2. To what extent does school funding for co-curricular activities enhance the implementation of co-curricular activities among students?

3. What other sources of funds to provide adequate materials when the government cannot provide adequate funds?

Physical Facilities

(i) What facilities are available for co-curricular activities in schools?

(ii) To what extent do you think these facilities are sufficient to facilitate proper implementation of co-curricular activities among the students?

Teacher's Role

1. What are the roles of teachers in co-curricular activities in school?

2. What recommendations on the role of teachers in enhancing the implementation of co-curricular activities among the students?

APPENDIX IV

**ADDIS ABEBA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Supervisors' Interviewee Questions:

Please read the instructions given and answer the questions as appropriately as possible.

Section A: Background Information

1. What is your gender? Male [] Female []
2. Name of your woreda: _____
3. Name of school: _____
4. For how many years have you been the supervisor of secondary school in this woreda?
A) Below 10 years [] b) 10 – 20 years [] c) Over 20 years []

Section B

Determinants of the implementation of co-curricular activities among secondary schools Budget funding

1. What is the role of the government in facilitating school funding for the implementation of co-curricular activities among secondary schools?

2. To what extent does school funding for co-curricular activities enhance the implementation of co-curricular activities among students?

3. What other sources of funds to provide adequate materials when the government cannot provide adequate funds?

Physical Facilities

(ii) What facilities are available for co-curricular activities in schools?

(ii) To what extent do you think these facilities are sufficient to facilitate proper implementation of co-curricular activities among the students?

Teacher's Role

2. What are the roles of teachers in co-curricular activities in school?

3. What recommendations on the role of teachers in enhancing the implementation of co-curricular activities among the students?

APPENDIX V

ADDIS ABEBA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Observation checklist form

A. General description

Name of the school _____

Total numbers of clubs _____

NO.	Item	Yes	No	Remark
1	Planning for CCAS -strategic plan -Annual plan			
2	Rule and regulation for club or non-club members			
3	Guideline and principle			
4	Provision of toilet and privacy for Male and Female student and teacher			
5	Provision of drinking water			
6	Provision of dust bin or garbage			
7	Office for clubs or non-clubs			
8	Available room eg- laboratory, library, pedagogy center teachers' staff etc.			
9	Materials in laboratories, pedagogy center ,library etc.			