

**CO-CURRICULAR ACTIVITIES AS A WINDOW OF OPPORTUNITY  
FOR IMPROVING SECONDARY SCHOOL EDUCATION IN ARSI  
ZONE, OROMIA REGIONAL STATE**

**MA THESIS**

**KEBEDE MENGESHA**

**AUGUST 2017**

**HARAMAYA UNIVERSITY, HARAMAYA**

**CO-CURRICULAR ACTIVITIES AS A WINDOW OF OPPORTUNITY  
FOR IMPROVING SECONDARY SCHOOL EDUCATION IN ARSI  
ZONE, OROMIA REGIONAL STATE**

**A Thesis Submitted to the Postgraduate Program Directorate,  
College of Education and Behavioral Sciences  
Department of Educational Planning and Management  
HARAMAYA UNIVERSITY**

**In Partial Fulfillment of the Requirements for the Degree of  
MASTER OF ARTS IN SCHOOL LEADERSHIP**

**Kebede Mengesha**

**August 2017**

**Haramaya University, Haramaya**

**HARAMAYA UNIVERSITY**  
**Postgraduate Program Directorate**

We hereby certify that we have read and evaluated this Thesis entitled ‘*Co-curricular Activities as a Window of Opportunity for Improving Secondary School Education in Arsi Zone, Oromia Regional State*’ prepared under our guidance by Kebede Mengesha. We recommend that it be submitted as fulfilling the thesis requirement.

<u>Yilfashewa Seyoum (PhD)</u> _____	_____	_____
Major Advisor	Signature	Date

<u>Tadesse Hailu (Assistant Professor)</u> _____	_____	_____
Co-Advisor	Signature	Date

As members of the Board of Examiners of the M.A Thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by Kebede Mengesha and examined the candidate. We recommend that the thesis be accepted as fulfilling the Thesis requirements for the degree of Master of Arts in School Leadership.

_____	_____	_____
Chairperson	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the Council of Graduate Studies (CGS) through the candidate’s department or school graduate committee (DGC or SGC).

## **DEDICATION**

I dedicate this piece of work to my wife AYELECH DIRO for her endless help and blessings in every activities of my life.

## **STATEMENT OF THE AUTHOR**

First, I declare that this thesis is my own work and that all sources of materials used for this thesis have been acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA Degree at Haramaya University and is deposited at the University Library to be made available to borrowers under the rules of the Library. I strongly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

Brief quotations from this thesis are allowed without special permission provided that accurate acknowledgement of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the Director, for Graduate Programs or the Head of the Department of Educational Planning and Management when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

**Name: Kebede Mengesha**

**Signature** \_\_\_\_\_

**Place: Haramaya University**

**Date of Submission: August 2017**

## **BIOGRAPHICAL SKETCH**

The author was born on Sep 4, 1986 in Arsi Zone, Sude Woreda, Chimo Alola Kebele of the Oromia National Regional State. He attended primary education (1-8) in Chimo Alola primary school and secondary education (9-12) in Robe Didea secondary school. In 2010, he received his Bsc degree in Mathematics from Addis Ababa University. He served as Mathematics teacher at Kula Secondary School for three years starting from 2011-2013. From 2014-2015 he served as vice principal and currently he is serving as principal of Kula Secondary School. In 2015, he joined Haramaya University to pursue his MA study in the field of school leadership. He is currently working as principal of Kula Secondary School.

## **ACKNOWLEDGEMENTS**

First of all, I would like to appreciate my advisor Dr. Yilfashewa Seyoum and co-advisor Mr. Tadesse Hailu for shaping up the study and guiding my thoughts and steps to go on the right track. I admire their diligence, timely responses and encouragements.

I would like to deeply thank my wife Ayelech Diro. I appreciate her moral, financial and material support during my study. I would like to thank my friend Muktar Abdulkerim who provided me moral and technical support throughout my study.

I am thankful for all research participants who gave me their unreserved time and support during the data collection process. My goal for acquiring second degree could have not been happened without the assistance of Haramaya University. Last but not least, I would also like to express my appreciation to Oromia Education Bureau for their scholarship that has made me financially secure during my graduate study.

## **ABBREVIATIONS AND ACRONYMS**

ANOVA	Analysis of Variance
CCAs	Co-Curricular Activities
CSA	Central Statistics Agency
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
MoE	Ministry of Education
NGO's	Non-Governmental Organizations
PTA	Parent-Teachers Association
SPSS	Statistical Package for Social Sciences
WEO	Woreda Education Office



## Table of Contents

<b><i>DEDICATION</i></b>	<b><i>iv</i></b>
<b><i>STATEMENT OF THE AUTHOR</i></b>	<b><i>v</i></b>
<b><i>BIOGRAPHICAL SKETCH</i></b>	<b><i>vi</i></b>
<b><i>ACKNOWLEDGEMENTS</i></b>	<b><i>vii</i></b>
<b><i>ABBREVIATIONS AND ACRONYMS</i></b>	<b><i>viii</i></b>
<b><i>LIST OF TABLES</i></b>	<b><i>xii</i></b>
<b><i>ABSTRACT</i></b>	<b><i>xiii</i></b>
<b><i>1. INTRODUCTION</i></b>	<b><i>1</i></b>
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	5
1.4. Objectives of the Study	6
1.4.1 General Objective	6
1.4.2 Specific Objectives	6
1.5. Significance of the Study	6
1.6. Delimitations of the Study	7
1.7. Limitations of the Study	7
1.8. Definitions of Key Terms	8
1.9. Organization of the Study	8
<b><i>2. REVIEW OF RELATED LITRATURE</i></b>	<b><i>10</i></b>
2.1. The Concept of Education	10
2.2. Meaning of Co-Curricular Activities	11
2.3. The Concept of Co-Curricular Activities	12

2.5. Major Types of Co-curricular Activities	14
2.6. Benefits of Co-Curricular Activities in Education	14
2.6.1. Benefits of co-curricular activities for improving learning and teaching	15
2.6.2. Benefits of co-curricular activities for creating favorable condition for education	16
2.6.3. Benefits of co-curricular activities for developing leadership skills	16
2.6.4. Benefits of co-curricular activities for enhancing community participation	17
2.6.5. Benefits of co-curricular activities for relating theoretical knowledge with real life situation	18
2.7.1. Co-curricular activities as a means to minimize drop out and repetition	19
2.7.2. Co-curricular activities as a means for enhancing students achievement	20
2.7.3. Co-curricular activities as a means for enhancing motivation of students	20
2.7.4. Co-curricular activities as a means for improving students misbehavior	21
2.8. Relationship Between Secondary School Education and Co-Curricular Activities	21
2.9. Practices of Co-Curricular Activities in Relation to Improving Secondary School Education.	23
2.10. Challenges in the Implementation of Co-Curricular Activities.	23
<b>3. RESEARCH DESIGN AND METHODOLOGY</b>	<b>25</b>
3.1. Description of the Study Area	25
3.2. Research Design	25
3.3. Sources of the Data	26
3.3.1. Primary Sources of Data	26
3.3.2. Secondary Sources of Data	26
3.4. Target Population of the Study	26
3.5. Sample Size and Sampling Techniques	26
3.6. Data Collection Instruments	28
3.6.1. Questionnaire	29
3.6.2 Interview guide	30
3.6.3. Document analysis	30

3.7. Data Gathering Procedures	31
3.8. Methods of Data Analysis	31
3.9. Ethical Considerations	32
<b>4. RESULTS AND DISCUSSION</b>	<b>33</b>
4.1. Characteristics of Respondents	33
4.2. Organization of Co-curricular Activities	36
4.4. Performance of Clubs In terms of providing Services for school community	49
<b>5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>73</b>
5.1. Summary	73
5.2. Conclusions	77
5.3. Recommendations	79
<b>6. REFERENCES</b>	<b>81</b>
<b>7. APPENDICES</b>	<b>86</b>

## LIST OF TABLES

Table 1: Summary of population and samples size	28
Table 2: Sample size and its distribution	28
Table 3: Demographic characteristics of the respondents	34
Table 4: Responses on the organization of co-curricular activities	37
Table 5: Response of teachers on organization of co-curricular activities	41
Table 6: Responses on the status of implementation of co-curricular activities	43
Table 7: Response of teachers on implementation co-curricular activities	48
Table 8: Evaluation of the practices of clubs based on the services provided for students, teachers and school	49
Table 9: Responses on the time spent on co-curricular activities per week	50
Table 10: Responses on co-curricular in promoting teaching learning activities	52
Table 11: Responses on challenges of implementation of co-curricular activities	59
Table 12: Response of teachers for challenges for co-curricular activities	66
Table 13: Responses on strategies to improve students' participation in co-curricular activities	68

**CO-CURRICULAR ACTIVITIES AS A WINDOW OF OPPORTUNITY FOR IMPROVING  
SECONDARY SCHOOL EDUCATION IN ARSI ZONE, OROMIA REGIONAL STATE**

**ABSTRACT**

*The purpose of this study is to analyze the role of co-curricular activities to improve secondary school education. Descriptive survey design was employed to conduct the study; the samples of the study were 438 club committee member students, 203 teachers, 18 principals and viceprincipals , 10 supervisors and 10 WEO experts. The sampling techniques were stratified random sampling technique for teachers, purposive sampling technique for WEO experts and available sampling technique for club committee member students, principals and supervisors. In order to collect data, the researcher used questionnaire, interviews and document analysis. Questionnaires were distributed to 641 respondents and out of these 196 teachers and 420 students were filled and returned. In addition to this, 18 school principals, 10 woreda supervisors and 10 WEO experts were interviewed. To analyse the data, percentage, mean score and t-test were used. The findings of the study revealed that there is no clear guiding manual in the secondary schools to organize CCAs. There is no well-structured plan for co-curricular activities in secondary schools. The process of planning for CCAs is not participatory. Teachers and students perceptions, attitude, commitment and interest to implement co-curricular activities in secondary schools were low. School principals little attention and commitment for co-curricular activities starting from planning to providing feedback makes the effectiveness of co-curricular activities role to be below expected. Shortage of physical and materials facilities, financial problems and awareness gap on CCAs were seen in the secondary schools. Thus, to improve the current status of CCAs and achieve the expected model it was recommended that changing the negative attitude of students and teachers, providing training for club leaders, follow-up of CCAs from planning to evaluation, elaborating the relationship between CCAs and classroom teaching learning activities, preparing experience sharing between successful and unsuccessful clubs, evaluating and awarding best performed activities were identified as a solution to improve the practice of CCAs in secondary schools. Lastly, it is concluded as CCAs have a great role for the improvement of education in Arsi zone secondary schools which enhance the process of teaching learning activities.*

# 1. INTRODUCTION

## 1.1. Background of the Study

Education is one of the decisive instruments in an endeavor towards breaking the vicious circle of poverty. As the objective reality in the 21<sup>st</sup> century indicates, it is education and training that liberates citizen from ignorance and acquaints them with modern civilization to pave the way for further development and prosperity as well. Knowledge is a human that differentiates him from other animals, and this knowledge is acquired and attained through the process of education (Sabrine, 2009). This process needs to pass quality education that includes: learners who are healthy, well-nourished and ready to participate for acquisition of basic skills (UNICEF, 2000). Education is the base for development and success in education leads to greater earnings for individuals and improvement of the economic returns of the country (UNESCO *et, al.*, 2002).

From the above, one can easily understand that the key point of development is education. Not only this but also, education is the maximum potential development of an individual. It is all rounded development and life long process where society secures its existence by handling on in its cultural acquisition to each succeeding generation. Moreover, education helps an individual to organize his/her acquired habits of action that will fit the physical and social environment. Formal education consists of two parts; curricular and co-curricular/extracurricular activities (Michael, 2005). 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. It is the means and materials with which students will interact for the purpose of achieving identified educational outcomes (Daniel, 2009). 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 (Daniel, 2009).

Co-curricular activities (CCAs) have to be an integral part of the school life. The activities sponsored or recognized by a school are not a part of the academic curriculum but are acknowledged to be an essential part of life of an educational institution which includes sports, school bands, students' newspapers, and vocational clubs (Broh, 2002, Richter, 2002). As curricular program, CCAs are practiced in different countries of the world. Balkhu (2004) as cited in Demes (2014) reported that, Minnesota high schools educate students to reach their full potential by participating in CCAs. CCAs help 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. CCAs are also recognized as a source of enrichment and vitalization of the school curriculum, these are mainly through the nurturing of hobbies, interests, and growing talents etc.

Although education is divided into two parts; curricular activities and co-curricular activities in Kenya, many researchers like Ongonga (2010), McInally (2003) and Newman (2005) have observed that participation in co-curricular activities is not fully supported by most schools and the contribution of it to the students' self-concept and academic performance have not been clearly articulated to the educators, teachers, students and even parents. Yet, the experiences and opportunities provided by secondary schools through curricular and co-curricular participation also influence students' development. Furthermore, direct interaction with the school curriculum in schools such as the degree of success or failure in various subject matters and the degree of encouragement provided for academic effort influence self-growth and values of students (Newman, 2005).

According to MoE (2011), the Ethiopian government has now shifted its attention to improve quality education. It has started quality education initiative called 'General Education Quality Improvement Package (GEQIP) of 2007. Quality education depends on several issues, among others educational planning, management, teacher's professional

competence, efforts of students, community participation, classroom teaching-learning situation, curricular and co-curricular activities (MoE, 2011). In line with this, the MoE (1994) indicated that curricular and co-curricular activities together make better change in children cognitive and skills development; thus, cognitive development is mostly taken care of by curricular activities and skills development in co-curricular activities.

According to the MoE (2016) report, our educational institutions emphasize mostly on the theoretical activities than the practical component of education. Co-curricular activities which are very important for supporting the normal curriculum and the base for practical component of education was forgotten. The goals of General Education Improvement Package (GEQIP), Education Sector Development Program (ESDP) (I-IV) and Education and Training Policy (ETP) are however, to produce creative, problem solver, reasonable, physically and intellectually developed citizens. This can't happen if the implementation of co-curricular activities is not going in line with goals of MoE (MoE, 2015 ).

To sum up, the above discussions are indicating that the present condition of our educational institutions in general and the secondary schools in particular lead us in learning the practices of co-curricular activities which in turn calls for scientific study on the relationship between co-curricular activities and secondary school education improvement. This is the reason why the researcher is initiated to conduct this study in order to find out more about co-curricular activities and its contribution for improving education in secondary schools of Arsi zone.

## **1.2. Statement of the Problem**

Education in this modern era recognizes that child comes to school for all-round and better development that can be realized by the combination of curricular and co-curricular activities. A number of literatures stated as there was 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 coordinators as well as administrators (Rahel, 2012). According to Demes (2014), there are 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, etc and sometimes students feel that these activities interfere with their studies. Therefore, whenever CCAs are organized, students participate in these activities unwillingly. Similarly, Reeves (2008) stated that teachers and parents might worry that the students will not pay attention on academic activities if they get involved too much in co-curricular activities after school time. As a result, students were not benefited from the total educational aim due to lack or low commitment of students, teachers and school leaders, sufficient monitoring system and resources

Research findings indicated that participation in co-curricular activities enhance students' academic performance and supports the attainment of academic objectives (Marsh and Kleitman, 2002). Moreover, Co-curricular activities help hone the talents of the young minds and gives them an opportunity to develop their specialized skills (Bharati, 2014).

The Education and Training policy of Ethiopia described some issues related to CCAs in its objectives, formal and non-formal program help to promote the relevant and appropriate education, training and aesthetic that can help to develop and enrich students' inquisitive ability and raise their creativity and interest (MoE, 1994). But the practice of co-curricular activities in secondary schools of our country are not in line with the objective of Ministry of Education (MoE, 2010). Similarly, Mesayneh (2008) reported that the implementation of co-curricular activities in secondary cycle and primary schools confirmed that the participation of students and the status of CCAs were not in a good manner.

Similarly, the study of Rahel (2012), indicated shortage of materials, participation of the teacher and students are very low and there is no clear plan for practicing co-curricular activities in the schools. Administrators do not give priority to CCAs as they have with other urgent tasks. In most schools of our country, the theoretical aspect of curriculum is considered as a means to an end for quality education. When we focus only on how students are performing in Physics, English, Mathematics and other sciences, we lose out on developing other skills that need to be successful in the real world. We spend too little time focusing on real world skills such as creative problem solving, cooperation, communication and leadership (Mekonin, 2015).

However, as to the day to day observation of the researcher, little or no studies have been

focused on the role of co-curricular activities for improvement of secondary school education. Sitotaw (1998) for instance did his study on co-curricular and extracurricular activities in Ethiopian schools. His study however, was: (1) done 18 years back, (2) did not consider the role of co-curricular activities for secondary school education and (3) simply showed that students' participation in co-curricular activities was low even failed to tell the reason for low participation and implementation of CCAs. Demis (2014) study of "Practices and challenges in implementing CCAs in Addis Ababa preparatory schools" found out that challenges of implementation of CCAs such as budget, material, training and low interest of students. But the roles of participating in CCAs for improving secondary school education were not assessed.

A recent study done by Mokenin (2015), tried to analyze the role of co-curricular activities for sustainable quality education in secondary schools of East Showa zone. He examined the overall contribution of co-curricular activities for quality education. But, the existing practices of CCAs and its contribution for improving education at secondary school level were not comprehensively addressed by the above mentioned research works. Thus, this study, unlike the previous mentioned studies aimed at filling the gap by examining the contribution of co-curricular activities as an opportunity for improving secondary school education taking the case of secondary schools of Arsi Zone, Oromia Regional State.

### **1.3. Research Questions**

In order to investigate co-curricular activities as an opportunity for secondary school education improvement in Arsi zone Oromia regional state, the study addressed the following research questions:

1. What does the current practice of CCAs look like in relation to improving secondary schools education in Arsi zone?
2. To what extent do CCAs improving secondary schools teaching learning in Arsi zone?
3. What are the major factors affecting the implementation of co-curricular activities in secondary schools of Arsi zone?
4. What should be done in order to improve the participation of students in CCAs in secondary schools of Arsi Zone for better practice of teaching learning activities?

## **1.4. Objectives of the Study**

### **1.4.1 General Objective**

The general objective of the study is to assess the role of co-curricular activities for secondary schools education improvement of Arsi zone.

### **1.4.2 Specific Objectives**

More specifically, the study is intended to:

1. Analyze the existing practices of CCAs for improving secondary schools instruction in Arsi zone.
2. Examine the extent of CCAs to improve secondary schools teaching learning activities in Arsi zone.
3. Identify the problems of secondary schools in carrying out CCAs.
4. Find out ways for improving the participation of students in CCAs in secondary schools of Arsi zone for better practice of teaching learning activities.

## **1.5. Significance of the Study**

This study can benefit to the following bodies. It may give important and timely information to principals, teachers, supervisors, and educational officers in Arsi Zone concerning the existing system and the contribution of practice of CCAs for secondary school education improvement. It may make principals, teachers, supervisors, PTA and students of the target area and the society at large aware of factors affecting teachers' and students participation in CCAs. It has the potential to provide information to school district officials about the relationship between students' involvement in co-curricular activities and improvement of secondary schools curricular activities. It may help policy makers and planners to facilitate strategies of implementing CCAs in relation to improving secondary education and seeking solution for changing of the existing system. Furthermore, it may give initiation to students and teachers discuss and prove in practice on the benefits of CCAs in that the schools can be advantageous in minimizing dropout and repetition, enhancing students' academic achievement and enhancing community participation.

Finally, the study may serve as a good basis for forthcoming researchers who have a strong desire to carry out a research on this or related topics in Arsi Zone or elsewhere by indicating problem in the research area of the study.

### **1.6. Delimitations of the Study**

The study was conducted in Arsi Zone of Oromia Regional state on co-curricular activities as a window of opportunity for improving secondary school education. The scope of the study was delimited to nine woredas and one town administrative government secondary schools. It was more essential if the study was conducted in all woredas of Arsi Zone; however, such study requires much resource, time and human power. Because of this 10 secondary schools from nine woredas and one town administrative were selected by simple random sampling. There are many factors for secondary school education improvement. Some of them are community participation, leaders, teachers and students' commitment and competencies, fulfilling school facilities and resources and so on. It is difficult to conduct study on all these areas at once. However, to make the study manageable, the coverage of the study was delimited to the role of co-curricular activities for improving secondary schools education in Arsi zone. In the school, there are different groups regarding their duties and responsibilities like PTA committee, school board committee, non-teaching staff and the like. However, the participants of the study were delimited to club committee member students, teachers, principals, supervisors and WEO experts. The sampling techniques were delimited to availability sampling for students, school leaders, and supervisors, stratified random sampling for teachers, and purposive sampling for focal person experts of Woreda Education Office (WEO) in order to make the study manageable. In addition, to describe the current practices of co-curricular activities, the methodology of the study was delimited to descriptive survey method and the research approach was delimited to mixed research approach because the study includes both quantitative and qualitative data. Finally, data collection instruments were delimited to questionnaire, interview and document analysis.

### **1.7. Limitations of the Study**

The researcher faced some limitations in this study. One of the limitations was that most of

the secondary school principals, vice-principals, teachers, supervisors and woreda WEO experts were busy and had no enough time to respond to questionnaire, interview, and document analysis. In addition to these, shortage of literature such as articles, books, journals, were also the main limitations. With these limitations the researcher interviewed most of the interviewees, collected questionnaire and document analysis activities after schools in different places out of work time including evening time to make the study as complete as per the schedule. In spite of these short coming, however, it was attempted to make the study as complete as possible.

## **1.8. Definitions of Key Terms**

The following terms are used in the context of the study having the following meanings:

**Club Committee** – chairperson, secretary and cashier of clubs

**Co-curricular activities** – refers to outside of but usually complementing the regular curriculum program or out of class activity, supervised and/or financed by the school.

**Curriculum**– refers to the courses offered by an educational institution, a set of courses constituting an area of specialization.

**Secondary school**:-governmental school level encompassing grade 9 and 10.

**Secondary school education**- the process acquisition of knowledge, skills, values & habits at secondary school level.

**Supervisors**:- Secondary school supervisors.

**Window of opportunity**- as a means.

## **1.9. Organization of the Study**

This thesis was organized in to five sections. The first section holds the introductory part of the study which consists of background of the research, statement of the problem, significance, delimitation, limitation of the study and definitions of key terms. The second section deals with review of literature pertinent to the research. The third section discusses about research methodology. The collected data from the subject of the study was carefully analyzed and interpreted under the fourth section. The fifth section presents the research's summery, conclusions and recommendations made on the basis of findings of the study.

Reference and appendix including questionnaire and interview format were part of the document.

## **2. REVIEW OF RELATED LITRATURE**

### **2.1. The Concept of Education**

Education is one of the decisive instruments in an endeavor towards breaking the vicious circle of poverty. As the objective reality in the 21<sup>st</sup> century indicates, it is education and training that liberates citizen from ignorance and acquaints them with modern civilization to pave the way for further development and prosperity as well (Sabrine, 2009)(a). Moreover, education is the back bone of social and economic development of any country; it is the major pillar for the wellbeing of individuals and society at large. Technological advancement, scientific change and new methods of production emanate from education. It enables people to conserve their resource properly. It helps to mobilize human mind for innovation, creation and getting new findings. It is also important to produce well informed, responsible and productive citizens who can adapt him/herself to ever-changing environment (Aggarwal, 1990)

Education well-equips individuals and society with problem solving capacity and ability, and enables them to identify harmful tradition and replace them by useful ones in order to bring sustainable development (MOE, 1994). Furthermore, it plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding, and cooperation among people. This implies that it is unthinkable to bring sustainable development which is important for life without having proper education. In line with this, Sabrine (2009)(b), indicates that the development of the world or individual nations hinges more than ever on the capacity of individuals and countries to acquire, adapt, and advance knowledge. Moreover, education is a key for development as well as human right has led to universal primary education as a focal point of interest at international level. To actualize this interest, years have passed since countries committed themselves to education. Education is a pretty broad concept that surpasses the four walls of a classroom. The core aim of education is to foster all round development of a child. All round development essentially means intellectual, physical, moral, sensible and social development. All round development can be achieved only through education. Education plays a fundamental role in the making of a man and his development as a culturally well-

developed social animal. To fulfill these objectives, there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities (Kochher, 1993)(a).

In general, education provides participants with basic knowledge, skills, values that increases their power and capacity to make better decision, to act, to create, to produce and manage their products it is said that education is a foundation for development. It is an instrument for the economic progress of society through bringing dynamism in the total aspects of the society's life and it is a cornerstone for the development of nations.

## **2.2. Meaning of Co-Curricular Activities**

According to Kochher (1993)(b) CCAs are the pupil clubs, associations, and organizations that includes athletic competitions or practices or athletic teams or organizations. In line with this, Broh (2002) defined CCAs as activities undertaken to strengthen the classroom learning as well as other activities or both inside and outside the classroom to develop the personality of the child. CCAs were mainly organized after school hours and so were the extracurricular by they are not integral part of the activities of the school as its curricular work (Aggarwal,1990).As MoE (2010) remarks, CCAs are activities that educational organizations practices to enhance social interaction, leadership skills, healthy recreation, self-discipline and self-confidence of their students. The school is not merely a place of formal learning whose main concern is to communicate a certain prescribed of knowledge but as a living and organic community which is primary interested in training pupils in what we have called the art of living. Knowledge and learning are undoubtedly of value but they must be acquired as by product of interested activities.

In general, Co-Curricular activities are those which are undertaken side by side with the curricular activities. A co-curricular activity essentially takes place outside a typical pen and pencil classroom experience. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities.



### **2.3. The Concept of Co-Curricular Activities**

A useful starting point for developing a better understanding of CCAs is to examine the meaning of the root term “curricular”. The term curricular is the adjective form of the noun curriculum which refers to (1) all courses study offered by an educational institution and (2) A group of related courses, often in special field of study. If we then examine the meaning of the prefix term “extra” we find that it is defined as something: “More than or beyond what is usual, normal, expected, or necessary. Hence, extracurricular is defined as “Being outside the regular curriculum of a school or college” (Kennet.R, 2012). CCAs can be defined as the activities that enhance and enrich the regular curriculum during the normal school days (Tan and Pope, 2007).

In Singapore education program, CCAs are no longer looked upon as extras. It is an integral part of the school program, not seen as non-academic; it is formal part of education with time tabled and compulsory sessions for all students. Each student can choose what CCAs s/he desires to practice, but they are required to follow at least one. Teachers are required to run CCAs as part of their job and the co-curriculum is generally well-funded (Ministry of Education of Singapore, 2011).No distinction are made between co and extra-curricular activities. In this regard, Kochhar (1993), cited in research paper of co-curricular and extracurricular activities in Nepal, gives his strong view in these words; the distinction between co-curricular and extra-curricular activities must cease to exist. Co-curricular and extra-curricular activities are very much interwoven; there is no difference between them, and it is essential to develop better educational plans and programs. It helps to utilize money and resources more fruitfully for the better development of children mentally and intellectually. In most schools, it has a plan and budget to utilize but it needs follow-up and feedback to make it more effective.

All co-curricular activities are organized with specific purpose which vary according to the nature and form of such activities (Madalli, 2014).CCAs earlier known as extracurricular activities are the components of non-academic curriculum helps to improve the academic performance of students which is the basic goal of school improvement program (MoE, 2011). For all-round development of the child, there is a need of emotional, physical,

spiritual and moral development that is complemented and supplemented by co-curricular activities.

CCAs, 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 is the basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help/facilitate academic achievements of the student. However, over the years it was noticed that most of the schools in Pakistan were paying over emphasis to academic activities for the sake of achieving better percentage of the past candidates and winning award and ranks than in organizing suitable activities to improve the personality and the talents of the students. This shift in mind set has led to a new approach giving special attention to the studies, and ignoring co-curricular activities altogether. Whereas, it is believed that unless balancing both the curricular and co-curricular activities is done the very purpose of education would be left unrealized and the goal of school may not achieved (Daniel, 2009).

To sum up, co-curricular activities are the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of schools to develop the students' personality as well as to strengthen the classroom learning. Co-curricular or extracurricular activities are academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum.

#### **2.4. Difference between Co-Curricular and Extra Curricular Activities**

Co-curricular activities are also referred as extra -curricular activities. Grammatically speaking there is a difference between the two. Extra – curricular is self -explanatory i.e Activity which is extra or additional to curricular but is more leisure (freedom) oriented than learning oriented. Extra -curricular activities are mostly conducted after school hours. They generally don't complete academic studies. However some of the activities overlap each other; some of extra- curricular activities can also be co-curricular and vice versa.

Depending up on the institutes certain activities are considered as co-curricular while for some it is extra-curricular. Therefore, in academic sphere there isn't any clear consensus as to which is what? Thus, the gap between the two is negligible in academic sense (Tan and Pope, 2007).

## **2.5. Major Types of Co-curricular Activities**

Barnett (2008), described CCAs in terms of activities: "...athletics, vocational clubs, student government, newspapers and yearbooks, and special interest groups". Alternatively, Rubin, Bommer, and Baldwin (2002) categorized extracurricular activities and placed them one of two categories: 'clubs and organizations' and 'offices held in organizations'. The categorical approach was also used by Eccles (2003) who described extracurricular activities in terms of: (1) pro-social activities like church attendance and/or volunteer and community service type activities, (2) performance activities like school band, drama, and/or dance, (3) team sports like one or more school teams, (4) school involvement like student government, pep club, and/or cheerleading and, (5) academic clubs like debate, foreign language, math, or chess clubs, science fair, or tutoring in academic subjects.

As the Ministry of Education of Ethiopia manual, CCAs are categorized in to two; clubs and Non-clubs. Clubs are activities organized in the form of association; usually have leader, executive committee, members, rule and regulation and iterance fee. Clubs also have different varieties such as: Clubs related to class room subject like History, Geography, Language, Clubs related to self-governance like Boy Scout, girls club, service clubs like library, postal service, Red Cross, mini-media talent and career related clubs like tomorrows teacher, journalist, theater, **science and technology, ICT, anti-corruption, traffic, anti-migration and the like**. Non-clubs activities are activities organized permanently or temporarily and have no similarity in organization with club, such activities are: holy days ,class monitor , flag ceremony ,social activities, and so on (MoE, 2005).

## **2.6. Benefits of Co-Curricular Activities in Education**

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular

activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as outside the school (M.S. Omar Fauzee, 2007).

### **2.6.1. Benefits of Co-Curricular Activities for Improving Learning and Teaching**

Co-curricular activities were good for the teacher student relations and in the presence of these activities students performed better in studies. Teachers get more time to understand their students. They get to know different sides of their students other than studies. Teachers get advantages from them as they could help others with their ideas and presence (Cowley, 2005, Ahmad, 2006). The informal situation set up in CCAs provides opportunity for the teachers and students to work together in friendly relationship this foster the schools to work more effectively (Karlin and Berger, 1971).

The relentless effort of students is one of the main factors for the realization of effective school improvement or transformation. In this regard, students can develop the following behaviors through participating in CCA: (1) The habit of Working in team and with the spirit of self-help and learning (2) Having the interest and ability to take part in different clubs and committees to acquire additional skill and knowledge (MoE, 2011); Co-curricular activities can help to enhance formalized learning when measured with defined institutional student learning outcomes (Katie 2010). Therefore, it is imperative that individual schools develop a holistic curriculum that seeks to develop the mental, physical, social and emotional abilities of all children.

A Chinese proverb very aptly states, “Teach me, and I will forget. Show me, and I might remember. Involve me, and I will never forget.” To a very great extent, the theoretical knowledge is enhanced when a co-curricular activity related to the content taught, is organized. Intellectual development of the personality is achieved to a great extent, in the

classroom itself. But, the aesthetic development like character building, spiritual and moral values, physical growth, creativity and many more are backed up by co-curricular activities.

Therefore, Co-curricular activities are the true and practical experiences received by students and to a greater extent; the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities.

### **2.6.2. Benefits of Co-Curricular Activities for Creating Favorable Condition for Education**

According to Shukla (2003), the school ground must be well-situated with reference to location and environment. Co-curricular activities would be enhanced with the presence of a playground. It must be pleasing in its aesthetic environments and designed to accommodate the most progressive features of an educational programme: races, PT shows, parades etc

The existence of favorable and positive atmosphere for the process of learning-teaching has a huge contribution for the quality provision of education. Accordingly, extensive efforts will be exerted to ensure the suitability and normality of school environment. All the appropriate measures will be taken to make sure that school fence and beauty of the premise is kept attractive. One of the opportunities for the beatification of school is different school clubs such as environmental protection and R-WASH clubs (MoE, 1994).

### **2.6.3. Benefits of Co-Curricular Activities for Developing Leadership Skills**

Other benefits of CCAs are ambition and developing leadership skills (Ritcher, 2002). These values promote positive self-esteem and confidence. Students involved in physical activities benefit from healthy lifestyle habits, which are important through adulthood. Humanities activities broaden students' understanding of themselves and others by allowing self-expression and deeper awareness of other perspectives (Brooks, 2000). CCAs participation provides these perspectives through more adult and student interactions

(Bloomstran, 2002). More adults who are caring positive influences in students' lives reinforce model behavior.

Katzenbach and Smith (1993) mentioned included for the leader to go the extra lengths to "celebrate the victories of the teams in your organization" People, who have participated in athletics, extracurricular, or co-curricular activities involving teams, have likely been engaged in leadership opportunities which involved both team building and team-development experiences and have likely had leadership modeled for them throughout their engagement Maxwell (1993) also referred to what he called the learned leader, one that has seen leadership modeled most of their life, has learned leadership through training, and has had self-discipline to be a great leader, indicating all three qualities were acquired. According to Katozai (2005), Most of co-curricular activities are carried out in the form of teams and group which require a leader.

#### **2.6.4. Benefits of Co-Curricular Activities for Enhancing Community Participation**

A school is a leading social institution in charge of the education of children of a community. Basically education is a social function. It requires the joint effort of teachers, children, parents and the community at large (Sabrine, 2009). According to him the school, as a formal institution, is concerned with creating opportunities to realize the potentials of its clientele in its total setting. Yet a considerable portion of the people's experience is acquired outside the school. To this end, the family, youth organizations, religious and other community institutions have to contribute their share in an attempt to cultivate and socialize children and the youth.

Accordingly, Mbamba (1992) proposed that so as to achieve its purpose successfully, the school should not isolate itself from its environment. In expressing the inevitability of the relationship too, wrote that "Schools are part of the community in which they are located. They serve the educational needs of the community and in turn, draw support and strength from the community." CCAs help to create or improve effective communication between school and societies. Through these students develop further sensitivities to social needs and problems, and acquire a deeper sense of civic responsibility (Gallagher, 2001).

Moreover, schools that communicate with their external publics in some organized way enhance their chances of getting better public supports, minimizing criticism, learning the values and priorities of the community, and receiving many functional ideas that will help them educate students better and improve their result which is the main focus of school improvement. Therefore, if it is well planned, communities can also gain direct benefit from CCAs, for instance, through voluntary services like: literacy campaign, anti HIV/AIDS movement, tree plantation etc, not only the local people but also the schools as whole can benefit from CCAs. However, Gallagher (2001) stressed on some precautions, according to him activities undergoing by pupils to public benefit should be a logical to fit with its educational objectives .He said “Unless this principle is respected, there is always a danger of exploiting pupils for publicity purpose.

Setotaw(1998) stated “there are no better opportunities other than Co-curricular program that established close contact between school and community “ Through activities like parent day, sport competitions, exhibition and dramas etc school can easily catch the attention of local people for the betterment of school image.

#### **2.6.5. Benefits of Co-curricular Activities for Relating Theoretical Knowledge with Real Life Situation**

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels (Wanjohi, 2016).

Similarly, Zill, Nord, and Loomis (1995) as cited in Mekonin (2014), students who are involved in co-curricular activities are able to extend and enrich previously learned academic skills through competitions and real-world simulations. In the co-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents;

leadership skills; and future career and occupational skills. Both individual and group activities can teach students the importance of vigilance, hard work, attention to detail, practice, patience, and persistence in the face of setbacks. Group activities encourage cooperation and teamwork, personal sacrifice for group goals, and empathy—qualities that benefit young people in their studies, their jobs, and their personal lives, as well as help them become responsible and successful adults.

## **2.7. Functions of Co-Curricular Activities**

CCAs are an integral part of our students' holistic education. Through CCA, students discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world. CCA also promotes friendships among students from diverse backgrounds as they learn, play and grow together. Participation in CCA can minimize dropout and repetition, improve students' achievement, motivate students and shape students towards positive attitude.

### **2.7.1. Co-curricular Activities as a Means to Minimize Drop out and Repetition**

The dropout and repetition are considered as two components of educational wastage. From the education point of view; both dropout and repetition contribute heavy costs in education. When a school fails or is inefficient to achieve educational objectives, it is inevitable that there is wastage of human learning, school buildings, equipment and other instructional materials, and the labor of teachers. This means when the degree of wastage is high, the internal efficiency of the system becomes low and vice versa. It is clear that the national aim of all nations is to retain all children recruited in to the education system until the objective of the system has been satisfied. However, due to external and internal factors schools cannot retain children, as they would wish. The school system has much responsibility to reduce wastage by controlling the internal factors (school related factors) that cause repetition and dropout.

Dropout and repetition are the most convenient events through which to observe the failure of a system to hold children with in it and the inefficiency in the achievement of objectives (Brimer and Pauli, 1971). According to Barnett and Weber (2008), there is a wealth of



research which has documented the positive effects of extracurricular recreational involvement on pre- and adolescent functioning as well as deterring negative effects of dropping out of school or becoming involved in CCAs.

### **2.7.2. Co-curricular Activities as a Means for Enhancing Students Achievement**

Reeves (2008)(a) admitted his findings did not address the chicken-and-egg question of whether involvement in extracurricular activities actually improves outcomes for individual students or the better students simply tend to be the ones who get involved in more extracurricular activities. Despite this, “One high school’s concerted effort to increase extracurricular offerings and participation can contribute to school-wide academic improvement”. Reeves (2008)(b) found achievement levels went up, discipline levels went down, incidents involving fights went down, graduation rates went up to a ten year high, students taking advanced placement exams doubled, even as the percentages of low-income students increased.

### **2.7.3. Co-curricular Activities as a Means for Enhancing Motivation of Students**

Outcomes of studies have indicated that involvement in co-curricular activities can be beneficial towards the motivation of student, college education, and grade levels, personal and interpersonal skills amongst others (Sabrine 2009). Taking cognizance of the fact that schools are the venues where the basics of recreational activity and physical education must be inculcated (African Union 2008), the need to observe that co-curricular activities help in balancing the livelihood of humanity should not be taken for granted. Therefore, it is vitally important for schools to be examining the levels of student satisfaction, since it is these levels that play a large role in student success (Maurer 2007).

The development of student social and interpersonal skills may well prove to be as important as the cognitive development of students. During a time when a growing number of people are becoming increasingly concerned about rising drug use, gang and criminal activities and the general decay of our social fabric, the benefits of the co-curricular activities could be one antidote to this situation.

#### **2.7.4. Co-curricular Activities as a Means for Improving Students Misbehavior**

Student misbehavior, which refers to a behavior that disrupts the learning-teaching process, creates psychological and physical discomfort and harms property, is with far reaching implications towards the achievement of educational goal. Globally, the role of student's discipline in quality education has been increasingly recognized. Accordingly, well-managed schools and classrooms are found to contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students Reeves (2008). Moreover, mismanaged student misbehavior results in juvenile delinquency (Michael, 2005). Meanwhile, lack of discipline is among students is a serious problem facing schools today. In effect, stricter disciplinary measures are increasingly recognized as the essential factor in improving schools (Langdon & Vesper, 2000). Among these measures involving students in a host of co-curricular activities can diminishes involvement in delinquent behaviors such as violence and theft, although findings are inconsistent (Hoffmann and Xu 2002). McBride et al. (1995) found a consistent negative relationship, with adolescents involved in non-athletic activities less likely to engage in alcohol use. Other studies found that the use of alcohol and smoking tobacco is higher among athletic participants than among other adolescents (Eccles and Barber 1999; Eccles et al. 2003).

To summarize participation of students in co-curricular activities reduces, to some extent, time for delinquent behavior such as drug abuse and drinking, and helps to reduce school dropouts and associated with positive adolescent developmental outcomes, good academic performances and reduced antisocial behavior, including criminal attitude and rebellious behavior

#### **2.8. Relationship Between Secondary School Education and Co-Curricular Activities**

Secondary school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing the child's development along desirable lines. According to Newman (2005), secondary schools are

institutions devised by civilized man for the purpose of aiding in the preparation of young for well-adjusted and efficient members of society. Everything a student does at secondary schools both inside and outside the classroom support or opposes the process of learning teaching activities. He has observed that, participation of secondary school students in co-curricular activities influence schools' development. Furthermore, participation of students in CCAs can determine success or failure in various aspects of schools such as students' dropout and repetition, overall teaching learning activities, improving students' academic achievement, educational aspirations and values of schools.

School activities can teach students the importance of vigilance, hard work, and attention to detail, patience, and persistence in the face of setbacks. School activities encourage cooperation and teamwork, personal sacrifice for group goals, and empathy, qualities that benefit young people in their studies, their jobs, and their personal lives, as well as help them become responsible and successful adults. School activities in high school are often a predictor of later success in college, in the workplace, and in society. Schools can have both formal and informal functions. The formal functions are mainly concerned with the mental development of the child such as development of mental powers, cultivation of dynamic and adaptable mind, preservation, improvement and transmission of culture, imparting vocational and industrial education, reorganization and reconstruction of human experiences and development of citizenship through development of character (Edward J. Klesse, 2000).

To sum up, the school develops the mental powers of the child so that the child will be able to think freely, clearly and logically. It cultivates a dynamic and adaptable mind which is resourceful and able to create new value for future life. Schools also preserve and improve the national culture and transmit it to the coming generation. In developing countries such as ours, education should also impart vocational and industrial education to enable children support themselves and serve the country with sincerity. Schools are also responsible to develop in children the essential qualities of citizenship so that they may become active and responsible citizens imbued with qualities of leadership to lead the nation in the path of progress in all spheres of national life. School should also develop the character of children by allowing them to participate in such moral, ethical, and social activities which may

inculcate in them the social desirable values and lead to the formation of strong good character.

## **2.9. Practices of Co-Curricular Activities in Relation to Improving Secondary School Education.**

Until secular education was adopted in the early 1900s, Education in Ethiopia has been dominated by the Ethiopian Orthodox Church for many centuries and it was full of Practical subjects. The higher education in the Ethiopian Orthodox Church provided involved Church music (divided in to *digua*, *zemale* and *mawaset*, and *qidasse*), poetry, math, history, philosophy and manuscript writing. Another field of study was aquaquam or the religious dance performed as part of church services (Rahel,2012) These practical activities have been taken as CCAs in modern education were very familiar in traditional education of the Orthodox Church. Painting, hand craft, agriculture, debating and discussion were existed. Some common activities in modern education which is practiced before 1974 were sport and Games, School Bands, painting, Hand craft, Book bindings, Film shows, Meteorological observation, Excursion and picnic, Debating and Discussion, Art and drama and field related clubs such as Geography, history, Agriculture, etc 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 they enjoy. 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 talent they have.

## **2.10. Challenges in the Implementation of Co-Curricular Activities.**

Limiting factors are obstacles that usually challenge a given program. Jha(2004) identified the following limiting factors for the implementation of CCAs in primary school of Nepal. These were: Lack of budget, lack of training and trained teachers for CCAs, over teaching load and crowded class, less participation of students, unavailability of guiding book for CCAs, Lack of monitoring and supervising on CCAs and forcible participation by teachers etc. 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 implementers to accomplish intended objectives.

The statement in the ESDPII document also clearly stressed that the capacity level of lower level management was one of the main problems to realize educational goals.” In adequate 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’. This also true for CCAs (MoE, 2005). More resources are needed for staff to adequately support the growing number of student organizations and to manage the funding that is allocated to the organizations through student fees. There are many simultaneous activities on schools, with no apparent system for consistently disseminating information for participation and collaboration. Sitotaw(1998), and Dejene(2006) identified almost similar factors that hinders the implementation of CCAs may be influenced by the presence or absence of material or budget skilled man power and workable organization. Therefore, success of implementation of CCAs for school improvement may be affected by the peoples, material and organizational factors.

Overall, from the above views it can be observed that students have much to gain from the integration of co-curricular activities into the curriculum. In out-of-class experiences, students tend to take greater responsibility for their own learning; they learn from one another as well as their instructors. In addition, co-curricular activities promote personal growth, physical and mental health, academic achievement, social and cultural awareness, and help for minimizing drop out. Successful co-curricular programs encourage the development of friendships, a sense of belonging, enhanced intellectual awareness, improved academic performance, an appreciation of different perspectives, and close interaction with colleagues and schools. But co-curricular activities in schools are not taken up seriously in a systematic manner with a real purpose as they ought to be planned.

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Description of the Study Area**

This study was conducted in Arsi zone. The zone is found in Oromia regional state in the south eastern part of the country. It is bordered by East Hararge zone in the east, west Arsi zone in the west, Bale zone in the south and east Shawa and west Hararge zone in the north. Asella is the capital city of Arsi zone. It is located at 166km from Addis Ababa, the capital city of the country and 75km south west of Adama town. The total area of Arsi zone is 20,982.11km<sup>2</sup>. Currently, Arsi zone is divided into 25 woredas, including one special administrative town known as Bokoji town and 24 woredas (CSA, 2015).

The zone is an important trade and transport center for the southern east part of the country. As a result, the zone economy is largely characterized by agriculture and diversified trade activities. In the zone, there are different educational organizations such as Arsi University, Teachers Training College (TTC), 25 preparatory schools and 79 secondary schools.

#### **3.2. Research Design**

The purpose of this study is to examine the role of CCAs for improving secondary school education of Arsi zone. Descriptive survey design was employed because this design is used to describe what was happened and what is happening (Kothari, 2007). The reason why the researcher accepted the descriptive survey is to show the current situation that exists in Arsi zone regarding the practices and roles of CCAs for improving secondary school education, to indicate the current challenges of implementation and strategies to enhance students' participation in CCAs. Furthermore, in conducting the study, the researcher was used both quantitative and qualitative data to strengthen the findings because the qualitative data was sought to complement quantitative data (Creswell, 2006)

### **3.3. Sources of the Data**

The sources of data for this study were grouped in to two. These are primary sources of data and secondary sources of data.

#### **3.3.1. Primary Sources of Data**

The primary sources of data were school leaders, teachers, club committee member students, WEO experts and supervisors who are members of the sample schools.

#### **3.3.2. Secondary Sources of Data**

The secondary sources of data were various school documents such as minutes of different clubs, annual plans of different clubs, supervision archives and reports, and the like.

### **3.4. Target Population of the Study**

Arsi is one of the 18 zones of Oromia regional state. The population for the study were 79 secondary schools, 1868 secondary school teachers, 65,935 secondary school students, 79 principals, 65 vice principals, 25 supervisors, and 25 Woreda Education Office (WEO) focal person experts (Source 2015/16 Arsi Zone Report)

### **3.5. Sample Size and Sampling Techniques**

This study was conducted by taking the population from Arsi zone secondary schools. To make the study manageable, samples were taken by using different sampling techniques as discussed below.

The study was conducted in government secondary schools of Arsi Zone. The Zone was selected purposively because, as Singleton (1993) noted, the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Therefore, Arsi zone was chosen because it was easily accessible for the researcher. The population of the study area was extremely large. By considering these facts into account the researcher used multi stage sampling techniques. In the first stage of sampling, the researcher divided Arsi zone into three clusters; Chilalo,

Ticho and Arbagugu clusters based on geographical location. Each cluster has 10, 7, and 8 woredas respectively including Bokoji town. Again from these three clusters 10 woredas (40%) were selected by simple random sampling because they are homogenous. Four from Chilalo cluster (Dodota, Zuway Dugda, Hetosa and Bokoji ) three from Ticho cluster, (Diksis, Sude and Tena) and three from Arba Gugu (Sire, Jeju and Aseko) were selected.

In the second stage, the sample of the respondents was taken by different methods. Out of 35 secondary schools in 10 woredas, one secondary school from each woreda, totally 10 secondary schools were selected by simple random sampling because they are homogenous in practicing co- curricular activities. These schools were. Dera, Arboye, Dereba, Bulala, Eteya, Bokoji, Aseko, Ticho, Ketar Fafuate and Sire. All school leaders (including vices) and supervisors of the sample schools were taken by availability sampling technique because the population is small and manageable. All WEO focal person experts were taken by purposive sampling since they are limited in number and they are rich in information on the practices of CCAs in their Woreda.

Students and teachers are parts of the population of the study and more focus was given to them. 438(100%) of club committee member students were taken and the technique for sampling was availability sampling technique since the population is manageable. 48% (203) of teachers were taken as sample using stratified random sampling technique based on their career structure. These were divided into three: (A) beginner teacher, junior teacher and teacher, (B) higher teacher and associate leader teacher and (C) lead teacher and senior lead teacher; since teachers' practices and challenges in relation to CCAs are different in their school. And lastly, simple random sampling technique was considered in order to take samples from the homogeneous groups.



**Table 1: Summary of population and samples size**

Roll No	Study groups	Population	Sample	%	Sampling techniques
1	Club committee member students	438	438	100	Availability sampling
2	Teachers	426	203	48	Stratified random sampling
3	Principal	10	10	100	Availability sampling
4	Vice Principal	8	8	100	Availability sampling
5	Supervisors	10	10	100	Availability sampling
6	WEB expert	10	10	100	Purposive sampling
	Total	902	679	75.28	

**Table 2: Sample size and its distribution**

School	Students			Teachers			Principals			V.Principals			Supervisors			WEB Exp	
	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%	P	S
Dera	45	45	100	53	25	48	1	1	100	1	1	100	1	1	100	1	1
Arboye	43	43	100	60	29	48	1	1	100	1	1	100	1	1	100	1	1
Dereba	40	40	100	12	6	48	1	1	100				1	1	100	1	1
Bulala	40	40	100	26	12	48	1	1	100				1	1	100	1	1
Iteya	45	45	100	41	20	48	1	1	100	1	1	100	1	1	100	1	1
Bokoji	50	50	100	78	37	48	1	1	100	2	2	100	1	1	100	1	1
Aseko	45	45	100	40	19	48	1	1	100	1	1	100	1	1	100	1	1
Ticho	45	45	100	31	15	48	1	1	100				1	1	100	1	1
Katar	40	40	100	57	27	48	1	1	100	1	1	100	1	1	100	1	1
Fuafuate																	
Sire	45	45	100	28	13	48	1	1	100	1	1	100	1	1	100	1	1
Total	438	438	100	426	203	48	10	10	100	8	8	100	10	10	100	10	10

Key: S. Sample P: Population %= percent

### 3.6. Data Collection Instruments

The data collection instruments the researcher used in this study were questionnaire, interview, and document analysis.

### 3.6.1. Questionnaire

Questionnaire was the main instrument to collect information from selected sample teachers and club committee member students of the sample schools in different languages. The questionnaire for teachers were prepared in English because they understand it simply since it is an instructional language for secondary school and most of the teachers are BA/Bsc degree holders. But it was translated to their mother tongue by language teachers for students. The questionnaire was developed based on research questions of the study.

These questionnaires were structured into close and open ended questions. The questionnaire would have different parts. The first part is for demographic information that sought respondent's age, sex, educational qualification, and experience. In the second part the questionnaire was employed in order to give opportunity to express their feelings and perceptions on organization of CCAs. The third part was focused on the status of implementation of CCAs in secondary schools. The fourth part was about CCAs in relation to promoting teaching learning activities in secondary schools. The fifth part was about the challenges of practicing CCAs and the last part was about the strategies to improve participation of students in CCAs. Each item in the lists was constructed in five point likert scale alternative responses. These are strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). These scales help the respondents to choose one option from the given scales that best aligns with their views.

Out of Arsi zone secondary schools, Huruta secondary school, which was out of sample schools was selected purposively and was taken for the pilot test and draft questionnaires were dispatched to 40 club committee member students and 20 teachers to avoid time and money being wasted on an inadequately designed questionnaires. Teachers were selected by stratified random sampling based on their career structure. These were divided into three: (A) beginner teacher, junior teacher and teacher, (B) higher teacher and associate leader teacher and (C) lead teacher and senior lead teacher and all club committee member students were taken by availability sampling technique since they were manageable. The researcher provided explanations on the objective of the study and how to respond to the questioners. After the questionnaires were filled and returned, the reliability of the items

was determined using Chronbach's alpha which was 0.784. The type of the reliability was internal consistency. Modification was made accordingly in order to improve the questionnaire. To insure validity, the instruments were examined by the advisors who are an expert and authority in research. Confusing items were modified and structured to make the questionnaire clear and ready for the study. Then the questionnaire was distributed to 438 club committee member students and 203 teachers in order to collect the required research data. In most cases, the questionnaire were filled out on face to face bases (in the presence of the researcher on the site) the researcher is orient and clarifying unclear items for the respondents.

### **3.6.2 Interview guide**

Interview was designed for 18 principals (including vices), 10 supervisors and 10 WEO experts because they are small in number. In this study, interview was undertaken in the form of person to person encounter and enabling responses to address matters in their own terms and words. The interview allowed greater depth of response which is not possible through questionnaire. Thus, the purpose of the interview was to collect more supplementary suggestions, so as to stabilize the questionnaire response. These subjects were selected for interview because, they were small in number and their participation is very important for acquiring information on the role of CCAs for secondary school education improvement.

The interview was conducted through verbatim in Afan Oromo language and recorded by using smart mobile phone .The recorded data was categorized based on similarities of responses and then translated in to English language by using language teachers. This helped the researcher to get more and significant information.

### **3.6.3. Document Analysis**

Document reviews was made regarding to organization, implementation, and challenges of implementation of co-curricular activities in the schools. Moreover, school clubs' plan, meeting schedules, feedbacks and activities were checked and analyzed. This was done to triangulate the data which was collected through questionnaire and interview.

### **3.7. Data Gathering Procedures**

The data were collected from ten sample secondary schools. The questionnaires were pretested and necessary correction was made to avoid ambiguity and confusion before conducting the final data collection. Then, the questionnaire were administered with the help of principal or vice principals of the sample schools. The documents related to co-curricular activities in different school clubs were referred. To increase the quality of the responses of interview, questionnaire and document analysis were arranged at the time convenient for respondents.

### **3.8. Methods of Data Analysis**

To answer the research questions of this study, the data were analyzed quantitatively (using statistical analysis) and qualitatively (in words). Both qualitative and quantitative approaches were used to explore the contribution of co-curricular activities for secondary school education.

The quantitative data gathered from respondents through close ended questionnaire were systematically coded, tabulated and organized for analysis using quantitative approach. The organized and coded data stored in an editable excel spread sheet were imported to Statistical Package for Social Science (SPSS) and analyzed using descriptive statistics (such as frequency, percentage, mean and standard deviation) and inferential statistics (such as t-test).

Frequency and percentage distribution was used to analyze various characteristics of the sample population such as sex, age, academic qualification, field specialization and experience. The t-test was applied to test whether there is any statistical significant difference happened in the response of students and teachers. Tests of significances were used to identify the significance differences between proportions of responses in students and teachers. In all above cases, the obtained difference was tested by using statistical significance at 0.05 levels as it is used in social science conventionally. The qualitative data

collected through interview, open ended questionnaire and document analysis was discussed and interpreted in words. The qualitative parts of the responses were organized and analyzed qualitatively by narrating, interpreting and reflecting on key points in words.

### **3.9. Ethical Considerations**

All the study participants were informed verbally about the purpose and benefit of the study along with their right to refuse. In line with this Best and Khan (1999) described that in involving participants in a research work it is important considering the ethical principles down to protect them. In addition to this the study participants were reassured of confidentiality by explaining to them, their names and other identifier of their statuses were not documented in the questionnaire and the information they provided **was** not used for any other than research purpose.

## **4. RESULTS AND DISCUSSION**

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Through these tools, both quantitative and qualitative data were gathered. The quantitative parts were analyzed through statistical measures and the qualitative were analyzed through organizing and giving shape to the responses of interviews by selecting words of expressions.

The data were collected from a total of 616 respondents via questionnaire. To this end, a total of 641 questionnaires were distributed to 438 students and 203 teachers. The rates returnees of the questionnaires were 420(95.89%) from students and 196 (96.55%) from teachers were returned and used, while the remaining 25 (4.05%) of the respondents did not complete and return the questionnaire given to be filled by them. Moreover, 18 principals including vices, 10 supervisors and 10 woreda officials were interviewed. In general, this chapter organized the views (characteristics) of respondents and the presentation of analysis of data and its interpretation.

### **4.1. Characteristics of Respondents**

The two groups of respondents were asked to indicate their background information. The details of the demographic of the respondents are given in Table 3 below. Five relevant demographic variables of the respondents were gathered as background information. These are sex, age, qualification of field, level of education and total service years. These characteristics of the respondents were summarized below.

**Table 3: Demographic characteristics of the respondents**

No	Items	Respondents				Total	
		Students		Teachers		N	%
		N	%	N	%	N	%
1.	Sex						
	Male	302	71.9	178	90.8	480	77.9
	Female	118	28.1	18	9.1	136	22.1
2.	Age						
	Below 20	385	91.7	-		385	62.5
	21-30	35	8.3	104	53.1	139	22.6
	31-40	-		72	36.7	72	11.7
	41-50	-		17	8.7	17	2.8
	Above 50	-		3	1.5	3	0.4
3.	Educational status						
	Grade 9	248	59			248	40.3
	Grade 10	172	41			172	27.9
	TTI	-		-		-	
	Diploma			18	9.2	18	2.9
	BA/BSc/Bed	-	-	156	79.6	156	25.3
	MA/MSc/Med	-	-	22	11.2	22	3.6
4.	Service Year						
	1-2 years	-	-	12	6.1	12	1.9
	3-5 years	-	-	54	27.6	54	8.8
	6-8 years	-	-	25	12.8	25	4.1
	9-11 years	-	-	61	31.1	61	9.9
	12-14 years	-	-	21	10.7	21	3.4
	15-17 years	-	-	7	3.6	7	1.2
	18 and above years	-	-	16	8.1	16	2.7

N-frequency

Regarding sex of respondents as shown in Table 3, among 196 teachers, 178 (90.8%) were and among 420 students, 302 (71.9%) were male. Moreover, 6 (75%) of vice principals and all the school principals were male. All the sample woreda education office officials and supervisors were male. On the other hand, as presented under item 1 of the table, both female teachers and students participation in teaching and learning activities in secondary schools in Arsi Zone was very low. This indicates that gender participation to secondary school education in the study area is found to be disproportional with males. It can also be seen that no female was participating as principal, supervisor and woreda education officials in secondary schools of the zone under the study. Supporting this finding, MoE (2006) reported that women are severely underrepresented in leadership position at all

levels in the education sector in all regions of Ethiopia.

Likewise, under item 2 of the same Table, the age of the majority of the students was below 20 years old which is 385 (91.7 %) of the total sampled students, and only 35 (8.3%) students were in the age range of 21 – 30 years old and most teachers were found between the age range 21 – 30 years old that is 104(53.1%). 17(94.4%) school leaders including vices fall in the age ranges of 26 – 35 years old. Similarly, 8 (80%) woreda officials were in the age range of 31 – 40 years old which means they were relatively old. The age ranges indicate that most respondents were elders and only a few are young.

As shown in Table 3 under item 3 the levels of educational attainment of the sampled respondents were 248(59%) grade 9 students and 172(41%) grade 10 students. Among 196 teachers, 156(79.6%) are BA/Bsc degree holders. From this one can understand as most of teachers were degree holders. The guideline of MoE (1994) has indicated that secondary school teachers should have a minimum of first degree. This may have a positive effect on teaching and learning process in general and their involvement in CCAs in particular.

Likewise, only 2 principals that were MA degree holders in school leadership and 2 supervisors were MA degree holders in educational planning and management to which the leading position concerns. According to the recruitment and assignment criteria indicated in the document of MoE(1994), secondary school principals and supervisors are required to have second degree in the required field study like school leadership, educational administration, educational management, and educational leadership.

The data indicated that Master degree holders were few of the total respondents. This may alarm to the government officials who work for quality education. Out of ten principals and eight vice principals, 2(11.11%) of them were trained in leadership. Since, leadership requires knowledge and skill of the field, effectiveness of leadership may not be realized with this less trained school leaders. This may clearly show that most of the principals of secondary schools of the zone were professionally untrained and they may lack managerial skills in order to involve teachers in various issues of school like CCAs through applying effective management skills such as planning, communication, delegation, empowerment, and so on. Moreover, interview conducted with WEO experts, principals and vice



principals revealed that principals short-term training that related to management area was not satisfactory. It can be said that school principals were assigned to the position without having management qualification and/or the necessary training that would enable them to improve the implementation of CCAs to enhance teaching learning activities of their school.

Regarding the experience of teacher respondents shown under item 4 of Table 3, most teachers were experienced that is 61 (31.1%) in the service year range of 9–11 years. The experiences of most woreda education office experts, school principals and supervisors were 11years and above. From this, it is possible to generalize that most of the respondents were well experienced.

#### **4.2. Organization of Co-curricular Activities**

The respondents were asked to rate how CCAs were organized in their school .Each of the question was rated in a 5– point Likert scale ranging from strongly disagree(1)to strongly agree(5). For the purpose of analysis, the grand mean score obtained from the data were interpreted as follow, 4.5-5.0 for very high, 3.5-4.49 high, 2.5-3.49 - moderate, 1.5-2.49 low and 1.0-1.49 very low.

Table 4: Responses on the organization of co-curricular activities

No	Questions	Respondents				WM	SD	t-value	P-value
		Teachers		Students					
		Mean	SD	Mean	SD				
1.	Co-curricular activities are organized as guiding principle	2.02	1.167	2.00	1.290	2.00	1.251	.19	0.851
2.	All co-curricular activities have rules and regulations	4.15	0.995	4.21	1.144	4.19	1.098	-.64	0.520
3.	Each co-curricular activities have a clear plan	2.34	1.381	2.33	1.460	2.33	1.434	.03	0.976
4.	The process of preparation of plan for co-curricular activities include students, teachers and school principals	2.21	1.208	2.15	1.405	2.17	1.345	.49	0.624
5.	All students participate in at least three clubs	2.94	1.299	3.35	1.399	3.22	1.380	-3.45	0.001
6.	There is regular schedule of implementation for each club activities	3.50	1.183	3.90	1.234	3.77	1.231	-3.77	0.000

*Key: M= Mean WM= Weighted mean SD= Standard Deviation, Mean value 4.50-5.00= very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and 1-1.49= very low at  $p>0.05$ ,  $t_{cr}= 1.96$ ,  $df=614$*

With regard to item 1 of Table 4, respondents were asked to rate whether CCAs were organized as guiding principle. Accordingly, teachers with mean 2.02(SD =1.167) were disagree on the issue and students with the mean 2.00(SD = 1.29) were also responded as CCAs were not organized as guiding principle. The weighted mean indicates that 2.00 (SD= 1.25) which is less than the moderate value (2.5-3.49). Organization of CCAs is rated low performance when comparing with the mean set as demarcation. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.19$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two groups on organization of CCAs,  $t(614) = 0.19, P>0.05$ . Similarly, the

response collected from the interviewed school principal also confirmed as CCAs were not organized as guiding principle. Similarly, One interviewed supervisor said:

*... in our woreda secondary schools, there is no any written guideline for organization of CCAs. The schools organize clubs as they like. For example, the number of clubs those organized in secondary schools of our woreda was not equal in number. One secondary school organized 10 clubs while the other three have less than 8 clubs in the academic year.*

Thus, it can be said that CCAs were not organized as guiding principle in secondary schools of Arsi zone.

Regarding the rule and regulation of CCAs on item 2, teacher and students with means 4.15 (SD = 0.995) and 4.21 (SD= 1.144) respectively were agreed on CCAs have rule and regulation. The weighted mean indicates that 4.19(SD= 1.098) which shows high level. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.64$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be found that there was no statistically significant mean difference between two groups on clubs having rule and regulation,  $t(614) = 0.64, P > 0.05$ . Similarly, document analysis indicated that; on most of the school CCAs meeting minutes there were governing rules and regulations but they are not functional. In relation to this one school principal said:

*...in our school at the beginning of the year all clubs formulate their governing rules and regulations but this does not go beyond keeping as a document. Nobody remember it and apply these rules and regulations during implementation.*

Thus, from this it can be concluded that most of the clubs have rules and regulations which were not changed in to practice.

The responses from teachers and students on plan of CCAs shows that it performing at low level. This is because the mean value from the two groups was 2.34 (SD= 1.381) and 2.33 (SD= 1.460) respectively with weighted mean value were 2.33(SD=1.434). The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.03$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) =$

1.96. Therefore, it could be concluded that there was no statistically significant mean difference between two groups on clear plan of CCAs,  $t(614) = 0.03, P > 0.05$ . Additionally, The plan of most clubs that organized in schools were observed by the researcher, the plans have no time of implementation, clear objective and not approved by the concerned body (club head, principal/vice principal). In line with this, one school principal said:

*Most of our school clubs plans were copied from the previous year's plan. They didn't prepare new plan by generating new idea year to year and the plans were not clear in terms of time of implementation, not measurable, did not included all the components of a plan.*

Similarly, the study of Demise (2014) stated that, all the undergoing CCAs in the schools have plan but most of them are inactive. From this we can judge that there is no clear plan for co-curricular activities in most secondary schools of Arsi zone.

Concerning as the process of planning CCAs including the concerned bodies is rated as low performance level. This was concluded from the mean values from of teacher and students 2.21(SD=1.208) and 2.15(SD=1.405) respectively and overall mean 2.17(SD=1.345). To confirm the significance difference among teacher and students t-test was implemented. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.49$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it was found that there was statistically significant mean difference between two groups on the process of planning CCAs,  $t(614) = 0.49, P > 0.05$ . One vice Principal said:

*In our school all academic and non- academic (Department, clubs and different committees) plan for the academic year was prepared at the end of the last year. The planning process does not include teachers, students and other concerned body. Only the coordinators of non-academic activities and subject teachers prepared the plan. Our (Principal/Vice principal) role here is approving the prepared planes.*

From the above one can conclude that the process of planning for CCAs in schools did not included the implementers (students, teachers, school principals). The plans were prepared only by club coordinators.

As it can be seen from the responses of the item 5 of Table 4, teachers and students moderately agreed that all students participate in at least three clubs and the mean value are 2.94 (SD=1.299) and 3.35 (SD=1.399) respectively and the weighted mean 3.22(SD=1.380). The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 3.45$  which is greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically significant mean difference between teachers and students on students' participation in at least three clubs,  $t(614) = 3.45, P < 0.05$ . Students accepted more than teachers in relation to the issue on the item. Besides this fact, from the document review it was identified that most of the students are participating in less than two clubs in most sample schools. Supporting this, teachers on open ended question responded as students participate most of the time only in clubs those have good implementation performance like sport and environmental protection clubs. Similarly, one vice principal said:

*In our school we invite students to participate in every club they like but most students registered in only one or two club or not at all because especially students those are high achievers academically have a negative attitude for CCAs they consider it as time consuming task.*

From the above we can conclude that most secondary school students of Arsi zone were not participating in at least more than three clubs.

Item 6 of Table 4 is about regular schedule of implementation of club activities. The respondents' responses were agreed as there is a regular schedule for implementing each club activities. The mean values of teachers and students are 3.50(SD=1.83) and 3.90 (SD=1.234) respectively. The weighted mean is 3.77(SD=1.231). In addition to this t-value at  $\alpha = 0.05$ ,  $t(614) = 3.77$  which is greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically a significant mean difference between two groups about regular schedule of CCAs,  $t(614) = 3.77, P < 0.05$ . Students accepted more than teachers about regular schedule of implementation of CCAs. Besides this fact, during document analysis also the researcher observed that the annual schedule was posted in most vice director office but the implementation report was not regular as the schedule. Thus, it can be sum up that most of clubs have regular schedule of

implementation of their activities but their implementation was low. In line with this, Rahel(2012) research identified that, although clubs have regular implementation schedule, their implementation was not functional.

**Table 5: Response of teachers on organization of co-curricular activities**

No	Questions	Measures	Respondents					AM	SD
			Teachers						
			SDA	DA	UN	A	SA		
1	There is a clear guiding principle to organize co-curricular activities	F	52	100	9	29	6	2.16	1.075
		%	26.5	51	4.6	14.8	3.1		
2	Co-curricular activities are included in the school academic annual plan	F	11	9	19	104	53	3.91	1.026
		%	5.6	4.6	9.7	53.1	27		
3	All clubs have their own governing rules	F	13	19	21	77	66	3.83	1.187
		%	16.6	9.7	10.7	39.3	33.7		

\* *M- mean, AV= Average mean and F=Frequency, SD=Standard Deviation SDA= strongly disagree (No important), DA= Disagree(Less important). UN= Undecided (Moderately important) A= Agree (Important) and SA= strongly agree (Highly important)*

The table 5 item 1 shows about the presence of clear guiding principle to organize co-curricular activities, 100(51%) said disagree, 52(26.5%) said strongly disagree and only 6(3.1%) of teachers said strongly agree, with total mean value 2.16 and standard deviation 1.075 which is low level of agreement. Similarly, the researcher tried to get the guiding principles from woreda education office. As a result there was no any manual regarding to CCAs. As it can be renowned that there is no clear guiding principle to organize CCAs

As per table 5, item 2, from the respondents, 9(4.6%) teachers rated were disagree, and 11(5.6%) of teachers rated as strongly disagree. Whereas, out of the total respondents, 19(9.7%) responded as undecided, 53(27%) as strongly agree and 104(53.1%) as agree respectively with the total mean of 3.91(1.026). Which shows co-curricular activities was included in the school academic annual plan. Document analysis also supports this idea but in budget allocated, and time of implementation does not identified. So, from the data the researcher concluded that most of secondary schools of Arsi zone are included co-

curricular activities in their school academic annual plan.

In response to item 3 table 5, and the researcher requested the respondents as all clubs have their own governing rules or not. Accordingly, 77(39.3%) and 66(33.7%) of teachers responded as agree and strongly agree respectively. In the same item from the responses, 21(10.7%) teachers respectively rated as undecided. Moreover, out of the total respondents, only 13(16.6%) rated as strongly disagree. The total mean was also 3.83(SD=1.187). This implies that most of the secondary school of Arsi zone's clubs have their own governing rules. Additionally, the researcher tried to observe the rules and regulations of clubs on their minute. As a result most of the clubs have their own rules and regulations but the implementation of these rules and regulations was very low.

### 4.3. The Status of Implementation of Co-Curricular Activities

Table 6: Responses on the status of implementation of co-curricular activities

No	Questions	Respondents				WM	SD	t-value	P-value
		Teachers		Students					
		Mean	SD	Mean	SD				
1.	Students select the type of clubs they want to join voluntarily	4.39	1.034	4.57	0.912	4.51	0.955	0.03	0.975
2.	The school co-curricular activities are working effectively as its plan and schedule	2.40	1.322	2.22	1.439	2.28	1.404	1.44	0.151
3.	Teachers participate in co-curricular activities actively	2.46	1.344	2.39	1.475	2.41	1.434	.54	0.592
4.	School leaders give appropriate attention for the practice of Co-curricular activities	2.08	1.160	2.09	1.271	2.09	1.236	-.15	0.881
5.	The allocation of resource for co-curricular activities are enough	2.51	1.170	3.05	1.272	2.87	1.264	-4.72	0.000
6.	The clubs established in the school are working cooperatively with one another	2.94	1.420	2.59	1.470	2.70	1.462	2.85	0.005
7.	Students who participated in CCAs are developing their skill	2.65	1.453	2.55	1.520	2.58	1.501	.80	0.427
8.	Co-curricular activities are implemented well and it is satisfactory	2.47	1.382	2.44	1.502	2.45	1.463	.26	0.797

*Key: M= Mean WM= Weighted mean SD= Standard Deviation, Mean value 4.50-5.00= very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and 1-1.49= very low at  $p>0.05$ ,  $t_{cr}= 1.96$ ,  $df=614$*

Item 1 of table 6 depicted that, the mean value of teachers and students 4.39( SD =1.034) and 4.57 (SD = 0.912) with weighted mean 4.51(SD = 0.955) which they agreed at high level of performance in terms of giving chance for students to select the type of clubs they want to join voluntarily. This shows high performance since it falls under the range of very high. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.03$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two



respondents about students' selection of club in which they went to join,  $t(614) = 0.03, P > 0.05$ . Similarly, one principal said:

*...our school has no any limitation on participating students.in any clubs in which they want to participate. They can register and participate in any club they like depending on their interest in reverse there is no an interest of students to participate in clubs because they think as their club participation affects their study time.*

From this it can be concluded as most of secondary schools invite students to select the type of clubs they want to join voluntarily.

The mean scores of teacher and student respondents on whether the school CCAs are working effectively as their plan or not was found on the range 2.40(SD = 1.322) and 2.22 (SD = 1.439) respectively with is low performance. The weighted mean was also 2.28 (SD = 1.404), this implies that secondary school co-curricular activities did not work effectively as its plan and schedule. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 1.44$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the implementation of CCAs as their plan,  $t(614) = 1.44, P > 0.05$ . This means both teachers and students agreed that school CCAs are not working effectively as its plan and schedule. By supporting this the feedback of Arsi Zone education office 2009 E.C six months report indicated that the implementation of CCAs in most woredas was under the plan of the zone except Robe, Dodota and Tiyo woredas. Similarly, one supervisor said:

*I am supporting five secondary schools including one preparatory school in my woreda. The monthly report of all secondary schools in this woreda was analyzed monthly. In most secondary schools monthly report, there is false or no any report regarding the implementation of CCAs because of no regular implementation.*

From this it can be summarized as most of the secondary schools of Arsi zone co-curricular activities did not work effectively according to its plan and schedule.

As it was portrayed in Table 6 item 3, the mean scores of the two groups of respondents (teacher and students) were 2.46 (SD = 1.344) and 2.39(1.475) respectively, with weight mean of 2.41 (SD = 1.434) in relation to teachers participation in co-curricular activities actively. The result shows low performance. On the other hand, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.54$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents about students' selection of club in which they went to join,  $t(614) = 0.54, P > 0.05$ . In line with this, one school principal said:

*...most of the teachers in our school are not willingly participating in CCAs. The reasons are: they are busy with tutorial class, considering CCAs as extra work, the schedule for CCAs are in opposite shift of their working time they haven't an interest to come to school in opposite shift.*

From this it is concluded that the teachers' participation in CCAs was found at low level as compared to the needed standards arranged by MoE.

As can be seen from the same table of item 4, whether the school leaders give appropriate attention for the practice of co-curricular activities or not, the mean score of teachers and students is low level of giving attention (the mean values are 2.08(SD = 1.160) and 2.09(SD = 1.271)) respectively. The weight mean of 2.09 (SD =1.236) indicates low attention of school leaders to implementation of CCAs. In descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.15$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it was found that there was no statistically significant mean difference between the two respondents about the attention of school leaders towards CCAs,  $t(614) = 0.15, P > 0.05$ . During interview supervisors criticized school principals as they were not able to give appropriate attention for CCAs starting from organization to evaluation. To counter check the document analysis of school CCAs plan, implementation report and evaluation mechanisms indicated that even if there is a plan on paper at the secondary schools, there was less follow up and providing feedback for CCAs at all. One school principal said:

*I don't have much time to support, evaluate and provide feedback for CCAs since I give attention for activities that woreda education office gives high attention like 1-5 team work, minimization of dropout of students, different meetings and discussions and capacity building activities. Similarly, one supervisor said: most school leaders do not give attention for CCAs since they are not evaluated with such activities at woreda and zonal level their evaluation is mostly on 1-5 team work, improving of students achievement, minimizing of dropout rate and other urgent issues.*

In general, one can conclude that the role of CCAs for improving secondary school education was forgotten by school leaders.

The responses from teachers and students on allocation of resource for CCAs shows that as performing at moderate level this is because the mean values from the groups was 2.51( SD= 1.170) and 3.05( SD =1.272) respectively, with weighted mean 2.87( SD= 1.264). In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 4.72$  which is much greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it was found that there was statistically significant mean difference between two respondents on allocation of resources for implementation of CCA,  $t(614) = 4.72, P < 0.05$ . Students are more supporting than teachers to the issue as the allocation of resource for CCAs are sufficient. Even though there is slight mean difference among respondents, based on the grand mean value, we can say that the allocation of resource for CCAs is moderate. From this one can guess that the allocations of resource for co-curricular activities are not enough, since the level of agreement was moderate.

As expressed in the research work of Balkhu, (2004) there is the shortage of appropriate physical facility, the problem of availability of teachers' guide and resource books are factors not to practice CCAs in the school compound. Most CCAs are practical skills and practices, supportive materials were needed to practice. Shortage of guiding books and materials might be the reason of students and teachers not to be enthusiastic to participate in CCAs (Mekonin, 2015). To check the existed facilities for CCAs, researcher conducted practical checking on the spot. It was observed that most of sample schools hadn't enough resources for CCAs.

Item 6 of the above table depict that the grand mean score is 2.70(SD= 1.462), which shows that cooperation among clubs is at moderate level. The mean scores of teachers, 2.94(SD= 1.420) and that of students is 2.59(SD= 1.470) and also, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 2.85$  which is greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically significant mean difference between two respondents about cooperative working of clubs in secondary schools,  $t(614) = 2.85, P < 0.05$ . Besides this, during interview one of the principal stated as there was no coordination among clubs in their school. Similarly, the principal of one secondary school said:

*In our school mini-media and language clubs are working cooperatively by adjusting their schedule of implementation together the others are not working with each other.*

This was also confirmed during document analysis. Depending on this it can be conclude that the clubs established in the school are working cooperatively with one another at moderate level.

Item 7 of Table 6 depicted that, the mean value of teachers and students 2.65(SD =1.453) and 2.55(SD = 1.520) which they agreed at moderate level of performance in terms of students' participation in CCAs for developing their skill respectively. The grand mean was 2.58(SD = 1.501). On the other hand, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.80$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teacher and student respondents,  $t(614) = 0.80, P > 0.05$ . From this it can be concluded as most of secondary schools students who were participated in CCAs are developing their skill. In line with this, Darling (2005) investigated that, the achievement level of the students who participated in co-curricular activities with those who did not take part in such activities and concluded that students showed higher academic ambitions, better academic attitudes as well as skilled full as compared to those who did not participate in extracurricular activities in any way. Gardner (2008) also found that involvement in planned activities is positively linked with academic and psychomotor success as well as associated with occupational success to some extent in adolescences.

From the data in Table 6 item 8, the mean scores of teacher and student respondents on the current status of CCAs range 2.47(SD = 1.382) and 2.44 (SD = 1.502) which shows moderate performance. The average mean was also 2.45(SD= 1.463), this implies that secondary school co-curricular activities are implementing moderately. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.26$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it was found that there was no statistically significant mean difference between two respondents about students' selection of club in which they went to join,  $t(614) = 0.26, P > 0.05$ . From document of implementation of CCAs the researcher observed that there was less/ no implementation report of CCAs in most selected secondary schools. From this it can be summarized as most of the secondary schools of Arsi zone co-curricular activities are implemented moderately.

Table 7: Response of teachers on implementation co-curricular activities

No	Questions	Measures	Respondents					AM	SD
			Teachers						
			SDA	DA	UN	A	SA		
1.	Clubs advertise students to increase their participation	F	27	34	29	78	28	3.53	1.102
		%	13.8	17.3	14.8	39.8	14.3		
2.	The implementation of co-curricular activities are supported, monitored and evaluated well	F	85	53	24	31	3	3.32	1.000
		%	43.3	27	12.2	15.8	1.57		
3.	Participating in co-curricular activities are assumed as time killer activity by teachers	F	17	29	25	60	65	2.48	1.349
		%	8.7	14.8	12.8	30.6	33.2		

\* *M*- mean, *AV*= Average mean and *F*=Frequency, *SD*=Standard Deviation *SDA*= Strongly disagree (No important), *DA*= Disagree(Less important). *UN*= Undecided (Moderately important) *A*= Agree (Important) and *SA*= Strongly agree (Highly important)

The Table 7 item 1 shows about the advertising of club, 78(39.8%) said agree, 28(14.3%) said strongly agree and the rest 29(14.8%), 27(13.8) and 34(17.3%) of teachers said undecided, strongly disagree and disagree respectively with total mean value 3.53 and standard deviation 1.102. As it can be distinguished that the majority of the respondents have an agreement that most clubs advertise students to increase their participation.

As per Table 7, item 2, from the respondents, 53(27%) teachers rated as disagree, and 85(43.3%) of teachers rated as strongly disagree. Whereas, out of the total respondents, 24(12.2%) responded as undecided, 31(15.8%) as agree and 3(1.57%) as strongly agree respectively with the total mean of 3.32(SD=1.000). Which shows the implementation of co-curricular activities are supported, monitored and evaluated moderately. So, from the data the researcher concluded that in most secondary schools of Arsi zone, co-curricular activities implementation were supported, monitored and evaluated moderately.

In response to item 3 Table 7, and the researcher requested the respondents as participating in co-curricular activities are assumed as time killer activity. Accordingly, 65(33.2%) and 60(30.6%) of teachers responded as strongly agree and agree respectively. In the same item from the responses, 29(14.8%) teachers rated as disagree. The total mean was also 2.48(SD=1.349). This shows that participating in co-curricular activities was assumed as time killer activity via teachers. In line with this on the open ended question teachers were responded as participation in CCAs consume their time of working another activities.

#### 4.4. Performance of Clubs In terms of providing Services for school community

Table 8: Evaluation of the practices of clubs based on the services provided for students, teachers and school

No	Questions	Respondents				AM	SD
		Teachers		Students			
		Mean	SD	Mean	SD		
1.	Environmental protection	3.49	1.217	3.42	1.154	3.44	1.174
2.	Sport	3.57	1.076	3.90	1.160	3.80	1.144
3.	Red-cross	2.31	1.261	2.45	1.314	2.40	1.298
4.	Girls club	3.33	1.084	3.47	1.088	3.43	1.088
5.	Civics and Ethics	2.30	1.295	2.40	1.376	2.37	1.350
6.	Mini media	3.60	0.968	3.69	1.033	3.66	1.013
7.	Anti HIV/AIDs	2.50	1.143	2.22	1.164	2.31	1.164
8.	Science and Technology	2.43	1.285	2.40	1.292	2.41	1.289

Key: M=mean SD =standard deviation

Concerning the practices of clubs based on the services they provided for students, teachers and secondary schools of Arsi zone, the sport club and mini media clubs were the major ones. This is shown with respondents' response with the average mean of 3.80(SD=1.144) and 3.66(SD= 1.013) for sport club and mini media club respectively. This implies these two clubs have practiced and contributed more as compared with the rest clubs. In contrast the clubs with poor performance in terms of services provided for students, teachers and school were anti HIV/AIDs, civics and ethical education, science and technology and Red Cross with the average mean of 2.31, 2.37, 2.41 and 2.40 respectively because these clubs were supported by NGO's in most secondary schools. From this it is easy to summarize anti HIV/AIDs, civics and ethical education, science and technology and Red Cross clubs are known for poor performance in terms of services provided for students, teachers and school. From this most school were not gained what they have to provide for school communities.

As the study of Broh (2002) revealed, the implementation of CCAs in schools tend to take greater advantages for their own learning; they learn from one another as well as their instructors. In addition, co-curricular activities promote personal growth, physical and mental health, academic achievement, social and cultural awareness, and help students formulate short- and long-range goals. Successful co-curricular programs encourage the development of friendships, a sense of belonging, enhanced intellectual awareness, improved academic performance, an appreciation of different perspectives, and close interaction with faculty and staff members who really care about students.

#### 4.5. Time spent on co-curricular activities per week

**Table 9: Responses on the time spent on co-curricular activities per week**

Time spent per week	Respondents				Total	
	Students		Teachers		N	%
	N	%	N	%		
Less than 1 hour	163	42.9	101	51.5	264	42.9
1 hour	88	21	47	24	135	21.9
2 hours	87	20.7	27	13.8	114	18.5
3 hours	51	12.1	18	9.2	69	11.2
more than 3 hours	31	7.4	3	1.5	34	5.5

N= frequency

As described in table 9 the respondents reported as most of the respondents were spent their time less than 1 hour per week in CCAs 264 (42.9%). But, according to Daniel (2009), all students are strongly encouraged to participate at least three hours per week, activity in clubs they want to involve themselves according to their interest and it helps them to know their hidden talents From the above we can conclude that most students and teachers in Arsi zone spent less than one hour per week on CCAs.



#### 4.6. The role of co-curricular activities in promoting teaching learning activities

Table 10: Responses on CCAs in promoting teaching learning activities

No	Questions	Respondents				WM	SD	T-value	P-value
		Teachers		Students					
		Mean	SD	Mean	SD				
1.	Co-curricular activities can develop students mentally, physically, socially and psychologically	4.29	1.058	4.34	1.099	4.32	1.084	0.14	0.710
2.	Co-curricular activities can support the course of learning in the class and fill the gap of the formal curriculum to produce creative students	4.26	0.829	4.50	0.795	4.43	0.813	0.09	0.767
3.	Co-curricular activities attract students to the school and decrease dropout rate	4.00	1.078	4.24	1.058	4.16	1.069	0.02	0.892
4.	Co-curricular activities can develop leadership skill of students	3.58	1.354	3.85	1.463	3.76	1.434	1.74	0.188
5.	Participating in different clubs can enhance students' achievement	4.23	0.892	4.43	0.841	4.36	0.862	0.31	0.580
6.	Co-curricular activities can develop motivation of students for learning	4.37	0.647	4.52	0.782	4.47	0.745	0.47	0.495
7.	Co-curricular activities can develop team spirit among teachers and students	4.34	0.816	4.55	0.825	4.48	0.810	0.62	0.430
8.	Co-curricular activities can supplement the formal curriculum	4.19	0.781	4.51	0.800	4.41	0.810	0.85	0.771
9.	Co-curricular activities initiate the students to forecast their future occupation	4.22	0.766	4.47	0.732	4.39	0.751	0.12	0.732
10.	Students involve in CCAs activities are sociable and disciplined than others	4.17	0.855	4.43	0.831	4.35	0.846	0.58	0.447
11.	CCAs can promote the problem solving ability of students	4.21	0.813	4.50	0.619	4.41	0.699	7.45	0.007
12.	CCAs can build positive culture in the schools.	4.26	0.817	4.54	0.731	4.45	0.770	2.78	0.096
13.	Realizing the participation of CCAs can improve community participation	4.15	0.886	4.50	0.689	4.39	0.774	1.23	0.267

**Key:** *M= Mean WM= Weighted mean SD= Standard Deviation, Mean value 4.50-5.00= very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and 1-1.49= very low at  $p>0.05$ ,  $t_{cr}= 1.96$ ,  $df=614$*

As the role of CCAs to develop students mentally, physically, socially and psychologically, Table10 item 1 depicts that the teacher and students mean scores were 4.29(SD = 1.058) and 4.34(SD = 1.099) respectively, with weighted mean of 4.32(SD = 1.084). This shows that the contribution of CCAs in developing students mental, physical, social and

psychological was high. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.14$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents about the role of CCAs on mental, physical and psychological development,  $t(614) = 0.14, P > 0.05$ . Supporting this, Sabrine (2009) insisted, co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. So, from the data the researcher concluded that the co-curricular activities can develop students mentally, physically, socially and psychologically.

As indicated in Table 10 item 2, the respondents' agreements or disagreements as CCAs can support the course of learning in the class and fill the gap of the formal curriculum to produce creative students. Hence, the mean scores of the teacher and student respondents were 4.26(SD = 0.829) and 4.50(SD = 0.795) respectively high rate, with weighted mean of 4.43(SD = 0.813) which indicates high rate agreement on the issue. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.09$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it was found that there was no statistically significant mean difference between two respondents about the item,  $t(614) = 0.09, P > 0.05$ . So, it is possible to sum up that the idea that CCAs support the course of learning in the class and fill the gap of the formal curriculum to produce creative students become accepted at high rate. Similarly, literatures revealed that co-curricular activities were good for the teacher student relations and in the presence of these activities students performed better in studies and teachers get more time to understand their students. The informal situation set up in CCAs provides opportunity for the teachers and students to work together in friendly relationship this foster the schools to work more effectively (Karlin and Berger, 1971).

On item 3 of the above table, the mean score of teacher and students respondents was 4.00(SD = 1.028) and 4.24 (SD = 1.058) respectively and the grand mean 4.16(SD = 1.069)

which shows high level performance. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.02$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents about the item,  $t(614) = 0.02, P > 0.05$ . So, it is summarized that the idea that CCAs attract students to the school and decrease dropout rate is become accepted at high rate. Similarly, According to Barnett and Weber (2008), there is a wealth of research which has documented the positive effects of extracurricular recreational involvement on pre- and adolescent functioning as well as deterring negative effects of dropping out of school or becoming involved in CCAs.

Concerning item 4 in the same table, as CCAs can develop leadership skill of students was also rated by each group of the respondents. The mean scores of the teacher and student respondents were 3.58 (SD = 1.354) and 3.85 (SD = 1.463) respectively. The grand mean 3.76 (SD 1.434) indicates that CCAs can highly develop leadership skill of students. Moreover, the comparison of mean at t-test value at  $\alpha = 0.05$ ,  $t(614) = 1.74$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the role of CCAs in developing students' leadership skill,  $t(614) = 1.74, P > 0.05$ . Similarly, Katzenbach and Smith (1993) mentioned that, for the leader to go the extra lengths to "celebrate the victories of the teams in your organization" People, who have participated in athletics, extracurricular, or co-curricular activities involving teams, have likely been engaged in leadership opportunities which involved both team building and team-development experiences and have likely had leadership modeled for them throughout their engagement. Moreover, Maxwell (1993) also referred to what he called the Learned Leader, one that has seen leadership modeled most of their life, has learned leadership through training, and has had self-discipline to be a great leader, indicating all three qualities were acquired. So, from the data the researcher concluded that the Co-curricular activities can develop leadership skill of students highly.

Item 5 of the above table shows that the mean values of teachers and students are 4.23 (SD = 0.892) and 4.43 (SD = 0.841) respectively. The grand mean value, 4.36 (SD = 0.862) and the t-test result computed at  $\alpha = 0.05$ ,  $t(614) = 0.31$  which is much less than the critical

region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the role of CCAs in promoting students' achievement,  $t(614) = 0.31, P > 0.05$ . So that, we can decide that participating in different clubs can enhance students' achievement highly. Marsh and Kleitman (2002) found achievement levels went up as the percentages of participation of students in CCAs increased.

As can be seen from the above table item 6, the mean scores of teacher and students shows agree and strongly agree respectively (the mean values are 4.37(SD = 0.647) and 4.53(SD= 0.782)). The grand mean indicates that 4.47(0.745) that is high in level of agreement on the role of CCAs in developing motivation of students for learning. The mean difference was also confirmed by the t-test result, at  $\alpha = 0.05$ ,  $t(614) = 0.47$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the relation of participating in CCAs and students' motivation to learning,  $t(614) = 0.47, P > 0.05$ . From this it can be concluded that CCAs have a great role to enhance students' motivation for learning. Outcomes of studies have also indicated that involvement in co-curricular activities can be beneficial towards the motivation of student, college education, and grade levels, personal and interpersonal skills amongst others (Sabrine 2009).

On the above table item 7, it was depicted that the mean scores of teacher and students are 4.34(SD= 0.816) and 4.55(0.825) respectively. This shows that the importance of CCAs in developing team spirit among teachers and students is high. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.62$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the importance of participating in CCAs for developing team spirit,  $t(614) = 0.62, P > 0.05$ . The grand mean 4.48(0.810) is above average mean value (2.5-3.49). This indicates that CCAs have an important role for developing team spirit among teachers and students at high rate. The informal situation set up in CCAs provides opportunity for the teachers and students to work together in friendly relationship this foster the schools to work more effectively (Karlin and Berger, 1971). To sum up, co-curricular activities were good for the teacher student relations and in the presence of these activities

students performed better in studies. Teachers get more time to understand their students. They get to know different sides of their students other than studies. Teachers get advantages from them as they could help others with their ideas and presence.

Table 10 item 8 depicts that the mean scores of these groups of respondents were 4.22(SD =0.766) and 4.47(SD = 0.732) for teacher and students with weighted mean of 4.39 (SD= 0.751) that shows high level of agreement on the role of co-curricular activities in supplementing the formal curriculum. On the other hand the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.85$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the role of CCAs to support formal curriculum,  $t(614) = 0.85, P > 0.05$ . This implies that CCAs can supplement the formal curriculum. Similarly, Newman (2005) observed that, participation of secondary school students in co-curricular activities influence schools' development. Furthermore, participation of students in CCAs can determine success or failure in various aspects of schools such as students' dropout and repetition, overall teaching learning activities, improving students' academic achievement, educational aspirations and values of schools.

As it is indicated in Table 10 item 9 the mean scores of the students 4.22(SD= 0.766) and the mean scores of the teachers 4.47(SD = 0.732), with weighted mean of 4.39(SD = 0.751), this reveals that the expectation for initiating of CCAs to forecast future occupation of students was high. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.12$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the role of CCAs on students' future occupation,  $t(614) = 0.12, P > 0.05$ . The analyzed data shows that high expectation for benefit of the CCAs for estimating of students' future occupation. Similarly, Sabrine (2009) stressed the importance of preparing students for life in a world that is constantly changing and that to do so effectively require exposing students to liberal learning that will offer those ways to "grapple with the new and unscripted problems they can expect to find in every sphere of life".

It can be seen from table 10 item 10 that, students and teachers were asked to give their

level of agreement regarding the sociability and disciplinary of students those participated in CCAs. The mean score of students was 4.17(SD= 0.855) and that of teachers was 4.43(SD = 0.831) with weighted mean of 4.35 (SD = 0.846). The variation in responses was also confirmed by the t-test result, the t-test result t-value at  $\alpha = 0.05$ ,  $t(614) = 0.58$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the relationship between participation in CCAs and students' discipline,  $t(614) = 0.58, P > 0.05$ . From this it is concluded that students who involved in CCAs are more sociable and disciplined than others because the respondents agreed on it at high rate. In line with this, Hoffmann and Xu (2002) identified that, among these measures involving students in a host of co-curricular activities can diminishes involvement in delinquent behaviors such as violence and theft, although findings are inconsistent. From this we can conclude that, globally the role of student's discipline in quality education has been increasingly recognized. Accordingly, well-managed schools and classrooms are found to contribute to educational quality at secondary school. This can be realized through involving students in CCAs.

On the issue of the role of CCAs in promoting the problem solving ability of students, most of the teachers and students with the mean scores of 4.21(SD =0.813) and 4.50 (SD = 0.619) respectively with average mean of 4.41(SD = 0.699) agreed that at high level. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 7.45$  which is much greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically significant mean difference between two respondents on the item,  $t(614) = 7.45, P < 0.05$ . From this it can be judged that CCAs can promote the problem solving ability of students. According to Wagner (1999), co-curricular activities promote personal accomplishments and the development of interpersonal skills. Marsh & Kleitman (2002) also examined whether involvement in co-curricular activities affects academic achievement even when student's ability, school, personal and family characteristics and also other various aspects are controlled.

With regard to item 12 in the same table, the mean scores of teachers and students were 4.26(SD=0.817) and 4.45 (SD = 0.731) with weighted mean of 4.45(SD =0.770). In addition

to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 2.78$  which was much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the role of CCAs to build positive school culture,  $t(614) = 2.78, P > 0.05$ . These two groups agreed that CCAs can build positive school culture in the schools

Item 13 depicted that, the mean value of teachers and students 4.15(SD =0.886) and 4.50 (0.869) respectively and the grand mean, 4.39(0.774) by far greater than the average mean value. This falls under high level of performance. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 1.23$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the item,  $t(614) = 1.23, P > 0.05$ . Supervisors and school principals also supporting to the issue that participation of CCAs can improve community participation. CCAs help to create or improve effective communication between school and societies. Through these students develop further sensitivities to social needs and problems, and acquire a deeper sense of civic responsibility (Gallagher, 2001). Similarly, Setotaw(1998) stated “there are no better opportunities other than Co-curricular program that established close contact between school and community “ Through activities like parent day, sport competitions, exhibition and dramas etc school can easily catch the attention of local people for the betterment of school image. From this, it is concluded CCAs can improve community participation is found at high rate.

#### 4.7. Challenges of Implementation of Co-Curricular Activities

Table 11: Responses on challenges of implementation of co-curricular activities

No	Questions	Respondents				WM	SD	t-value	P-value
		Teacher		Students					
		Mean	SD	Mean	SD				
1.	There is awareness gap on the role of co-curricular activities for teaching learning among students	3.76	0.868	3.92	1.129	3.87	1.055	-1.71	0.087
2.	There is shortage of resource to implement co-curricular activities effectively	3.26	1.488	3.04	1.529	3.11	1.519	1.71	0.087
3.	There is lack of facilities in the school for exercising co-curricular activities	4.12	1.183	4.09	1.145	4.07	2.027	0.36	0.720
4.	Coordinators of co-curricular activities are assigned not on the bases of their interest	3.66	1.103	3.78	1.197	3.74	1.169	-1.14	0.256
5.	There is low interest of teachers about co-curricular activities	3.69	1.153	3.67	1.259	3.68	1.225	0.26	0.795
6.	Students participate in clubs primarily for the sake of certificate than developing their talent	3.73	1.236	3.74	1.210	3.74	1.218	-0.08	0.938
7.	Some teachers are not willing to work together with students	2.76	1.298	2.90	1.294	2.84	1.297	-1.56	0.119
8.	Considering only regular curricular activities are a means to an end for quality education among students and teachers	3.22	1.185	2.38	1.401	2.65	1.392	7.73	0.000
9.	There is less co-curricular support, monitoring and evaluation mechanism of school	3.85	1.302	3.98	1.256	3.94	1.271	-1.22	0.225
10.	There is lack of training on the importance of co-curricular activities	3.61	1.286	3.58	1.254	3.59	1.263	0.24	0.809
11.	There is less regular meeting and report of co-curricular committee	3.58	1.290	3.60	1.320	3.59	1.316	-0.22	0.823
12.	There is less attention of school for co-curricular activities	3.52	1.241	3.77	1.360	3.69	1.329	-0.10	0.320
13.	Less scenario of rewarding for active participants of co-curricular activities	3.58	1.218	3.88	1.311	3.79	1.280	2.70	0.007

*Key: M= Mean WM= Weighted mean SD= Standard Deviation, Mean value 4.50-5.00= very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and 1-1.49= very low at  $p>0.05$ ,  $t_{cr}= 1.96$ ,  $df=614$*



Table 11 item 1, asks whether awareness gap affects role of co-curricular activities for teaching learning activities. The mean scores were rated 3.76(SD=0.868) for teachers and 3.92 (SD=1.129) for students. The weighted mean is 3.87(SD=1.055). This revealed that awareness gap on the usage of CCAs has negative effects on its implementation. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 1.71$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondent on the item,  $t(614)= 1.71, P>0.05$ . This reveals that the mean for both respondent groups is in high scale which implies the awareness gap among students affect implementation of co-curricular activities highly.

Table 11 item 2 asked the respondents whether shortages of resources are affecting implementation of co-curricular activities. For the item the mean scores 3.28(SD=1.488) and 3.02(SD=1.529) were rated moderately by teacher and student respondents respectively. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 1.71$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents about the shortage of resource can affect implementation of CCAs,  $t(614) = 1.71, P>0.05$ . This is deduced to the weighted mean 3.11(SD=1.519) of the groups of respondents show their agreement as shortage of resource moderately affect implementation of co-curricular activities. The data obtained from interview of school principals indicated that there is shortage of resource such as material, time and budget since most of the CCAs organized in schools implemented by generating their own budget from their members. From the researchers' observation the teaching aids and materials like reference manuals, red cross materials, cleaning materials (soup, modes etc) laboratory instruments and chemicals, some model teaching aids, furniture, meeting halls, sport materials, computers etc were not fulfilled in some secondary schools due to: lack of school budget, separation of secondary schools from preparatory schools and lack of support from the woreda cabinets from the woreda budget. Additionally, one of the interviewees of the woreda education experts of CCAs focal person has replied that:

*We are providing awareness raising programs both for the students, teachers and communities at large about the role of CCAs to improve their talent. We are providing educational facilities like construction of additional classes, reference and textbooks, laboratory materials and other. The schools can use a budget for CCAs from their internal revenue.*

Therefore, from the data demonstrated above, it is possible to say that there is shortage of resource in the school to implement CCAs.

Lack of facilities was rated as high level. This is from the weighted mean result of 4.09(SD=1.16). The mean scores for teachers 4.12 (SD= 1.183) and students 4.09(SD=1.459) were rated high for both groups. In the independent sampled t-test computed, t-value at  $\alpha = 0.05$ ,  $t(614) = 0.36$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on lack of facilities challenging the implementation of CCAs,  $t(614) = 0.36, P > 0.05$ . This indicates both groups of respondents were highly agreed that lack of facilities in the school is a factor for the implementation of CCAs.

Table 11 item 4, asks whether or not coordinators of co-curricular activities are assigned based on their interest. The mean scores were rated 3.66(SD=1.103) for teachers and 3.78(SD=1.197) for students. The weighted mean is 3.74(SD=1.169). This revealed that coordinators of co-curricular activities were assigned not on the bases of their interest this may highly affect the implementation of co-curricular activities. On the other hand, t-value at  $\alpha = 0.05$ ,  $t(614) = 1.14$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 1.14, P > 0.05$ . As the response of one teacher on open ended question indicated, the reason why CCAs were not performed well is that coordinators of clubs were assigned without their skill and interest. For example in their school the coordinator of science and technology club is language teacher who have no interest to it.

Table 11 item 5 is a question asked the respondents whether low interest of teachers about co-curricular activities is among a factor affecting implementation of co-curricular activities. For the item the mean scores 3.69(SD=1.153) and 3.67(SD=1.259) were rated highly by teacher and student respondents respectively. In addition to the descriptive findings, t-value at  $\alpha = 0.05$ ,  $t(614) = 0.26$  which is much less than the critical value at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 0.26, P > 0.05$ . This is deduced to the weighted mean 3.11(SD=1.519) of the groups of respondents show as low interest of teachers about co-curricular activities were highly affecting implementation of co-curricular activities. From the above analysis, it can be deduced that the interest of teachers regarding to CCAs was weak and needs great improvement.

Table 11 item 6, requests to share their level of agreement whether students participate in clubs primarily for the sake of certificate than developing their talent is a factor or not. The mean scores for teachers 3.73 (SD= 1.236) and for students 3.74(SD=1.210) were rated high for both groups. The weighted mean score rated was found to be 3.74(SD=1.218). In the independent sampled t-test computed, t-value at  $\alpha = 0.05$ ,  $t(614) = 0.08$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between the respondents on the item,  $t(614) = 0.08, P > 0.05$ . This indicates both groups of respondents were highly agreed that students participate in clubs primarily for the sake of receiving certificate at the end of the year than developing their talent is a factor that affecting the implementation of the CCAs.

Regarding, to willingness of teachers to work together with students can affect implementation of co-curricular activities or not. The mean scores were rated 2.76(SD=1.298) for teachers and 2.90 (SD=1.13) for students. The weighted mean is 2.84(SD=1.297). This revealed that some teachers' unwillingness to work together with students affects moderately the implementation of co-curricular activities. Similarly, t-value at  $\alpha = 0.05$ ,  $t(614) = 1.56$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between the two groups of respondents on unwillingness of teachers,  $t(614) = 1.56, P > 0.05$ . This reveals that the mean for both respondent groups is in moderate scale which implies some teachers are not willing to work

together with students' affected implementation of co-curricular activities moderately. One principal said:

*I always invite/order teachers to help their students on their participation of CCAs. But most teachers cannot change into practice because they have no interest to work with them.*

From the data above, it can be stated that, the support of teachers to work cooperatively with students was not as expected from them and not match with the responsibility given to them.

Table 11 item 8 is a question asked the respondents whether considering only regular curricular activities are a means to an end for quality education among students and teachers found in sampled schools is a factor affecting implementation of co-curricular activities. For the item the mean scores 3.22(SD=1.185) and 2.38(SD=1.401) were rated moderate and low by teachers and students respondents respectively. This is deduced to the weighted mean 2.65 (SD=1.392) of the groups of respondents showed as moderate level.. In addition to this, t-value at  $\alpha = 0.05$ ,  $t(614) = 7.72$  which is much greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 7.72$ ,  $P < 0.05$ . This variation happens due to difference knowledge and experience on the item. Besides this, one vice principal said:

*...our school stands for quality education and producing creative citizens by providing tutorial class, makeup class, and fulfilling teaching materials such as reference books and laboratory equipment rather than killing their time with participating them in CCAs.*

This clearly shows that the perception of most of school community is that quality education can be realized only in regular curricular activity. Contradicting this, CCAs help students to strengthen the purpose of education, by implementing CCAs students can be responsible and develop different characters, such as critical thinking, social skills, and talents. It also offers students by making group of peers and adults who have interests and talents similar to their own. It is believed that unless balancing both the curricular and

co-curricular activities is done the very purpose of education would be left unrealized (Daniel, 2009). Therefore, from the data demonstrated above, it is possible to understand that considering only regular curricular activities are a means to an end for quality education among students and teachers affect the implementation of CCAs moderately.

Less support, monitoring and evaluation mechanism of school is a factor for implementation of CCA. The mean scores for teachers 3.85(SD= 1.302) and for students 3.98 (SD=1.256) were rated high for both groups. The weighted mean score rated was found to be 3.94 (SD=1.271). In the independent sampled t-test, t-value at  $\alpha = 0.05$ ,  $t(614) = 1.22$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be showed that there was no statistically significant mean difference between teachers and students on support, monitoring and evaluation of CCAs,  $t(614) = 1.22, P > 0.05$ . This indicates both groups of respondents were highly agreed that less co-curricular support, monitoring and evaluation mechanism of school was a factor for affecting the implementation of the CCAs. From this it is deduced that weak school principals, vice principals and club coordinators supporting, monitoring and evaluation mechanism was highly affected performance of CCAs.

Table 11 item 10, asks whether lack of training on the importance of co-curricular activities affects implementation of co-curricular activities or not. The mean scores were rated 3.61(SD=1.286) for teachers and 3.58(SD=1.256) for students which was high rate of agreement. The weighted mean is 3.59(SD=1.263). This revealed that lack of training on the importance of co-curricular activities highly affected the implementation of co-curricular activities. In the inferential statistics, the t-value at  $\alpha = 0.05$ ,  $t(614) = 0.24$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 0.24, P > 0.05$ . To substantiate the above discussion, the researcher conducted interviews with school principals, vice principals, Woreda education officers and supervisors. Accordingly, their response showed that lack of creation of awareness through different training can affect implementation of CCAs.

Table 11 item 11 is a question asked the respondents whether less regular meeting and report of co-curricular committee is a factor affecting implementation of co-curricular activities. For

the item the mean scores 3.58(SD=1.290) and 3.60(SD=1.320) were rated as high influenced by teacher and student respondents respectively. This is deduced to the weighted mean 3.59 (SD=1.316) of the groups of respondents show their agreement as less regular meeting and report of co-curricular committee among students and teachers affects implementation of co-curricular activities highly. On the other hand, t-value at  $\alpha = 0.05$ ,  $t(614) = 0.22$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 0.22, P > 0.05$ . Therefore, from the data demonstrated above, it is possible to understand that less regular meeting and report of co-curricular committee affect the implementation of CCAs at high rate.

Table 11 item 12 is a question asked the respondents whether less attention of school for co-curricular activities is a factor affecting implementation of co-curricular activities. For the item the mean scores 3.52(SD=1.241) and 3.77(SD=1.360) were rated high by teacher and student respondents respectively. And t-value at  $\alpha = 0.05$ ,  $t(614) = 0.10$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 0.10, P > 0.05$ . This is deduced to the weighted mean 3.69 (SD=1.329) of the groups of respondents showed their agreement as less attention of school for co-curricular activities highly affected implementation of co-curricular activities. Therefore, from the data verified above, it is possible to understand that less attention of school for co-curricular activities highly affected its implementation.

Table 11 item 13, requests to share their level of agreement whether less scenario of rewarding for active participants of co-curricular activities is a factor or not. The mean scores for teachers 3.58 (SD= 1.218) and for students 3.88 (SD=1.459) were rated high for both groups. The mean score rated was found to be 3.79(SD=1.280). In the independent sampled t-test, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 2.69$  which is much greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically significant mean difference between teachers and students on the item,  $t(614) = 2.69, P < 0.05$ . This indicates both groups of respondents were highly agreed that less scenario of rewarding for active participants of co-curricular activities is a factor for affecting the

implementation of the CCAs. This shows that most schools less scenario of rewarding for active participants of co-curricular activities for exercising co-curricular activities influences the implementation of CCAs highly.

Table 12: Response of teachers for challenges for co-curricular activities

No	Questions	Measures	Respondents					AM	SD
			Teachers						
			SDA	DA	UN	A	SA		
1.	Distorted report of club coordinators and school principals on implementation of co-curricular activities	F	17	15	24	81	59	3.76	1.209
		%	8.7	7.7	12.2	41.3	30.1		
2	Misunderstanding of CCAs as supplementary means for formal curriculum	F	3	40	37	72	44	3.58	1.094
		%	1.5	20.4	18.9	36.7	22.4		
3	High teaching load of teachers tends low participation in clubs	F	15	18	25	72	66	3.79	1.219
		%	7.7	9.2	12.8	36.7	33.7		

\* *M*- mean, *AV*= Average mean and *F*=Frequency, *SD*=Standard Deviation *SDA*= strongly disagree (No important), *DA*= Disagree(Less important). *UN*= Undecided (Moderately important) *A*= Agree (Important) and *SA*= strongly agree (Highly important)

The table 12 item 1 shows about how much inaccurate report of club coordinators and school leaders on implementation of co-curricular activities affect its better implementation, 81(41.3%) said agree, 59 (30.1%) said strongly agree and the rest 24(12.2%), 17(8.7%) and 15(7.7%) of teachers said undecided, strongly disagree and disagree respectively with total mean value 3.76 and standard deviation 1.209. As it can be seen that the majority of the respondents had an agreement that distorted report of club coordinators and schools on implementation of co-curricular activities affect better implementation of CCAs at high rate. In line with this, one woreda education official said;

*...most reports of activities including implementation of CCAs that are reporting from schools by school principals and supervisors are far from reality. The monthly reports those were reported by the same individual contradicts each other, this indicates that as their report is an assumption rather than reality.*

As per table 12, item 2, from the respondents, 72(36.7%) teachers rated were agree, and 44(22.4%) of teachers rated as strongly agree on as teachers do not recognize CCAs as supplementary means for formal curriculum. Whereas, out of the total respondents, 40(2.2%) responded as disagree, 37(18.9%) as undecided and 3(1.5%) as strongly disagree respectively with the total mean of 3.58(1.094). Which shows as teachers' negative perception on CCAs as supplementary means for formal curriculum affected its implementation in secondary schools of Arsi Zone. So, from the data the researcher decided that implementation of CCAs in most secondary schools of Arsi zone is highly affected by teachers who do not perceive CCAs as supplementary means for formal curriculum.

In response of item 3 table 12, the researcher requested the respondents as high teaching load of teachers affect teachers' participation in clubs. Accordingly, 72(36.7%) and 66(33.7%) of teachers responded as agree and strongly agree respectively. In the same item, 18(9.2%), 15(7.7) and 25(12.8%) responded as strongly disagree, disagree and undecided respectively. The total mean was also 3.79(SD=1.219). This shows that as high teaching load of teachers affect teachers affected their participation in CCAs. Similarly, the study of Demis (2014) stated that, high working load of teachers have an influence on the implementation of CCAs.



#### 4.8. Strategies to Improve Students Participation in Co-Curricular Activities

Table 13: Responses on strategies to improve students' participation in co-curricular activities

No	Questions	Respondents				WM	SD	t-value	P-value
		Students		Teachers					
		Mean	SD	Mean	SD				
1.	Changing the negative attitude of student towards CCAs	4.17	0.888	4.18	0.993	4.18	0.960	-0.15	0.883
2.	Providing training for the club leaders	4.12	0.933	4.20	1.014	4.18	0.989	-0.93	0.353
3.	Organizing of CCAs as the guideline	3.96	1.136	4.24	1.017	4.15	1.063	-3.02	0.003
4.	Plan, implement, evaluate and report the implementation of CCAs depending on the guideline.	3.97	1.143	4.08	1.168	4.05	1.160	-1.13	0.258
5.	Elaborating the relationship between CCAs and classroom teaching learning activities	3.93	1.076	4.11	1.049	4.05	1.060	-2.00	0.046
6.	Facilitating experience sharing between successful and unsuccessful CCAs	3.82	1.124	3.88	1.170	3.86	1.161	-0.66	0.507
7.	Encouraging students to participate and elaborate their talents in CCAs	4.01	1.170	4.27	1.135	4.19	1.151	-2.63	0.009
8.	Adequate funding for better CCAs by fulfilling needed materials	3.59	1.267	3.87	1.240	3.78	2.112	-1.55	0.123
9.	Evaluating activities of clubs and awarding successful clubs.	3.87	1.300	3.95	1.372	3.92	1.349	-0.68	0.494

*Key: Mean value 4.50-5.00= very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and 1-1.49= very low at  $p>0.05$ ,  $t_{cr}= 1.96$ ,  $df =614$*

Changing the negative attitude of student towards CCAs can improve their participation in CCAs, the mean scores of teachers and students respondents were 4.17(SD= 0.888) and 4.18(SD= 0.993) respectively, with weighted mean 4.18(SD= 0.960). This shows that changing the negative attitude of students towards CCAs plays a great roll for better participation. The t-test result obtained t-value at  $\alpha = 0.05$ ,  $t(614) = 0.15$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that

there was no statistically significant mean difference between teachers and students on the item,  $t(614) = 0.15, P > 0.05$ . By supporting the response MoE (2006) stated if students feel positively to CCAs, they attend their schooling with interest and dropout rate could also minimize. So, schools should have change students attitude towards CCAs for improvement and academic achievement and teaching learning process in general. From this it is concluded that changing the negative attitude of students towards CCAs can be one of the solutions for improving the implementation of CCAs.

Similarly providing training for club leaders on different issues related to CCAs play a role for better achievement of respective clubs. The mean values of teachers and students are 4.12(SD=0,933) and 4.20(SD=1.014) respectively. The weighted mean 4.18(SD =0.989) which shows agreement to the issue. So, the respondents were agreed as providing training is important for the club leaders. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.93$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on role of training for improving club participation,  $t(614) = 0.93, P > 0.05$ . Based on this it is easily concluded that providing training for club leaders on different issues related to CCAs contribute highly for improving student's participation.

As can be seen from the same Table of item 3, the mean score of teachers and students is high (the mean values are 3.96(SD=136) and 4.24(SD=1.017), shows that organizing CCAs as guiding principle has a positive effect on implementation of CCAs. The weighted mean indicates that 4.15(SD=1.063) that shows high level of agreement to the issue. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 3.02$  which is greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically significant mean difference between two respondents about the item,  $t(614) = 3.02, P < 0.05$ . Based on this it is easily concluded that organizing clubs found in the schools as guiding principle contribute highly improving student's participation in CCAs.

Planning, implementing, evaluating and reporting the implementation of CCAs depending on the guideline can enhance students' participation this is due to the mean scores of

teachers and students respondents which were 3.97(SD= 1.143) and 4.08(SD= 1.168) respectively, with weighted mean 4.05(SD= 1.160). This shows that plan, implement, evaluate and report the implementation of CCAs depending on the guideline plays a great role for enhancing student's participation. The descriptive findings computed shows t-value at  $\alpha = 0.05$ ,  $t(614) = 1.13$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on the question,  $t(614) = 1.13, P > 0.05$ . From this it is concluded that planning, implementing, evaluating and reporting the implementation of CCAs depending on the guideline can be one of the solutions for improving student's participation in CCAs.

Table 13 item 5 of the same table is about elaborating the relationship between CCAs and classroom teaching learning activities play a role for better achievement of the objectives of respective clubs. The mean values of teachers and students were 3.93(SD=1.076) and 4.11(SD=1.049) respectively. The weighted mean 4.05(SD=1.060) which shows agreement to the issue. So, the respondents were agreed as elaborating the relationship between CCAs and classroom teaching learning activities can improve student's participation. In addition, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 2.00$  which is greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was statistically significant mean difference between two respondents about the relationship between CCAs and classroom teaching learning activities,  $t(614) = 2.00, P < 0.05$ . Besides this the reviewed literature indicated co-curricular activities are significant components of the school curriculum. Co-curricular activities are activities that enhance and enrich the regular curriculum during normal school days (Tan and Pope 2007). According to Barnett and Weber (2008), there is a wealth of research which has documented the positive effects of extracurricular recreational involvement on pre- and adolescent functioning as well as deterring negative effects of dropping out of school or becoming involved in CCAs. Based on this it is easily concluded that elaborating the relationship between CCAs and classroom teaching learning activities contribute highly for improving students' participation.

As can be seen from the same table of item 6, the mean score of teachers and students is high the mean values are 3.82(SD= 1.124) and 3.88(SD=1.170), on the idea that facilitating

experience sharing between successful and unsuccessful CCAs for improving the students participation. The weighted mean indicates that 3.86(SD= 1.161) that shows high level of agreement to the issue. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.66$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two groups of respondents on the item,  $t(614) = 0.66, P > 0.05$ . Based on this it is easily concluded that facilitating experience sharing between successful and unsuccessful CCAs contribute highly for implementation of CCAs in a good manner.

As can be seen from the same table of item 7, the mean score of teachers and students is high (the mean values are 4.01(SD=1.170) and 4.27(SD=1.137), on the idea that encouraging students to participate and elaborate their talents in CCAs for improving their participation. The weighted mean indicates that 4.19(SD=1.151) that shows high level of agreement to the issue. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 2.63$  which is much greater than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents about encouraging students to participate in CCAs,  $t(614) = 2.63, P > 0.05$ . Based on this it is easily decided that encouraging students to participate and elaborate their talents in CCAs contribute highly for implementation of CCAs in a good manner.

From Table 13 item 8, allocate the adequate funding for better CCAs by fulfilling needed materials will facilitate the implementation of CCAs, the mean scores of teachers and students respondents were 3.59(SD=1.267) and 3.87(SD =1.240) respectively, with weighted mean 3.78(SD =2.112). This shows that allocate adequate funding for better CCAs by fulfilling needed materials plays a great role for better implementation of CCAs. The computed t-value at  $\alpha = 0.05$ ,  $t(614) = 1.55$  which is less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two respondents on adequate funding,  $t(614) = 1.55, P > 0.05$ . From this it is concluded that allocating adequate funding for better CCAs by fulfilling needed materials can be one of the solutions for improving the implementation of CCAs.

Table 13 of Item 9 of the same table is about evaluating activities of clubs and awarding successful clubs play a role for better participation of students. The mean values of teachers and students are 3.87(SD=1.300) and 3.95(SD = 1.372) respectively. The weighted means 3.92(SD=1.349) which shows high level of agreement to the issue. In addition to the descriptive findings, the computed t-value at  $\alpha = 0.05$ ,  $t(614) = 0.68$  which is much less than the critical region at  $\alpha = 0.05$ ,  $t(614) = 1.96$ . Therefore, it could be concluded that there was no statistically significant mean difference between two groups of respondents about provision of recognition,  $t(614) = 0.68, P > 0.05$ . Based on this it is easily decided evaluating activities of clubs and awarding successful ones contribute highly for its implementation.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with the summary, major findings or results of the study concluded and recommendations made on the basis of the conclusion.

### 5.1. Summary

The purpose of this study is to assess the role of co- curricular activities for secondary schools education improvement of Arsi zone and to come up with remedial solutions in order to improve the current practices. To this end, descriptive survey research design was adopted to carry out the study. In order to solve the aforementioned problems the following basic questions were raised in the study:

1. How does the current practice of CCA looks like in relation to improving secondary schools education in Arsi zone?
2. To what extent do CCAs benefitted secondary schools teaching learning in Arsi zone?
3. What are the major factors affecting the implementation of co-curricular activities in secondary schools of Arsi zone?
4. What should be done in order to improve the participation of students in CCAs in secondary schools of Arsi Zone for better practice of teaching learning activities?

So as to find answer to these questions, the following procedural steps were undertaken: searching related resources to frame background of the study, formulating basic question, developing instrument for data collection, selecting methods of identification of respondents, complete analysis of the study and finally writing report.

Data that are essential for the study were collected by using questionnaire, interview and document analysis as data gathering tools. The subjects of the study are school leaders, supervisors, woreda education office experts, teachers and club committee member students. Teachers and students were selected from ten secondary schools primarily using stratified random sampling and available and out of the total number of teachers and students, 48% and 100% respectively were taken to fill the questionnaire. 10 principals, 8 vice principals and 10 supervisors were selected using availability sampling and 10 woreda education office experts were selected using purposive sampling technique for the

interview. Out of the total number of questionnaires distributed to students and teachers, 420(95.89%) and 196(96.55%) respectively were properly filled, returned and used in the analysis of data. Both quantitative and qualitative data gathered through tools of data obtained were analyzed by using mean scores, t-test, p-value, frequency and percentage. Interviews and document analyses were also discussed in detail. Depending on the analysis of the result made, the following major findings were obtained.

### **5.1.1. Characteristics of the Respondents**

Results obtained from background information of the respondents have revealed that majority of respondents were male which accounts 71.9% for students and 90.8% for teachers. All of the, supervisors and WEO experts were male and 88.89% of school leaders were male. Regarding educational status, 11.2% were MA holders, 79.6% of teachers were degree holders and the rest 9.2% were diploma holders. The study includes students from grade 9-10. Most of teachers served in the school more than 3 years. This shows that there is dispersed distribution of years of teachers serving in the schools, convincing that they have more chance of having experience sharing regarding organizing and leading CCAs with good understanding in the context of the school environment.

### **5.1.2. Organization of co-curricular activities**

In most of the schools and woreda education offices there is no clear guiding principle to organize CCAs and the number of clubs that organized varies from school to school in the same zone. This indicates that there is no a clear guiding manual and principle for CCAs. Most co-curricular activities that organized in secondary schools have their governing rule and regulations but they are not functional. Most CCAs were not having a well-structured plan with definite goals for each activities, allocated budget and definite time of implementation as well as it is a copy of the previous plans. Most plans of clubs in the school are not participatory. Most students were not registered and participated at least in three clubs rather they participate in CCAs those have good performance of implementation such as sport, environmental protection and mini- media clubs.

### **5.1.3. The status of implementation of co-curricular activities**

In most schools students select the type of clubs they want to participate in voluntarily. Even though most schools have plan and schedule for implementation, they are not working as their plan and schedule rather it is only a paper value. On the other side, most of teachers tend to undermine the values of CCAs and perceive that it is not their professional mandate. Because of teachers' negative perception, unwillingness, busy with tutorial class activities and high teaching load in the schools, they were not actively playing their role in implementation of CCAs. In general, there is weak implementation of co-curricular activities in the secondary schools.

### **5.1.4. Co-curricular activities in promoting teaching learning activities**

Today in most of secondary schools, colleges and universities of Ethiopia, there is a limitation of practical based education rather mostly applying theoretical based. This limits students to compute with others and to be the students who this generation wants to be. One of the goals of education is producing a man power those can generate their job by themselves rather than keeping themselves for government employment MOE (2005). Unless theoretical and practical teaching learning are providing side by side the educational goals may not be achieve. The integration of this kind teaching learning activities can minimize educational wastage (dropout and repetition) and can answer the big issue that is addressing "quality education for all". Integrating the theoretical and practical teaching learning starts from participating students in different co-curricular activities like science and technology, language, environmental protection, mini-media, sport, anti-HIV/AIDS, girls' club, students parliament, library, question and answer, charity, civic and ethical and red cross.

In general CCAs can promote teaching learning activities by the following mechanisms;

- ✓ Enhance students holistic (mental, physical, social, skill and psychological) development.
- ✓ Can support the classroom teaching learning activities and fill the gap of formal curriculum.



- ✓ Can minimize educational wastage (dropout and repetition) and enhance motivation of students for learning.
- ✓ Students who effectively participate in CCAs can achieve more and decide who they will be tomorrow.

So, without CCAs the goals of secondary schools in particular and education sector in general may not achieve.

#### **5.1.5. Challenges of implementation of co-curricular activities**

Consequences of poor implementation of CCAs resulted in various problems. From these the most influential problems are; from the side of students there is awareness gap on the importance of CCAs, lack of interest to coordinate and participate in CCAs, they participate in CCAs for the sake of certificate rather than improving their talent, considering as only regular curriculum is a means to keep quality education. From the teachers' side; lack of interest and unwillingness to work with students, considering regular curriculum is as a means to an end for quality teaching learning. From the side of school leaders, less support, monitoring, evaluation and feedback mechanism, lack of providing training on the issue of CCAs, less attention for CCAs and distorted report of club coordinators and schools on implementation co-curricular activities affect better implementation of CCAs at high rate and less/no scenario of rewarding the best participants of CCAs

Moreover, little or no attention was given to CCAs by school leaders since they are busy with activities such as 1-5 team work, activities related with minimizing of dropout, teachers' capacity building activities, activities related to students' achievement, different meetings and discussions. The allocation of resources for CCAs is not sufficient. This may be one problem which hinders the role of CCAs for improving secondary school education. The schools are busy in teaching learning process, re-teaching or tutorial programs, and most of their plans and schedules are paper valued than practical.

### **5.1.6. Strategies to improve students' participation in co-curricular activities for better practice of teaching learning activities**

The major strategies to improve students' participation in CCAs for better practice of teaching learning activities are; changing the negative attitude of students towards CCAs by providing training, organizing CCAs as a guiding principle. Additionally the plan, implementation, evaluation and report systems of CCAs are the major problems of implementation of CCAs. So, re-checking and improving of plan, implement the plan accordingly, evaluating the performance of implementation, providing timely feedback and corrective measurement can enhance students participation in CCAs. Arranging experience sharing programs between successful and unsuccessful CCAs and allocating adequate resources were identified as means for solving related problems with poor participation of students in CCAs.

## **5.2. Conclusions**

Based on the findings of the study, the following conclusions were drawn:

In most secondary schools there are no clear guiding principles of CCAs and they are not organized as guiding principle. These are great challenges during implementation of different CCAs. Most CCAs have their rules and regulations on paper but the rule and regulations were not implemented well. The study reveals that school clubs have no clear plan. The process of planning school CCAs were not included all the concerned bodies (students, teachers and school leaders) and also most plans lacks all the components of plan (objective, mission, vision, time of implementation, participants and the like). Most students were participated in less than three clubs and the regular schedule for implementation of clubs was posted in director's/ vice director's office but the real implementation was very low.

The extent at which CCAs implementing was analyzed in this document. In relation to this, the respondents' responses indicate that; students can select any club depending on their interest but their interest to participate in clubs was very low and the main purpose for participating in CCAs was for the sake of certificate rather than for improving their skill. As a result, only little number of students is mostly represent the activities of clubs and

developing their skill. From the assessed secondary schools, little or no attention was given to the practice of CCAs by school leaders and teachers and no or low allocation of resources for CCAs affects its role for improving teaching learning activities. The implementation of co-curricular activities were not supported, monitored and evaluated well and generally its implementation is unsatisfactory.

Co-curricular activities are an essential and vital part of teaching learning activities. They ensure a balanced and nourishing personality development. They make children well-adjusted physically, mentally, emotionally, psychologically and socially. Co-curricular activities are useful in moral training. Children get opportunities to choose the right and to learn the great values of self-discipline and moderation through participation in CCAs. Schools realize the relation of the society to schools and of the schools to the society by practicing co-curricular activities this leads students to become a member of the group and therefore he/she learns universal brother-hood, true democracy and co-operation.

Co-curricular activities help in developing a sense of cooperation among the students. They study, work, play and visit together and co-operate each other. So a spirit of co-operation is produced in them. It maintains not only the physical health but also the mental health of the students. By doing regular exercise their bodies become healthy. Their mental health is also maintained because a sound body has a sound mind. Every activity possesses some rules and regulations. During co-curricular activities students follow these rules and regulations and they become well-disciplined. Most of co-curricular activities are carried out in the form of teams and group which require a leader. So leadership qualities are shaped in students. During co-curricular activities students attend different matches and compete with each other in order to win these matches. Thus they develop a sense of competition which is very beneficial for choosing their future occupation. Co-curricular activities save children from getting involved in destructive and negative activities as their spare time is spent in constructive and positives activities. From the education point of view; dropout and repetition contribute heavy costs in education. Thus participation in co-curricular activities can enhance students motivation to learning and minimize drop out and repetition rates. Generally, these all improvements on students are directly or indirectly the improvement of

secondary school education. So that realizing the implementation of CCAs can promote teaching learning activities at school level.

The major challenges of implementation of CCAs those were identified in this study are awareness gap on the role of CCAs, lack of resources, facilities and materials. Lack of interest and unwillingness of students and teachers towards participation in CCAs, there was less CCAs support, monitoring, and evaluation mechanism and reinforcement

Finally, it is possible to conclude from the result that the strategies to improve students' participation in co-curricular activities for better practice of teaching learning activities are, changing negative attitude of students and teachers towards CCAs, providing training for club leaders and organizing CCAs as the guideline. Additionally, planning, implementing, evaluating and reporting the activities of CCAs are among the strategies to enhance students' participation. Adequate funding and awarding successful clubs improve student's participation in CCAs. Thus, it is possible to summarize that secondary schools of Arsi zone are not successful in improving secondary school education.

### **5.3. Recommendations**

Based on the findings of the study, the following recommendations were drawn:

- Co-curricular activities should have guiding manual and its organization should be based on the guiding manual.
- The plans prepared by the schools and club coordinators should be clear and participatory.
- Reporting accurate implementation of any activity is the backbone of one's country generally and school specifically but it was found less scenario of factual reporting system in Arsi zone secondary schools. Therefore, the researcher's comments to school leaders and coordinators of CCAs to inform undistorted report on school CCAs implementation.
- The study revealed that low supports and attention of school leaders was given for co-curricular activities. Therefore, it is advisable to school leaders to give attention and consider CCAs as compulsory activity.

- Co-curricular activities can support the course of learning in the class and fill the gap of formal curriculum so teachers should relate CCAs to the classroom teaching learning activities to produce creative students.
- To produce citizens those the century wants to produce, co-curricular activities are mandatory. To attain this big issue, education sector should give attention for CCAs.
- The study showed as there is awareness gap of the role of CCAs for enhancing teaching learning activities. To fill this gap WEO should provide training for teachers, students and school leaders.
- The shortage of materials has an impact on implementation of CCAs. The school should include the budget for performing CCAs in their annual brake down of internal revenue budget.
- The study reveals that absence of recognition for high achievement of CCAs affects students' participation in CCAs. Therefore school leaders should evaluate award successful participants and clubs.

## 6. REFERENCES

- AfricanUnion. 2008. *Draft Sport Policy Framework for Africa (2008 – 2018)*. African Union, AddisAbaba.
- Aggarwal, J. C. 1990. *Theories and Principles of Education*. Philosophical and Principles of Education: Philosophical and Sociological Bases of education. Delhi: VIKAS
- Ahmad, M. 2006. *Ilmi comprehensive dictionary of education (1st ed.)*. Lahore: Ilmi kitab khana.
- Arsi Zone Education Office 2017. The feedback of Arsi zone education office report(March, 2017)
- Balkhu, Kathmandu. 2004. *Status of Co- curricular and extracurricular Activities Curricular Activities of their Athletic Programs*. In primary schoolsinNepal.Retrieved 2012
- Barnett, L. A., & Weber, J. J. 2008. Perceived benefits to children from participating in different types of recreational activities. *Journal of Park and Recreation Administration*, 26(3): 1-20.
- Best, J. W. & J. V. Kahn. 1999. *Research in Education 8<sup>th</sup>* . Boston Allyn & Bacon
- Bharati, R. 2014. *Impact of Co-Curricular Activities on the Non-Academic Development of Junior College Students*.Dypatil University Navi Mumbai
- Bloomstran, S. 2002. Unlocking parent potential in student activities. *Education Digest*, 72,34-39.
- Brimer,.M .A. and L. Pauli. 1971. *Wastage in Education a World Problem* .Paris: UNESCO:
- Broh, RA. 2002. Linking extracurricular programming to academic achievement: Who benefits and why? *Sociology of Education*, 75, 69-91
- Brooks, AL. 2000. *A study ofthe relationship between the increased growth and development ofelementary students when participating in extracurricular activities and the adaptations that parents, schools, and communities make to meet these after school needs*. Unpublished master's thesis, University of Wisconsin-Stout, Menomonie.
- Cowley, S. 2005. *How to survive your first year in teaching*. New York: Continuum
- Creswell, J. W. 2006. *Research design, quantitative and mixed approaches (2ndEd)*: London, Sage Publication Inc.

- Daniel Nesan. 2009. *Co –Curricular Activities: Debate Base* Retrieved 2012,from [http://en.wikipedia.org/wiki/auniversiti\\_Putra\\_Malaysia](http://en.wikipedia.org/wiki/auniversiti_Putra_Malaysia)
- Dejene Tefera.2006. *The participation of students with special need in Extra Curricular Activities*. Unpublished MA thesis, AAU.
- Demes Regasa. 2014. *Practices and challenges in implementing co-curricular activities*. (Unpublished MA thesis), AAU.
- Derbessa, D.2004. “Prospects and challenges of Achieving the Millennium Development Educational Goals in Ethiopia: where does Ethiopia stand on EFA goals?” *The Ethiopian Journal of Education*. Addis Ababa: AAU
- Eccles JS, Barber BL, 2003. Extracurricular activities and adolescent development.*Journal of Social Issues*, 59(4): 865-889.
- Edward J. Klesse E.2000. *Student Activity for Student at Risk*. Reston, Va. NASSP's *National Leadership Camp in Castine, Maine*.
- Gallagher. D. R, Bagin, D, and Moore, E.H. 2001. *School and Community relations*.8<sup>th</sup> ed. Bos
- Hoffmann JP, Xu J. 2002. School activities, community service, and delinquency. *Crime and Delinquency*, 48(4): 568–591.
- Jha,A,K. 2004. *Status of cocurricular and extracurricular activities in Primary schools Schools of Nepal*: Tribhuran University research center for educational innovation and Development.Langdon, C. A. & Vesper, N. 2000. *The sixth phi delta kappa poll of teachers' attitudes toward the public schools*. *Phi Delta Kappan*, 81, 607-611
- Karlin, M.S., and Berger, R.1971.*The effective student activities program*. West Nyacr parker Publisher comp,inc
- Katie LS. 2010. Bridging the gap: Linking Co-curricular Activities to Student Learning Outcomes in Community College Students. *Dissertations, Paper 30*. National-Louis University.
- Katozai, M. A. 2004. *Preparation for the PCS screening Test of Senior English Teacher*. University Publishers Shop 8–A Afghan Market, Qissa Khwani Peshawar.
- Katzenbach, J. R., & Smith, D. K. 1993. *The wisdom of teams*. New York: Harvard Business School

- Kennet, R. 2012. *The meaning of extra curricular activity*. Utah. State University, USA
- Knezevich, Stephen I. 1969. *Administration of Public Education*. New York: Harper & Row Publishers.
- Kothari, K. 2007. *Research Methodology, Method and Techniques*. University of Rajasthan
- Madalli, R V. 2014. Co-Curricular activities in Secondary Schools. National Seminar on Internship in Teaching, Makanur Malleshappa College of Education.
- Marsh, H. W. & Kleitman, S. 2002. Extracurricular School Activities: The Good, the Bad, and the Nonlinear. *Harvard Educational Review* 72(4), 464-511
- Maxwell, J. C. 1993. *Developing the leader within you*. Nashville, TN: Thomas Nelson.
- Maurer, S. 2007. *The Relationship Between College Student Involvement, Investment, and Satisfaction*, Independent Study. Hanover, IA: Hanover College.
- Mbamba, A. Mauna. 1992. *Book of Readings in Educational Management*. Harare: Maxongorovo Paper Converters (pvt.) Ltd.
- McBride, CM. 1995. School- level application of a social bonding model to adolescent risk-taking behavior. *Journal of School Health*, 65(2): 63–68.
- McInally. 2003. Coaches' Role in the Academic Success of male Students' Athletes. Retrieved from [www.thesportjournal.org/2005journal](http://www.thesportjournal.org/2005journal) Vol.18 –
- Mekonnen Kebede. 2015. *Co-Curricular Activities as a means for Sustaining Quality Education*. Unpublished MA Thesis. Haramaya University
- Mesayenh, Eshetu. 2008. *The Implementation of Co- Curricular Activities in Second Cycle Primary Schools of Gursum Woreda*. Unpublished Master's Thesis, Addis Ababa University, College of Education, A.A
- Michael, S. 2005. determinants of the development of students talents in co-curricular activities in secondary schools in Mwatate district, Kenya. M.A. research project, University of Nairobi , Nairobi.
- MoE(Ministry of Education). 1994. *Guideline of School internal Administration*. Tesfa Printing Press. A.A
- MoE(Ministry of Education). 2005. Education Sector Development program (ESDP III): Program action plan. (Final Draft ).Addis Ababa.
- MoE(Ministry of Education). 2006. *Education Sector Development Program Action Plan III (ESDP-III)*, Addis Ababa: Ministry of Education, Ethiopia.
- MoE(Ministry of Education). 2010. School Improvement Program Guidelines Final Draft:



- Improving the quality of Education and student results for all children at primary and secondary schools, Addis Ababa, Ethiopia .
- MoE (Ministry of Education). 2011. *School Improvement Program Guidelines Final Draft*, Addis Ababa, Ethiopia.
- Ministry of Education Singapore .2011. *Education system Secondary Education Co-curricular Activities*. Retrieved 2012
- Mohd Sofian Omar Fauzee. 2007. *Developing Human Value through Extracurricular Activities*. Research Center for Educational Innovation and Development. Retrieved 2012.
- Newman. 2005. Coaches' Role in the Academic Success of male Students' Athletes. Retrieved from [www.thesportjournal.org/2005journal](http://www.thesportjournal.org/2005journal) Vol.18 – No.2/SCJ-030timnewman.Asp.
- Ongonga, J. O., Okwara, M. O. and Okello, T. M. 2010. Sports and Secondary Education in Kenya. *International Research Journals*, 1 (11), 607-617.
- Rahel G/Tsadik.2012.Practice of co-curricular Activities and how they develop Student talent in Addis Ababa preparatory schools. AAU.(Unpublished MA Thesis).
- Reeves, D. B. 2008. The learning leader: The extracurricular advantage. *Educational Leadership*, 66(1), 86-87
- Richter, R. 2002. *Middle school students' perceptions and attitudes regarding extracurricular time. A review of middle school students participation in extracurricular activities, reasons for involvement, barriers to participation, and perceived benefits of extracurricular activities*. Unpublished master's thesis, University of Wisconsin-Stout, Menomonie
- Rubin, R.S., Bommer, W.H., & Baldwin, T.T. 2002. Using extracurricular activity as an indicator of interpersonal skill: Prudent evaluation or recruiting malpractice? *Human Resource Management*, (41) 441–454
- S.K. Kochhar. 1993. *Status of Co- curricular and Extra-curricular Activities in primary Schools in Nepal: Problems and Prospect*
- Sabrina, VS. 2009. *Extracurricular Activities at School: The Relationship Between Specialisation in Subject Areas and Exit Level and the Extra-curricular Activities*

- of High School Students. A Case Study at State College Area High School. State College, Pennsylvania (U.S.A). Utrecht University*
- Shukla, C. 2003. *Principle of teaching in secondary school*. New Delhi: Sumit Enterprises.
- Singleton, R. A. 1993. *Approaches to Social Research*. New York : Oxford University Press.
- Sitotaw Yimam.1998. *A survey study on the Co-curricular and Extra-curricular Activities in the Ethiopian schools*. Addis Ababa Ethiopia.
- Tad, D. and Pope, M. 2007. *Participation in co-curricular activities. Nontraditional student perspectives*. *College & University*,83(1), 2-9.
- UNESCO. 2000. *Dakar Framework for Action on Education for All*. Paris: UNESCO.
- UNICEF. 2000. Report paper on Quality Education Presented at the Meeting of the International Working Group on Education, Addis Ababa, Ethiopia. (<http://www.unicef.org/./Quality Education PDF>) Accessed on December 29,2016
- Wanjohi, A.M. 2016. Role of Co-curricular Activities in Social Development of Students: A Study of Selected Public Secondary Schools in Suneka, Kenya. *African Research Journal of Education and Social Sciences, Vol. 3*
- Zill, N.; C. W. Nord; L. S. Loomis. 1995. *Adolescent time use, risky behavior, and outcomes: An analysis of national data*. Rockville,Md.: Westat.

## 7. APPENDICES

### Appendix –I: Questionnaires to be filled by teachers

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

### Department of Educational Planning and Management

#### Questionnaire to be filled by teachers

The purpose of this questionnaire is to collect information on the role of co-curricular activities to improve secondary school education. Hence, you are kindly requested to give genuine and appropriate responses for all questions. Your responses will be kept confidential and used only for academic purpose.

#### Directions:

1. Please put a tick mark “√” in the boxes that corresponds to your choice.
2. For questions which require extended responses, please kindly write your responses legibly on the space provided under each question
3. No need to write your name.

Thank you very much in advance for your cooperation

Kebede Mengesha

#### Section 1: Demographic information

1. Sex Male  Female
2. Age in year's Below 20  21-30  31-40  41-50  above 50
3. What is your educational status at present time?  
For students: - Grade 9  10   
For teachers: - TTI  Diploma  BA/ BSc  MA/ MSc/ MEd
4. Years of service. 1-2 years  3-5 years  6-8 years  9-11   
years 12-14 years  15-17 years  18 and above
5. Field of qualification \_\_\_\_\_

## Section 2: Organization of Co-Curricular Activities

You are kindly requested to show your level of fillings by making a tick(√), ranging 1 to 5.

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

No	Items	1	2	3	4	5
1.	There is a clear guiding principle to organize co-curricular activities					
2.	Co-curricular activities are organized as guiding principle					
3.	All co-curricular activities have rules and regulations					
4.	Co-curricular activities are included in the school academic annual plan					
5.	Each co-curricular activities have a clear plan					
6.	The process of preparation of plan for co-curricular activities include all school communities					
7.	All students participate in at least three clubs					
8.	There is regular schedule of implementation for each club activities					
9.	All clubs have their own governing rules					

10. Does the organization of clubs in your school in line with the guiding manual? \_\_\_\_ if no, what are the reasons behind ? \_\_\_\_\_

11. If you have any extra comment on the organization of co-curricular activities please verify

\_\_\_\_\_

\_\_\_\_\_

### Section 3: The status of implementation of co-curricular activities

You are kindly requested to show your level of fillings by making a tick(√), ranging 1 to 5.

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

No	Items	1	2	3	4	5
1.	Students select the type of clubs they want to join voluntarily					
2.	The school co-curricular activities are working effectively as its plan and schedule					
3.	Teachers participate in co-curricular activities actively					
4.	School leaders give appropriate attention for the practice of Co-curricular activities					
5.	The allocation of resource for co-curricular activities are enough					
6.	The clubs established in the school are working cooperatively with one another					
7.	Clubs advertise students to increase their participation					
8.	Students who participated in CCAs are developing their skill					
9.	The implementation of co-curricular activities are supported, monitored and evaluated well					
10.	Co-curricular activities are implemented well and it is satisfactory					
11.	Participating in co-curricular activities are assumed as time killer activity by teachers					

12. Write if there is any other status of implementation of co-curricular activities in your school \_\_\_\_\_

\_\_\_\_\_

13. Evaluate the practices of clubs in your school based on the services provided for students, teachers and school in your school context. Please, indicate your opinion

Use “X” mark in the box corresponding to each clubs.

No	Clubs practiced in your school	Response Categories				
		Very high	High	Moderate	low	Very low
13.1	Environmental protection					
13.2	Sport					
13.3	Red-cross					
13.4	Girls club					
13.5	Civics and Ethics					
13.6	Mini media					
13.7	Anti HIV/AIDs					
13.8	Science and Technology					
13.9	Others (Please list)					

14. Write if there is any other clubs practiced in your school.

---



---

15. Does the current practice of co-curricular activities implementing as its plane and rule and regulation?\_\_\_\_\_ If no what is the reason?

---



---

16. How much time you spent for co-curricular activities per week? A. Less than hour B. One hour C. Two hours D. Three hours E. More than three ours

17. If you have additional suggestion about the existing practice of co-curricular activities please write on the space provided. \_\_\_\_\_

---



---

#### Section 4: Co-curricular activities in promoting teaching learning activities

You are kindly requested to show your level of fillings by making a tick(√), ranging 1 to 5.

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

No	Items	1	2	3	4	5
1.	Co-curricular activities can develop students mentally, physically, socially and psychologically					
2.	Co-curricular activities can support the course of learning in the class and fill the gap of the formal curriculum to produce creative students					
3.	Co-curricular activities attract students to the school and decrease dropout rate					
4.	Co-curricular activities can develop leadership skill of students					
5.	Participating in different clubs can enhance students' achievement					
6.	Co-curricular activities can develop motivation of students for learning					
7	Co-curricular activities can develop team sprit among teachers and students					
8	Co-curricular activities can supplement the formal curriculum					
9	Co-curricular activities initiate the students to forecast their future occupation					
10	Students involve in CCAs activities are sociable and disciplined than others					
11	CCAs can promote the problem solving ability of students					
12	CCAs can build positive culture in the schools.					
13	Realizing the participation of CCAs can improve community participation					

14. Please suggest any ideas or comments about co-curricular activities as a means for supporting learning teaching activities.

---



---

15. What benefits do the school, teachers, students and other school personnel get from CCAs?

---



---



---

### Section 5: Challenges of implementation of co-curricular activities

You are kindly requested to show your level of fillings by making a tick(√), ranging 1 to 5.

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

No	Items	1	2	3	4	5
1	There is awareness gap on the role of co-curricular activities for teaching learning among students					
2	There is shortage of resource to implement co-curricular activities effectively					
3	There is lack of facilities in the school for exercising co-curricular activities					
4	Distorted report of club coordinators and schools on implementation of co-curricular activities					
5	Coordinators of co-curricular activities are assigned not on the bases of their interest					
6	There is low interest of teachers about co-curricular activities					
7	Students participate in clubs primarily for the sake of certificate than developing their talent					
8	Misunderstanding of CCAs as supplementary means for formal curriculum					
9	High teaching load of teachers tends low participation in clubs					
10	Some teachers are not willing to work together with students					
11	Considering only regular curricular activities are a means to an end for quality education among students and teachers					
12	There is less co-curricular support, monitoring and evaluation mechanism of school					
13	There is lack of training on the importance of co-curricular activities					
14	There is less regular meeting and report of co-curricular committee					
15	There is less attention of school for co-curricular activities					
16	Less scenario of rewarding for active participants of co-curricular activities					

17.What makes some clubs successful?

---



---



18. What makes some clubs unsuccessful?

---



---

19. What are other major factors that are negatively affect the implementation of co-curricular activities in your school?

---



---

**Section 6: Strategies to improve students participation in co-curricular activities for better practice of teaching learning activities**

You are kindly requested to show your level of fillings by making a tick(√), ranging 1 to 5.

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

No	Items	1	2	3	4	5
1.	Changing the negative attitude of student towards CCAs					
2.	Providing training for the club leaders					
3.	Organizing of CCAs as the guideline					
4.	Plan, implement, evaluate and report the implementation of CCAs depending on the guideline.					
5.	Elaborating the relationship between CCAs and classroom teaching learning activities					
6.	Facilitating experience sharing between successful and unsuccessful CCAs					
7.	Encouraging students to participate and elaborate their talents in CCAs					
8.	Adequate funding for better CCAs by fulfilling needed materials					
9.	Evaluating activities of clubs and awarding successful clubs.					

10. What was done in your school to increase the participation of students in co-curricular activities?

---



---

9. Give your suggestion the mechanisms by which the school, the education system as a whole should advance an approach or techniques by which co-curricular activities become powerful to create future generation.

## Appendix –II: translated questionnaire to Afan Oromo language

### YUNIVARSIITII HARAMMAYAA MANA BARUMSA DIGRII LAMMAFFAA

Gaafannoo barattootaan guutamu

#### **Jaalatamtootaa barattootaa:**

Sababiin gaafannoo kanneenii ragaalee qabatamaa waa’ee Bu’aa barnoonni walmaddeessaa barnoota sadarkaa lammaaffaa fooyyessuuf qabu Godina Arsii keessatti qabu (Co-Curricular Activities as a Window of Opportunity for Improveing Secondary School Education of Arsi zone Oromia Regional State) jedhu irratti funaanuudha. Qorannichi kan xiyyeeffatu barnoonni walmaddeessaa haala kamirra akka jiru, muuxannoo jiru, rakkoolee mul’atan adda baasuudhaan furmaata barbaachisu akeekuudha. Kanaaf kana yaada keessa galchuudhaan yeroo jedhame keessatti ragaa dhugaa ta’e fi deebii malu deebisuun keessan milkaa’ina qoranichaatiif barbaachisaa dha. Kanaafuu ragaa keessan shakkii tokko malee fudhachuun sababa qoranichaa qofaaf oolfachuu kiyya isiniif mirkaneessuu barbaada ; Isin immoo gumaachi isin irraa eegu nuffii tokko malee obsaa fi itti gaafatamummaa guddaadhaan yaada keessan akka baatan kabajaan isin gaafadha.

Maaloo! Osoo deebii gaaffannoowwanii hin kennine dura qabxiilee armaan gadii qayyabadhaa.

#### **Maqaa keessan waraqicha irratti barreessuun hin barbaachisu.**

Maaloo! Osoo deebii hin kennineen duratti qajeelcha gaaffannoowwanii dubbisaa.

- Deebii malu kaayuuf mallattoo “✓” fayyadamuun iddoo kennametti guutuu yaalaa. Kana malees yaada dabalataa keessan iddoo duwwaa kenname irratti guutaa.
- Maaloo, gaafiilee kennamaniif deebii malu osoo hin guutne bakki duwwaan akka hin hafne dhaamsa kooti

Galatoomaa.

Kabbadaa Mangashaa

**Boqqonnaa 1: Odeefannoo hirmaattotaa**

1. Maqaa mana barumsaa \_\_\_\_\_
2. Saala dhira  dubara
3. Umrii \_\_\_\_\_
4. Sadarkaan barnootaa amma irra jirtu maali?  
Barattoota; kutaa 9  10
5. Mana barumsa kana keessatti waggaa haangam turtee jirta? Waggaa \_\_\_\_\_
6. Hirmaannaa gumiitin Miseensa gumii  miti miseensa gumii

**Boqqonnaa 2: Gurmaa'insa fi hundeeffama barnoota walmadeessaa**

Himoota armaan gadii haala armaan gadiitin waliigaltee kee ibsuun Furtuu 1-5 fayyadamun debisii 1-siruuma walii hingaluu, 2-walii hin galu, 3-yaada hin qabu, 4- waliin gala, 5-sirritti waliin gala

Lak.	Gosa	1	2	3	4	5
1.	Barnoonni walmadeessaa kan hundaa'u akkaataa qajeelfamaatin dha					
2.	Gumiiwwan hundi seera ittiin bulmaataa ni qabu					
3.	Karoora barnoota wal maddeessaa keessatti barattoonni ni hirmaatu					
4.	Barnoonni wal maddeessaa hundi karoora ifa ta'e ni qabu					
5.	Barattoonni hundi yoo xiqqaate gumii sadi(3) keessatti ni hirmaatu					
6.	Sagantaan idilee hirmaannaa gumii mana barumsaa keessatti ni jira					

7. Mana barnootaa kee keessatti gurmaa'insi (ijaarsi) barnoota wal-maddeessaa haala qajeelfamaatin ijaaramee? Yoo haala qajeelfamaatin hin ta'in sababni isaa maali?

---



---

8. Yaada dabalataa haala ijaarsa barnoota wal-maddeessaa irratti qabaatte ibsi.

---



---



---

### Boqqoonnaa 3: Haala raawwii barnoota walmadeessaa

Himoota armaan gadii haala armaan gadiitin waliigaltee kee ibsuun Furtuu 1-5 fayyadamun debisii 1-siruumaa walii hingaluu, 2-walii hin galu, 3-yaada hin qabu, 4- walii gala, 5-sirritti walii gala

Lakk	Gosa	1	2	3	4	5
1.	Barattoonni akaaku gumii barbaadanii fedhi isaaniitiin filachuun hirmaatu					
2.	Gumiileen mana barnoota keessanii haala karoora fi sagantaa isaanitiin socho'aa jiru					
3.	Barsiisonni barnoota wal-maddeessaa keessatti hirmaannaa ho'aa taassisu					
4.	Hoggantoonni mana barumsaa barnoota wal maddeessatiif xiyyeeffannaa barbaachi ni kennu					
5.	Ramaddiin dhiyeessii (baajanni) barnoota wal maddeessatiif ramadamu gahaadha					
6.	Gumiiwwan adda addaa mana barnootaa keessatti socho'an wal deeggaruun waliin hojjetu					
7.	Barattoonni barnoota wal maddeessaa keessatti hirmaachaa jiran dandeettii ofii fooyyeffachaa jiru					
8.	Barnoanni walmaddeessaa haala gaarin socho'aa jira					

9. Haala sochii barnoota walmaddeessaa Mana Barnootaa keessanii irratti yaada dabalataa yoo qabaatte ibsi.

---



---

10. Gumiiwwan mana barnootaa kee keessatti hundaa’an haala sochii fi bu’aa isaan qabaniin madaali. Maaloo! deebii kee mallattoo “X” fayyadamuun agarsiisi.

T/L	Maqaa gumii	Sadarkaa gumichi irra jiru				
		Baay’ee olaanaa	Olaanaa	Giddu galeessa	gadaan aa	Baay’ee gadaanaa
10.1	Kunuunsa naannoo					
10.2	Ispoortii					
10.3	Fannoo Diimaa					
10.4	Shamarranii					
10.5	BLAG					
10.6	Farra HIV/Eedsii					
10.7	Miinimiidiyaa					
10.8	Saayinsiif Teeknooloojii					

11. Mana barumsa keessanniti gumiilee armaan olitti ibsamaniin ala gumiin biraa yoo jiraate barreessun madaali. \_\_\_\_\_
12. Sochiin gumiilee yeroo ammaa kana mana barnootaa kee seessa jiru haala karoora fi seera ittiin bulmaatatiin socho’aa jiraa? Yoo hin jiraati sababa isaa barreessi.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Torbee keessatti hirmaannaa barnoota wal maddeessatiif yeroo hammamii fudhatta? A. sa’aa tokkoo gadi B. sa’aa tokko C. sa’aa lama D. sa’aa sadi E. sa’aa sadii ol
14. Sochii barnoota walmaddeessaa yeroo ammaa mana barnootaa kee keessa jiru irratti yaada dabalataa yooqabaatte ibsi. \_\_\_\_\_

#### Boqqoonnaa 4: Gahee Barnoonni Wal Maddeessaa Baruu Barsiisuu Keessatti Qabu

Himoota armaan gadii gahee barnoonni walmaddeessaa baruu barsiisuu keessatti qabaniin walqabatu yaadan kan waliigaltuun haala armaan gadiittin waliigaltee kee ibsii. Furtuu 1-5 fayyadamii, 1-siruuma waliin hingaluu, 2-waliin hingallu, 3-yaada hin qabu, 4- waliin gala, 5-sirritti waliin gala

La k	Gosa	1	2	3	4	5
1.	Barnoonni walmaddeessaa sammuu, qaama, walitti dhufeenya hawaasummaa fi xiinsammuu barattootaa ni gabbisa.					
2.	Barnoonni walmaddeessaa baruu barsiisuu daree keessaa gargaaruu gahee guddaa qaba					
3.	Barnoonni walmaddeessaa barattoota gara mana barnootatti harkisuu fi harcaatii barattootaa xiqqeessuuf ni gargaara					
4.	Barnoonni walmaddeessaa dandeettii hoggansaa barattootaa ni cimsa					
5.	Hirmaannan barattoonni gumiiwwan adda addaa keessatti taassisan gahumsa fooyyessuuf ni gargaara					
6.	Barnoonni wal maddeessaa kaka'umsa barattoonni barnootaf qaban ni dabala					
7.	Barnoonni walmaddeessaa walitti dhufeenya barataa fi barsiisaa ni fooyyeessa					
8.	Barnoonni walmaddeessaa sirna barnoota idilee ni deeggara					
9.	Barnoonni walmaddeessaa barattoonni carraa fuuldura isaanii akka tilmaaman ni gargaara					
10.	Barattoonni barnoota walmaddeessaa keessatti hirmaannaa taassisan barattoota kaan caalaa amala qabeessa					
11.	Barnoonni walmaddeessaa dandeettii rakkoo furuu barattootaa ni cimsa					
12.	Barnoonni walmaddeessaa adaa gaarii mana barnootaa ni gabbisa					
13.	Hirmaannaa barnoota walmaddeessaa hojiitti hiikun hirmaannaa hawaasaa ni fooyyessa					

14. Faayidaa barnoonni walmaddeessaa sochii baruu barsiisuu deeggaruuf qabu ibsi. \_\_\_\_\_

15. Bu'aan manni barnootaa, barattoonni, barsiisonnii fi hojjettoonni mana barnootaa hirmaannaa barnoota walmaddeessaa irraa argachuu danda'an maali? \_\_\_\_\_

### Boqqoonnaa 5: Hudhaawwan hirmaannaa Barnoota Walmadeessaa

Himoonni armaan gadii hudhaawwan barnoota walmadeessatiin kan walqabatan waa ta'aniif yaadan waliigalturratti haala armaan gadiittin waliigaltee kee ibsii. Furtuu 1-5 fayyadamii, 1-siruuma waliin hingaluu, 2-waliin hingallu, 3-yaada hin qabu,4- waliin gala, 5-sirritti waliin gala

Lak	Gosa	1	2	3	4	5
1.	Hanqinni hubannoo gahee barnoonni walmadeessaa baruu barsiisurratti qabu barattoota bira ni jira					
2.	Sochii barnoota walmadeessaa gaggeessuuf haanqiinni baajataa jira					
3.	Sochii barnoota walmadeessaa gaggeessuuf haanqiinni faasiliitii jira					
4.	Hoggantoonni gumii fedhii isaaniitiin ala ramadamu					
5.	Fedhiin barsiisootaa waa'e Barnoota walmadeessaa irratti qaban xiqqaa dha					
6.	Barattoonni gumii keessatti kan hirmaataniif waraqaa ragaa argachuuf malee dandeettii isaanii fooyyeffachuuf yaadaniitii miti					
7.	Barsiisonni tokko tokko barattoota waliin hojjechuuf fedhii hin qaban					
8.	Barsiisonnii fi barattoonni qulqullinni barnootaa kan dhufuu danda'u barnoota idileetin qofa jedhanii yaadu					
9.	Deeggarsi,hordoffii fi madaallin barnoota walmadeessatiif taasifamu laafadha					
10.	Hanqinni leenjii waa'ee faayidaa barnoota walmadeessaa irratti kennamu laafadha					
11.	Walgahiin idilee fi gabaasni raawwii sochii barnoota walmadeessaa itti gaafatamtoota barnoota walmadeessaa bira jiru laafaadha					
12.	Barsiisoonni barattoota faana hojjachuun isaani akka waltuufatan godha					
13.	Xiyyeeffannaan manni barnootaa sochii barnoota walmadeessatiif qabu gahaa miti					
14.	Muuxannoon namoota sochii gaarii hirmaannaa barnoota walmadeessatiin agarsiisan badhaasuu laafadha					

15. Gumiiwwan tokko tokko maalif milkaa'u?

---



---

16. Gumiiwwan tokko tokko maalif hin milkoofne?

---



---

17. Rakkoowwan akka mana barnootaa keessanitti raawwii barnoota walmadeessaa irratti gufuu ta'an tarreessi

---

**Boqqoonnaa 6: Furmaata hudhaawwan hirmaannaa barnoota walmaddeessaa barattootaa fooyyessuuf gargaaran**

Himoota armaan gadii furmaata hudhaawwan hirmaannaa barnoota walmaddeessatiin kan walqabatani. Yaadaan kan waliigaltuun haala armaan gadiittin waliigaltee kee ibsii. Furtuu 1-5 fayyadamii, 1-siruuma walii hingaluu, 2-walii hingallu, 3-yaada hin qabu, 4- waliin gala, 5-sirritti walii gala

La k	Gosa	1	2	3	4	5
1.	Ilaalcha badaa barattoonni waa'ee barnoota walmaddeessaa irratti qaban jijjiiruu					
2.	Itti gaafatamtoota gumiiitif leenjii kennuu					
3.	Barnoota walmaddeessaa haala qajeelfamaatin hundeessuu					
4.	Barnoota walmaddeessaa karoorsuu, raawwachuu, madaalu fi raawwii isaa gabaasuu					
5.	Gumaacha barnoonni walmaddeessaa baruu barsiisuu golaa irratti qabu agarsiisuu					
6.	Muuxannoo wal jijjiirraa gumiiwwan milkaa'anii fi hin milkoofne jidduutti mijeessuu					
7.	Barattoonni akka barnoota walmaddeessaa keessatti hirmaatanii fi dandeettii isaanii agarsiisan jajjabeessuu					
8.	Baajata barbaachisu ramaduun meeshaalee barnoota walmaddeessatiif barbaachisan guuttaachuu					
9.	Sochii gumiiwwanii madaalun kan milkaa'an badhaasuu					

10. Mana barnootaa keessanitti hirmaannaa barattoonni barnoota walmaddeessaa irratti qaban guddisuuf maaltu hojjetame?

---



---

11. Mala manni barumsaa ykn siistamni barnootaa akka waliigalaatti barnoota walmaddeessaa dhaloota boruu cimaa itti omishuu danda'u barreessi.

---



## Appendix III-interview guide

### Interview Guide for the Principals, Supervisors and WEO experts

I am a student at the Haramaya University undertaking a degree of masters in School leadership. I am currently undertaking a research thesis on co-curricular activities as a window of opportunity for improving secondary schools education of Arsi zone oromia regional sate.

**Now we would like to ask you the following questions:-**

#### **Co-curricular activities as a means to improve secondary schools education**

Background information

- 1.1.Name of the school\_\_\_\_\_
- 1.2.Gender \_\_\_\_\_
- 1.3.Age \_\_\_\_\_
- 1.4.What is your level of education attainment at present time? \_\_\_\_\_
- 1.5.How long have you serve as a principal, supervisor, WEO expert\_\_\_\_\_
2. How co-curricular activities are organized and planned in your school?
3. How co-curricular activities are implementing?
4. What are the roles of CCAs in promoting teaching learning activities?
5. Which club has good performance in terms of the services they provide for school community? Can you rate them?
6. What are the factors that are affecting the implementation of co-curricular activities?  
How?
7. How about the willingness of students and teachers to participate in CCAs?
8. How co-curricular activities (clubs) are managed, supervised and evaluated?
9. What are the strategies to improve students' participation in CCAs?

**Appendix –IV: A Guide for Document Analysis Checklist**

**HARAMAYA UNIVERSITY**

**POSTGRADUATE PROGRAM DIRECTORATE**

**Department of Educational Planning and Management**

Woreda \_\_\_\_\_ Name of the School \_\_\_\_\_

No	Items	Responses	
		Yes	No
1	Are there written guiding principle for organizing CCAs?		
2	Do you have any written document of CCAs related to its organization?		
3	Can I get documents related to schedule of CCAs?		
4	Is CCAs were included in school annual plan?		
5	Do you have monthly report of implementation of CCAs?		
6	Do all clubs organized in the school have minutes concerning different club issues?		
7	Do you have plan of clubs organized in your school?		