CONTRIBUTION OF CO-CURRICULAR ACTIVITIES ON CREATING CONDUCIVE ENVIRONMENT FOR STUDENTS LEARNING IN SECONDARY SCHOOLS OF SHENILE WOREDA

MA THESIS

GEBREMEDHIN TADESSE

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Gebremedhin Tadesse

Major Advisor: Bahar Adem (PhD)
Co-Advisor: Yilfashewa Seyoum (PhD)

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APPROVAL SHEET

HARAMAYA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

We hereby certify that we have read and evaluated this thesis entitled "The Contribution of Co-Curricular Activities to Create *Conducive* Environment for Students learning in Secondary Schools of Shenile Woreda" prepared under our guidance by G/medhin Tadesse. We recommend that it be submitted as fulfilling thesis requirement.

Bahar Adem (PhD) _____ _____

Major Advisor Signature Date

Yilfashewa Seyoum (PhD) _____ _____

Co-Advisor Signature Date

As members of the Board of Examiners of the MA thesis open defense examination, we certify that we have read and evaluated the thesis prepared by G/medhin Tadesse Bayu and examined the Candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Art in Educational Leadership and Management.

_____ _____ _____

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Name Gebremedhin Tadesse Signature: _____

Date August, 2016

Department Educational Planning and Management

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BIOGRAPHICAL SKETCH

The author was born in Gursum, East Harargie, from his mother, Fitsum Geday and his father, Tadesse Bayu in 1972. He completed his elementary education from Fungan bira Elementary School in 1982 and Gursum Junior Secondary School in 1986 and from Jigjiga Senior Secondary Schools in 1988. Then, he joined Harar Teachers Training Institute in 1989 and graduated with Certificate. After 12 years of service, as primary school teacher, he joined Haramaya University in 2001 and graduated in 2006 with Diploma and Degree in 2010 in Geography and Environmental studies. He has been working at Shenile Secondary and preparatory School as teacher, club-coordinator and principal.

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V

ABBREVIATIONS

CC Club Coordinator

CCA Co-curricular Activities

CCE Continuous Comprehensive Evaluation

ESDP Education Sector Development Program

HTs Head-teachers

MOE Ministry of Education

NEP National Education Policy

PTA Parent Teachers Association

RBE Regional Bureau of Education

SEAMEO Southeast Asian Ministers of Education Organization

SS Secondary School

SPSS Statistical Package for the Social Science

TGE Transitional Government of Ethiopia

WEO Woreda Education Office

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The Contribution of Co-Curricular Activities to Create *Conducive* Environment for Students learning in Secondary Schools of Shenile Woreda

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ABSTRACT

The purpose of the study was to find out the factors affecting the implementation of co-curricular activities, how they obstacle towards the contribution of co-curricular activities to create enabling environment for Students learning, the perception and efforts towards the improvement of co-curricular activities in secondary schools. The researcher used cross sectional study on three secondary schools of Shinile Woreda. The three secondary schools were selected randomly and students from each school were selected using simple random sampling. The sources of data were Woreda education office head, supervisors, school principals, teachers and students from sample schools. Quantitative data was collected using questionnaire after pilot-testing for validity and reliability. Qualitative data was also collected using interview. The

data has been fed into and analyzed by Statistical Package for Social Sciences 21.The study mainly used descriptive statistics like frequency, percentage and others. The qualitative data were grouped in to thematic areas and analyzed. The findings indicated 7(58.3%) of department heads, 10 (55.6%) of teachers and 77 (44%) rated their participation in co-curricular activities as low. Nearly half of respondents of three schools responded that they did not get training on co-curricular activities. Additionally nearly half of the respondents identified financial problems and lack of monitoring and guidance and determinant factors of implementation of co-curricular activities. Therefore it is indicated that although the participation level is low all stakeholders understood that co-curricular activities contribute positive. Furthermore there are administrative, financial and monitoring challenges facing the schools. Therefore teachers should be assigned and trained on the basis of their interest, age, and abilities in facilitating CCAs at school level. Moreover stakeholders should try to address administrative, financial and other challenges identifies in the schools so that students and other can benefit from engaging in co-curricular activities.

1. INTRODUCTION

This chapter provides an overview of the background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study, and limitations of the study.

1.1. Background of the Study

Education is a process by which human beings convey their past experiences, new findings, and values accumulated for many years, in their struggle for survival and development. It enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, abilities, skills and attitudes (Transitional Government of Ethiopia, 1994).Thus, in a world based on science and technology, it is education that determines the level of prosperity, welfare, and security of the people. That is why educators say that on the quality and number of

persons coming out of the school and colleges will depend on the success in the great enterprise of national reconstruction whose principal objectives is to raise the standard of living of our people (Agrawal, 1996).

In sum, education is a cornerstone of economic and social development and a principal means of improving the welfare of individuals. It improves the productive capacity of societies and their political, economic, and scientific institutions. It also helps to reduce poverty by mitigating its effects on population, health and nutrition and by increasing the values and efficiently of the labor offered by the poor (World Bank, 1991).Likewise, the modern education system recognizes that child comes to school for all rounded harmonious development. In this regard, as stated by Kochhar (1993), educational experiences should include not only formal curriculum centered activities but also other curricular activities that help children to develop mentally, spiritually and socially.

Similarly, Jhaet al. (2004) stated that co-curricular activities are, a series of activities related with the school program, which help to bring out all round development of the students, outside the subjects for examination. Students today need knowledge, skills and personality. These three requisites are supposed to be provided by the school.

In a similarly manner, Cousins (2004) also stated that students who participated in co-curricular activities assumed to develop many valuable traits that are integral to their success in school and their future endeavors and it should be implemented like other curricular program. As Huang and Chang (2004) founded co-curricular activities provide an academic safety net. They suggested that co-curricular activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years.

Hence, the learned characteristics or traits are including sacrifice for the common good, striving for excellence, following directions, working with others, and most important, being self-disciplined. Furthermore, co-curricular activities act as a support system for students. According to Astin (1993) peer groups have a significant impact on a student's personal growth and development. Students' values, beliefs, and aspirations tend to change in the direction of the dominant values, beliefs, and aspirations of the peer group.

However, as stated by Fujita (2005) before 1900, many educators believed that co-curricular activities were more of recreational and therefore hindrance toward students success in the classroom. But soon after 1900, as the schools continued to grow and they changed their rules and focus more on helping students prepare for citizenship (Soderberg,1997).

Moreover, the provision and role of co-curricular program have been recognized as the most essential mechanisms for psychological and intellectual development of students. In addition, as suggested by many researchers, unless balancing both the curricular and co- curricular activities is done, the very purpose of education would be left unrealized (Setotaw, 1998). Therefore, the researcher is initiated to assess the contribution of co-curricular activities to create enabling environment for students learning.

1.2. Statement of the Problem

Currently available documents showed that co-curricular activities (CCAs) are being implemented in different countries including Ethiopia. Ministry of Education of Singapore described CCAs are an integral part of students' holistic, well-rounded education. It helps nurture in students' qualities such as resilience, tenacity, confidence and perseverance, which prepare them to adapt and thrive in a rapidly changing world (Ministry of Education Singapore, 2011).

According to Setotaw (1998) in Ethiopia Education system after the establishment of regional education bureau, the Co-Curricula program was coordinated by physical Education and Co-curricular program section at MOE level while at Regional, Zonal and Woreda Levels the responsibilities were given to the Examination and Student service section. Similarly, at the School Level the responsibility was given to the Co-Curricular Coordinating Committee.

On the other side, there were critics that indicated the reverse situation with that of Setotaw"s findings. The critics indicated that there are no responsible skilled personnel and structural position for CCAS at Woreda, Zonal, Regional Educational Bureau and MoE Levels .Moreover, there were strong critics that indicated, about the formation of CCAs. Even though, Schools often organized different CCAS at the start of annual schooling time most of them are unable to function properly and become unsuccessful.

The statement in the ESDP II document also clearly stressed that the capacity level of Lower Level management was one of the main problems to realize educational goals."Inadequate statics

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" (ESDPII 2005)

However, there are Limited research works that may show the existing practices of CCAs particularly at Secondary and Preparatory Schools (11 and 12 grades).

For instance, unpublished MA theses of Ayele Eshete, (2007),Dejene Tefera (2006) and Mesayneh Eshetu (2008) and Setotaw, (1998) indicated that the status of co-curricular Activities were not good and the participation of students and teachers also very low.

In a survey study on the status of CCAs in the Ethiopian schools that conducted by Setotaw in 1998 emphasized that the status of CCAs was under a series condition. Similarly, the findings of unpublished MA theses of Ayele Esthete (2007) under the topic" The practices of extracurricular Activities in higher education" and Mesayneh Eshete (2008) "The implementation of Co-Curricular activities in second Cycle primary Schools confirmed that the participation of students and the status of CCAs was not in good manner..

The purpose of this study was, therefore, to look into the contribution of CCAs to create conducive environment for Students learning in secondary schools of Shenile Woreda. However, there are different types of co-curricular activities that are organized nominally in all secondary schools and the researcher has also participating in coordinating the co-curricular activities in one of the sample schools. During the process of co-curricular activities the school administrators and teachers were not initiated to conduct the activities voluntarily and regularly.

If all activities are planned and implemented properly by school communities the expected outcome of students' might be improved. Therefore, this study aimed to assess the contribution of CCAs to create enabling environment for Students learning in secondary schools of Shenile Woreda.

1.3. Research Questions

The study focused on the following basic research questions:

1. What is the status of the implementation of CCAsin secondary schools in Shenile Woreda?
2. What is the contribution of CCAs in students learning in secondary schools in Shenile Woreda?
3. What is the awareness level of department heads, students and teachers towards the co-curricular activities in Shenile Woreda secondary schools?

4. What are the factors that affect the implementation of CCAs in Shenile Woreda secondary schools?
5. What are the efforts made to improve students' participation in co-curricular activities to improve students' learning environment?

1.4. Objective of the Study

5.1.1. General Objective of the Study

The major objective of this study is to analyze the contribution of CCAs to create enabling environment for students learning in secondary schools of Shenile Woreda.

5.1.2. Specific Objectives

1. To identify the status of the implementation of CCAs in secondary schools in Shenile Woreda
2. To identify the contribution of co-curricular activities in secondary schools in Shenile Woreda
3. To identify the awareness level of CCAs in secondary schools in ShinnileWoreda
4. To identify the factors that affects the implementation of co-curricular activities
5. To identify the efforts made to improve co-curricular activities.
6. To increase the functionality of existing clubs of co- curricular activities

1.5. Significance of the Study

The study may serve as a feedback for the Ministry of Education as well as for the Regional Education Bureau about the contribution of CCAs to create enabling environment for students learning in Shenile Woreda secondary schools. The study may be significant for improving and due consideration the role of co-curricular that plays invaluable change on students' learning, and the

study may also help being a springboard for those who conduct further research works on the area.

1.6. Delimitations of the Study

It would have been better to conduct the study at a national level. Nevertheless, due to constraints of time, hot climatic condition, the proximately scattering of schools, geographic area, unavailability of research materials and financial constraints, the dimension of this study is confined to Shenile Woreda secondary schools.

The scope of the study was delimited to three selected secondary schools of the Shenile Woreda. It was also delimited to the investigation of the contributions made by school co-curricular clubs to improve students' learning. Mainly the co-curricular activities of civic clubs were the focus of the study and in further paying attention to the academic performance of those within the club .The basic reason why the researcher decided this study to be conducted in ShenileWoreda is only because the researcher was brought up and working there, of which these would give him a better opportunity to get reliable information and cooperation to carry out the study.

6.7.Limitations of the Study

The study would be exhaustive if it was conducted at national level. However, because of researcher time and budget constraints, it was conducted at only Shenile Woreda, Somali Reginald State. There were difficulty of getting ex-teachers and ex-administrative staff of the each schools who had been staff of schools; this leads the researcher to depend on existing administrative staff and teachers. Due to the limitation of time it was difficult to distribute the questioners to all students of the selected secondary schools. Therefore, this study was limited to the analysis and interpretation of data by taking sample of 3 secondary schools to assess the contribution of co-curricular activities on creating conducive environment for students learning in secondary schools of Shenile Woreda.

1.8. Operational Definition of Key Terms

The following definition of terms offer the reader a context for understanding the terminology used in the current research.

Academic Achievement: - is the individuals output. It is the actual performance in a given test at a given time. It is used to determining the degree of mastery of the subject matter content or skill.

Co-curricular Activity: - It is a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences among students.

Co-curricular student involvement: - refers to a student's participation in Schools and activities that occur outside of the classroom experience.

Curriculum: - the courses offered by an educational institution, a set of courses constituting an area of specialization

Extra-Curricular Activities: - are those which contribute to the spirit of the school, personal growth of the participant and the positive aspects of school participation but do not offer credit, but generated for an extra-curricular team, club or group originating outside of regular class time.

Perception: - the process by which the sensory input or information is organized and interpreted in to a meaningful experience.

Secondary School: -refers to a school system following the primary school and solely established to offer secondary education to students specifically it refers to grade ten.

Student Success: - Student success is widely used as a descriptive phrase. It can be broadly defined as the combination of student persistence to completion in their education.

CreatingConducive Environment:- Create the state of conditions in which co-curricular activities would be more effective through fulfilling facilities in which students could participate vibrantly.

Contribution of Co-Curricular Activities:-It helps students gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time.

2. REVIEW OF RELATED LITERATURE

The relevant literature related to this research will first be defined in the broader context of student involvement in learning and student success. The remaining literature can be divided into several sections including literature related co-curricular student involvement, as they each related to create enabling environment of student's learning.

2.1. Concepts of Co-curricular Activities

Education is very important for the amendment of students' behavior and individual's personality. For this reason, the modern education emphasize on all round development of children. Education has two parts; curricular and co-curricular activities. As curricular program, co-curricular activities are implemented in the world.

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

Co-curricular activities are the activities performed by students that do not fall in the realm of the ordinary curriculum of educational institution. Once these were regarded as extra-curricular activities but due to their recognition of their importance, now these are called co-curricular activities. Whether these activities have any relation with academic achievement or not, these are important in their own right due to many reasons. Many educationists believe that these activities

increase social interaction, enhance leadership quality, give a chance of healthy recreation, and make students self-disciplined and confident (MoE, 2005).

Thus, Co-curricular activities have one or more of the following characteristics: They are conducted at regular and uniform times during school hours or at other times established by the school administration.

Although not offered for credit, they are directed or supervised by instructional staff in the learning environment similar to that found in courses offered to credit.

According to Shukla (2003) Co-curricular activities were to be an integral part of the school life. The activities sponsored or recognized by a school were not a part of the academic curriculum but were acknowledged to be an essential part of life of an educational institution which includes sports, school bands, students' newspapers, etc. Co-curricular activities play an important role in the lives of students. Thus, several studies have been conducted in various countries on the status and effects that co-curricular and extra-curricular activities can have on students.

In those studies some have focused on specific population such as athletes whereas others have focused on outcome variables such as personal and social development, academic achievement, and participation in activities related to delinquency. The co-curricular life of the school forms a point of impact towards which the outstanding influence in the Students' life, the family, the school and community converge, and the education of a student will prosper, if there is unity in these trinity.

How does co-curricular participation positively influence student? Researchers have offered several explanations as to why student who participate in co-curricular activities seem to be more successful. Some authors have explained that student who participate in activities learn important skills which help them in other aspects of their life, for example, teamwork, or leadership skills (Holland and Andre, 1987). Others have argued that just spending time participating in co-curricular activity decreases the opportunity for a student to be involved with problem behaviors (Carnegie, 1992).

Still other researchers have suggested that as participate in co-curricular activities they are influenced both by the culture of an activity and the experiences they have as a part of that activity (Marsh, 1992). This social environment influences a student's values and how he/she perceives

things. In the case of most co-curricular activities, the environment is a prosocial one which encourages prosocial values and behavior. For example as a student participates in student government, he or she learns more about the importance of going on to college.

He/she learns that discussion can be a way of resolving problems. All of these things influence his/her values about violence or whether or not to attend schools.

Educationists say that co-curricular and extra-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1961) "to act civically, to live as friendly neighbors and to develop a sense of responsibility through accepting responsibility." Better achievement in extra-curricular activities not only gives satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit should unduly help every activity or pastime undertaken by the pupils of the school. In general, as described in the beginning, the purpose of education is to train students not to know about things only (in cognitive) but to behave or practice it in the right way (skills).

Therefore mostly, cognitive development is taken care by curriculum and the skill development is implemented by the outside class room teaching (MOE, 1994). By practicing it most students develop their talents with knowledge and experiences. It has practiced in academic schools in after school programs.

How is Ethiopian Education implementing the co-curricular activities (CCAs)? 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 into *digua, zemare and mawaset,* and*qidasse*), poetry, maths, history, philosophy and manuscript writing. Another field of study was *aquaquam* or the religious dance performed as part of church services.

These practical activities have been taken as CCAs in modern education where 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.

All in all, the types of clubs that were organized and available in the secondary schools of Shenile Woreda are: Environmental protection, Mini Media, Sport, Anti HIV/AIDS, Women's affair, Student counseling, Library, Question and Answer, Civic and ethical. However, the number of clubs commonly found was not more than ten of which almost half of them are not functional.

2.2. Importance of Co-curricular Activities

CCAs benefits children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. It has also been found that extra-curriculum activities help to reduce academic stress and tension, helping students to become more alert and productive in their learning. Well planned after-school activities can develop positive attitudes, fun and healthy lifestyles for students (Omar Fauzee, 2007).

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 it helps them to know their hidden talents (Daniel Nessan, 2009).

Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, various hobbies, excursion, literary societies, dramatics, debates etc., to bring social and physical adjustments in students. 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 or facilitate academic achievements of the student. And also co-curricular activities can ensure the expression of potential capacities of each student for example, writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, support to develop their aptitude, interests, and abilities and sometimes act as a determining factor for the choice of future vocation.

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 mindset 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. It also offers students by making group of peers and adults who have interests and talents similar to their own. Students who participate in CCAs have the chance to outshine individually, and part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service, 1999). Hence, the benefits of student participation in extracurricular activities haveconsiderable amount of research has examined the benefits of student participation in co-curricular activities.

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. Moreover, teachers get advantages from them as they could help others with their ideas and presence (Cowley, 2005; Ahmad, 2006).

2.3. The Contribution of Co-curricular Activities

Co-curricular activities are activities that students participate in their spare time or out of the normal teaching –learning process at different levels of school programs. There are many forms of co-curricular activities such as sports, clubs, governance, student newspaper, music, art, and drama. These all provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts and skill that may help them in their future life and have many positive effects on academic achievement, Such as, behavioral change, better grades, school completion, self-confidence and respect, carrier selection, success in life and others.

Moreover, the first effect that extracurricular activities have on education is behavior. Students that participate in extracurricular activities have reduced behavior problems. In sports, they show

discipline in drills, practices, and routines. They have a responsibility to perform those tasks correctly, whether it is basketball of football plays, dance routines, or signals in baseball. When students perform these things correctly they are rewarded for their good behavior and they take pride in their accomplishments. Because of the pride they achieve, they gain better self-respect, self-esteem, and self-confidence.

Education world states that Participation in school activities, especially athletics, leads to higher self-esteem and enhanced status among peers, which some argue is deterrent to antisocial behavior (Brown, 2000).

Students that don't like school won't do as well as the students that do like school because they are not motivated to succeed. If students don't like school, it is usually because they do not feel as though they are succeeding or that they can succeed. "Participation in an after school program that is designed to build self-esteem, had positive effects on standards test scores in math and reading, while receiving extended time to complete homework did not have the same positive effects on self-esteem or achievements" (Cosden et al., 2004).

Participation in co-curricular activities provides students an opportunity to create a positive and voluntary connection to their school. In a study done by the USDE, "It was revealed that students who participate in co-curricular activities are three times more likely to have a grade point average of a 3.0 or higher. This is higher than students who did not participate in co-curricular activities. This is regardless of their previous background or achievement."

Students that participate in co-curricular activities also showed positive changes in their self-confidence, teacher perception, and greater confidence, and then developed positive school related adult attachments. Furthermore, increases students' connection to schools raises their self-esteem, and positive social interactions.

Regarding school completion curricular activities play significant effect on likely to have higher academic achievements. Those students that are at risk of failure appear to benefit even more from participation in co-curricular activities than those who are normal achievers.

This is especially important for students who belong to ethnic minorities, students with disabilities, and at risk of dropping out. More likely students in some of these groups have almost a 40% drop out rate (Casinger, 2011).

So by participating in co-curricular activities students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, time managing, and learning to cope with many tasks at once and it allows them to discover their talents. When a student decides they want to join a co-curricular activity, they look for one that interests them and one that they like or enjoy this could be the thing that helps them find a career.

In certain co-curricular activities having to do with the field that the student is interested in could help them find a job. If someone is looking for a potential employee, and they see they have experience or interest in what they are looking for, they will be more likely to hire that person.

2.4. Perception of Teachers and Students in CCAs

The teacher is the dynamic force of the school. Without a competent teacher, even the best of systems is bound to fail. It is the teacher who directs and implements the whole programme of education. On him depends the future of the school? In fact, the regulation of the school and its influence on the life of the community invariably depends on the kinds of teachers working in it. Similarly, the students are the legitimate occupants of the school; it is for them that all educational efforts are organized.

In compliance of the above, attempts have been made to focus on participation of teachers in planning, support and conduct the CCAs in the schools. It has been made obligatory for teachers to participate in co-curricular activities. These programme are held in school after school hours in which all participate. This has increased students interest in their schools.

According to Derbessa (2006), most secondary school students are involved at least in one co-curricular activity at the beginning of annual schooling time when clubs and non-clubs organized and start functioning. But their participation have been declining step by step as time goes and becomes very less. The participation also varies in their grade level. Grade 9-10 students have participated more than preparatory class students. Therefore, the participation of students as a whole in co-curricular activities was low.

According to Young (2011), the quality and quantity of student involvement in academic endeavors such as co-curricular student involvement and peer group development has an impact on student success and achievement. Little research has been conducted to indicate how specific

amounts of time spent in co-curricular involvement or online social networking can be beneficial or harmful to academic achievement.

Additionally, some evidence exists to suggest that residential status and work for pay have an impact on academic achievement. Teachers are also evaluating the students' participation in school clubs, students did not participate in school clubs, and further expressed the reason for students not responding in clubs, of them said they have peer interaction problem, they are so shy, and have financial problem, house chores and course load, and they did not have interest.

Parents are one group who, for most students, have been a constant in their lives and have had the opportunity to influence several decisions, such as major and career choices (Fisher and Padmawidjaja, 1999). Moreover, they found that parents are influential in several domains, encouragement, educational expectations; critical life events, sensational learning, and work identity in regards to career choice are specific areas that parents often encourage their children to achieve levels above the parent.

Educational expectations, in influencing on co-curricular involvement particularly, focuses on the parents' "high educational expectations and stressed the relationship between one's educational level and obtainable social and professional goals" (Fisher and Padmawidjaja, 1999). This influence has been shown to encourage students to achieve a status above their parents because the parents have been a continuous support for the student.

According to the World Bank (1989) "the major reason for low-attendance in the school is the need for children's labor for subsistence production in household." Bray, Clarke and Stephens (1986) also write, "Poorer children cannot often afford to attend even free schools because they need to be working to support themselves and their families."

2.5. Implementation of Co-curricular Activities

Marsh and Kleitman (2002) tested whether participation in co-curricular activities influences academic outcomes even when the effects of a student's ability, school, personal and family characteristics, and numerous other factors are controlled. They find that joining more co-curricular activities and spending more time participating in them is associated with higher grades, more difficult courses selected, more time spent on homework, more colleges applied to, a

higher likelihood of starting and finishing college, and a higher final degree earned, even when other factors are controlled.

How activity participation encourages positive behavior? What makes a good co-curricular activity? These are several signs of a good co-curricular program: students feel like they are a part of a group or something special, they have the opportunity to develop relationships with adults and prosocial peers,

The program has goals that encourage students and staff to achieve great things, while also having rules that hold participants accountable to certain standards; they can take on leadership roles. For example, having a committee of students organize a social event, the program is appropriate for the age group, having activities that are not too difficult for younger children or for teenagers and the program involves parents and peers (Marsh and Kleitman 2002).

The objectives of co-curricular activities can only be achieved by effective implementation of such activities. It requires following fulfillments by school administration and instructors or teachers: The Administrators have firm belief in the effectiveness of such activities for holistic development of students, The Administrators should have knowledge about them and have participatory experience of such activities, The Administrators, teachers and parents should appreciate participation by students in such activities, The Administrators , Teachers and parents should be oriented in such activities through training programs, The functioning for organization of such activities requires functioning through formation of committees of teachers and students and due weight in true spirit must be ensured under Continuous Comprehensive Evaluation(CCE) of non-scholastic abilities of students in their report card (Singh and Singh ,2007).

Most importantly, though, co-curricular activities have to be fun and attractive for students often the best judges of this are students themselves. Students need to be a part of deciding how a program is organized and conducted. At a time when many students are at risk for involvement in problem behaviors, students and adults need to work together to develop positive sources of influence for student. Previous research involving this author has demonstrated very clearly that the after-school program benefits children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. It has also been found that co-curricular

activities help reduced academic stress and tension, helping students to become more alert and productive in their learning. Well planned after-school activities can develop positive attitudes, fun and healthy lifestyles for children (Omar Fauzee, 2002).

The head-teacher has to create situations where both may come closer which is essential even for the conduct of CCAs. Researches show even in the meeting they never discuss regarding the educational programme and their quality, especially about CCAs.

Besides, they negatively comment when the school conducts some sort of CCAs either inside or outside the class (MOE, 1997).

2.6. Factors Affecting Co-curricular Activities

One of the major factors, affecting the operation of successful programmers of CCA is the provision of adequate facilities, equipment, and supplies. In general, the term facilities, equipment and supplies are used as an alternative word for each other. But in the field of physical education, games and sports and in practical subject these three words have different meanings.

In this regard, 'facilities' may be defined as an area, space or teaching station, it may be located either out-of-doors or inside a building, such as class room, play field, laboratory, gymnasium, auditorium etc. Similarly the term 'equipment' is interpreted as non-expendable items which may be a part of the permanent construction. Such as backboard of basketball, goal post in football or hockey ground etc., whereas supplies are those expendable materials or items that need to be replaced of frequent intervals, such as balls, bats, net, book, paper, paint, brushes etc. To explore the existing situation of facilities, equipment and supplies for prepared on the basis of curriculum specification guidebook and extra-curricular teacher's guidebook published by (MOE, 2005).

Factors that Affect Implementation of Co-curricular Activities are: Lack of Budget, Poor Socio-economic and Educational Status of the Parents, Lack of Teacher, Lack of Skilled and Trained Teacher, Perception of Co-curricular and Extra-curricular Activities, Over Teaching Load, Lack of Adequate Physical Facilities, Equipment and Supplies, Unavailability of Trained Personnel for CCAs, Lack of Professional Support, Ambitious Curriculum and Teaching/learning Activities, Supervision and Monitoring of CCAs, Subject Based Teacher Preparation System, Inadequate Distribution and Supply of Educational Resources and Support Material, Limitation of Policy Implication, Lack of Co-ordination among Teachers, HTs and SMC Members Unscientific

Classification of Extra-curricular Activities, Geographical Constraint and so on (Young, 2011). The quality and quantity of student involvement in academic actions such as co-curricular student involvement and peer group development has an impact on student success and achievement.

Little research has been conducted to indicate how specific amounts of time spent in co-curricular involvement or online social networking can be beneficial or harmful to academic achievement. Additionally, some evidence exists to suggest that residential status and work for pay have an impact on academic achievement.

2.7. Role of Co-curricular Activities in Academic Achievement

Booth (1958), Ikegami (1970), Johnson and Coffer (1974), and Sohi (1986) reported that participation in co-curricular especially in sports, field visit, social service, drama, helps in reducing the anxiety level of the participants. Most of the classical and almost all modern educationists admit that education is not just the memorization of certain facts, figures and skills but it is all-round development of the students. So it is logical to think that co-curricular activities are the integral part of educational system. Kumar *et al.* (2004) commented that co-curricular activities hold a place of great importance in the field of education for the all round development of students. Mentions have been made in various educational books, commission reports and educational plan regarding the policy, programme, activities and significance of these activities. They further added that for social, physical and spiritual development co-curricular activities are prerequisite.

In away Holland and Andre (1987) has been specific in recommending specific activities for the development of particular manner as follow: For the development of creative genius of the students: competition of literary work, the publication of wall magazines and handwritten newspapers, painting, handicraft, drama, dance and music. For physical development: different kinds of sports, physical exercise and yoga, scout, national development service. For mental and intellectual development: Debates, Quiz contest, spelling competition.

For the development of knowledge, expression and understanding, Observation tours. For instilling the spirit of social service and environmental awareness: Sanitation of the surrounding areas, protection and cleanliness of public places, layout and preservation of school garden and kitchen garden, tree plantation and environmental protection, library, public health and family

welfare programmes. As a whole, it suggests for those co-curricular activities which reinforce students' learning and provide them firsthand experience. These co-curricular and extra-curricular activities are literary competition, spelling contest, debate, quiz, riddles, sound recognition, vocabulary run, role play, field trips, exhibition, biography study, games and puzzles(language and mathematics), sanitation, gardens, sports, cultural activities, use of professional parents as resource persons, and environment conservation.

Dunhill (1961) maintains, "A school which disregards a carefully considered scheme of cultural, sporting and social activities and community service is failing in its prime function, since it is only through such activities that the essential preparation for citizenship can be achieved". Totally, co-curricular activity participation was positively correlated with global self-concept, academic self-concept, taking advanced aspirations, parental involvement, absenteeism, senior-year education aspirations, academic track, college attendance, parental aspirations and senior occupational aspirations.

2.8. Types of co-curricular Activities

Researchers and teachers have long suggested that co-curricular activity participation can be an important source of positive influence in the lives of students (Holland and Andre, 1987).

Regarding the clubs, those organized and common in secondary schools, varieties of clubs were provided to the respondents to be rated whether they are available in their schools. Accordingly, as clearly depicted majority of teachers and students respondents ascertained that the available clubs were: Environmental protection, Mini Media, Sport, Anti HIV/AIDS, Women's Affairs, Students counseling, Library, Question and Answer, Civic and ethical and Red Cross. Schools are there to develop students as worthy members of changing society for which they perform both preaching and practicing tasks. They provide learning experiences to their students through curricular and co-curricular programmes.

Holland and Andre (1987) stated that co-curricular activities are programs which fulfill two basic conditions:1) Curricular program, but which is not part of the regular school program; and 2) Structured in some way (not just socializing, but working towards some prosaically mission or goal). Co-curricular activities can include participation in clubs, student government, youth

groups, etc. Some examples of extracurricular activities are: school band, church youth group, basketball team, French club, volleyball team, karate club, skate team, etc.

According to MoE (1997), the government published a manual for head-teachers in which various duties and responsibilities of the head-teachers were described. One of the duties belonged to the execution of co-curricular activities. The head-teachers had to carry out these activities in order to facilitate the growth of talents of students and social qualities such as discipline, self-relation, brotherhood and mutual co-operation in them.

The activities they had to carry out were short-walks, cleanliness and sanitation, handwriting, garden, educational trip, drawing, spelling, P.T and Drill, essay writing, short plays, simple games, tree-plantation and school uniform (MoE, 1997).

In addition Dejene (2006) justified that there are over 250 types of activities may be found especially in high schools and can be categorized them as homeroom, social activities, class organization, physical activities, school clubs, publications, assemblies, students government (students councils), school events, fund-raising activities and others.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter provides an overview of the research design, sample design, source of data, data gathering instruments, sampling Techniques, sample size, methods of data collection and data analysis.

3.1. Research Design

The study used a descriptive survey method on the assumption that it helps to examine the contributions of co-curricular activities on the development of students in secondary schools of Shenile Woreda. This approach has also been recommended by scholars in the field for such kinds of research (Koul, 1996; Best and Kahn, 1999). Here, a qualitative and quantitative data was employed for this study. The research about improvement asks whether a certain technique does something to help students learn better and whether certain interventions can improve student learning by applying these methods would be appropriate for analysis of the study.

3.2. Sources of Data

The sources of data for this study were primary and secondary sources.

3.2.1. Primary Sources

In order to gather important and valid information, the researcher used as primary source. They were students, teachers, school administrators, club-coordinators, department heads, Woreda education office head and supervisor.

3.2.2. Secondary Sources

Besides the primary source in this study secondary source of data that used to get information about the availability and status of co-curricular activities in the sample schools.

3.3. Population, Sample Size and Sampling Technique

The sampling design for selecting a subset of units from a population was used to produce an estimate of some attribute or characteristic of the population. In this study, it was intended to use simple random sampling within each subgroup to ensure that an equal or a proportional number was obtained. This approach has also been recommended by scholars in the field for such kind of research (Koul, 1996).

The research sites have four secondary schools which are namely: Milo SS, ShenileUgass Hassan SS, Harawa SS, and Kelebed SS, that are found in the ShenileWoreda. Among these secondary schools, three were randomly selected for the study i.e. ShenileUgass Hassan SS, Harawa SS, and

Kelebed Secondary School. Accordingly, in this study, 30 % of the student's population was considered. In these sample schools there are population of 43,among these 18 teachers, 12 department heads,6 club coordinators, 3 principals, 3 supervisors, 1 Woreda education office head. Out of 582 student's populations, 30% of students (175), all available school principals, 3 supervisors), 30 teachers, from three schools were fair to handle in terms of time and budget. Sample fromstudents was selected based simple random sampling technique from schools. The distribution of the sample from each school is given in Table 1 below.

Table 1. Summary of Population, Sample in Shinile Woreda High School, 2016

No	School	Sources of Data	Population	Sample		Sampling Technique
				No	%	
1	Ugass-Hassan SS	Students	325	98	30	Simple random
		Teachers	10	10	100	Available
		Supervisor	1	1	100	Available
		Principal	1	1	100	Available
		Club coordinators	2	2	100	Available
2	Harawa SS	Students	140	42	30	Simple random
		Teachers	10	10	100	Available
		Supervisor	1	1	100	Available
		Principal	1	1	100	Available
		Club coordinators	2	2	1000	Available
3	Kelebed SS	Students	117	35	30	Simple random
		Teachers	10	10	100	Available
		Supervisor	1	1	100	Available
		Principal	1	1	100	Available
		Club Coordinator	2	2	100	Available
	Woreda educ. Office Head		1	1	100	Available

3.4. Data Gathering Instruments

The data gathering tools presented to teachers, students, School Administrators from three schools, Woreda education office head and supervisors in the sample. The data collecting tools used under this study were close ended and open ended questionnaires, interview guide and document analysis. The following instruments would be developed and used for collecting necessary data and information in line with the objectives and research questions of the study.

3.4.1. Questionnaire

In order to collect both qualitative and quantitative data two sets of questionnaires were prepared and finalized in consultation with experts. A set of questionnaire open ended and closed questionnaire was used in order to collect information related to the status, contribution, factors affecting the implementation and awareness level towards co-curricular activities. The questionnaires were presented to Teachers, Students, Department heads, Club-coordinators, Supervisors and WEO head in the sample. This instrument enables to collect large samples and relatively standardized information from the respondents. 20 items of questionnaires were distributed.

Validity and Reliability: The issue of validity and reliability is important components of quantitative and qualitative data analysis. Validity and reliability are interconnected concepts. This means it can be demonstrated by the fact that a measurement cannot be valid unless it is reliable (Cohen, 2005). In order to establish the 'content validity the draft questionnaires so constructed were then submitted to two professionals related to the field for comments. Items considered suitable were then selected and some modified based on their comments and judgments. In order to make the questions more understandable, attempt was made to provide clear directions on the questionnaires regarding mode of reaction. Therefore, it is regarded as one way of securing validity. Finally, reliability of items was checked through pilot survey.

Conducting pilot survey enabled to shape the questionnaires prior to data collection. Hale (2011) noted that before using questionnaire, it is always advisable to conduct pilot study for testing the questionnaires. Therefore, it is underlying principle to conduct pilot test prior to official data collection to revise an instrument based on the test result. For this reason, Cronbach alpha coefficient was estimated using statistical package for social science. According to Funk (2007) Cronbach alpha is a measure of internal consistency. In this regard, if coefficient values are greater

than equal to 0.7, it is generally accepted as an indicative of reliable scale, otherwise it is not. As this study describes the reliability factors extracted from multi point mattered questionnaires the reliability score is .94. It is believed that the study made is based on reliable scale.

3.4.2. Interview Guide

The interview particularly semi structured are used to illicit information from supervisors principals and Woreda Education Office Head for collecting qualitative data concerning the contribution, the qualification and training level of teachers involved in CCAs, the factors affecting and efforts towards co-curricular activities.

3.4.3. Document Analysis

The school curricular profile was used for analyzing the availability of school clubs and the status of co-curricular activities implementation was narrated.

3.5. Procedures of Data Collection

The required data for this study was collected from the respondents selected from the stakeholders by using simple random sampling technique. The subjects to be selected for the study were teachers, students, School principals, Department heads, Club-coordinators, supervisors and Woreda education office head working in the sample. After identifying the categories of respondents pilot tested questionnaire was administered for students, teachers and department heads whereas interview was conducted with others. Data collectors were given one day training on the significance and procedures of the data collection and a close supervision was done by the researcher himself. Time and place for the interview was arranged by discussing with each the interviewees.

3.6. Methods of Data Analysis

The data that were collected through questionnaire and interview using different tools checked and tabulated, presented and interpreted based on the type and nature of items. Frequency and percentage was used to present the background information of the respondents.

The items with five scale options (Strongly Agree, Agree, Undecided, Disagree, Strongly disagree) were analyzed and presented with three scale options (Agree, Undecided, Disagree)

where the first two categories (Strongly agree, Agree) from the five scale were merged to give ‘Agree’ and the last two categories (Strongly disagree, disagree) were merged resulting ‘Disagree’. Similarly items with another five scale options(Very high, High, Average, Low and Very low) were analyzed and presented with three scales (High, Average and Low) where the first two categories (Very high, High) from the five scale were merged to give ‘High’ and the last two categories (Very low, low) were merged resulting ‘Low’. The study mainly used descriptive statistics like frequency, percentage, mean and standard division. The data obtained from the interview and open ended questions of the questionnaire and from all the other tools were qualitatively analyzed using textual descriptions.

SPSS 21 was used for quantitative data management and analysis. From the analysis of both quantitative and qualitative, major findings and conclusions were made. Finally, based on the major findings some recommendations were given.

3.7. Ethical Consideration

The proposal of the study was approved by Department of Educational Leadership and Management and ethical clearance was obtained. Each respondent was given a brief explanation about the objective and importance of the study by the data collectors. Then they provided informed consent. The data was collected from volunteer study participants only.

4. RESULTS AND DISCUSSION

This chapter presents results by categorizing into different sections as Socio demographic characteristics of respondents, Status of implementation of CCAs, Contribution of CCAs, Factors affecting, awareness level towards and efforts made to implement CCAs. The study had a very high response rate in all categories of the respondents. All the expected school administers, Supervisors, and Shenile Woreda education office representatives and Club-coordinator teachers have responded to the interview and open-ended questions.

4.1 Characteristics of Respondents

As it can be seen in Table 2the socio-demographic background of the students and the teachers is presented. From the total number of 30 teachers, 8 (44.4%) are females and 10 (55.5%) are males.

Table 2.Distribution of students and teachers in selected Secondary schools, 2016

Items	Alternatives	Students		Teachers	
		Frequency	***Percent***	***Frequency***	***Percent***
Sex	Male	50	28.57	18	60
	Female	125	71.42	12	40
	Total	**175**	**100.0**	**30**	**100.0**
Age	15-19 years	120	68.57	2	6.6
	20-24 years	55	31.42	15	50
	25-35 years	-	-	3	10
	36-45 years	-	-	5	16.6
	Above 45 years	-	-	5	16.6
	Total	**175**	**100.0**	**30**	**100.0**
Educational level	Diploma	-	-	8	26.6
	Degree	-	-	20	66.66

	Master	-	-	2	2.66
	Total	**-**	**-**	**30**	**100.0**
Work Experience	1-5 years	-	-	7	23.33
	6-10 years	-	-	13	43.33
	11-15 years	-	-	10	33.33
	Total	**-**	**-**	**30**	**100.0**

Their educational status can also be seen as 2 (2.66%) of teachers are in masters level, 20 (66.66%) of them have first degree and 8(26.6%) have a diploma. Additionally work experience profile of the teachers indicates that more than half, 13 (43.33%) of them have from 6 to 10 years and 10(33.33%) have from 11-15 years of work experience. This indicates that respondents were mature enough to give relevant information for the purpose of the study enriched by their valuable experience on the contribution of co-curricular activities on student's talent the more the experience they get, the more to perform their activities effectively.

Furthermore the result revealed that in terms of sex distribution 125 (71.42%) are females and 50 (28.57%) are males. This indicates that the majority of respondents from the students were females. Regarding the students age distribution most of them, 120(68.57%), were on the age interval 15-19 years and 55 (31.42%) were between 20-24 years.

4.2. Status of the Implementation of Curricular Activities

The result presented in Table 3 below presents the view of students, teachers and department heads to the current status in the implementation of co-curricular activities in the school.

	Students(n=175)			Teachers(n=18)			Dep't heads(n=12)		
	<1 Hrs n (%)	1-2Hrs n (%)	>2 Hrs n (%)	<1 Hrs n (%)	1-2 Hrs n (%)	>2 Hrs n (%)	<1 Hrs n (%)	1-2 Hrs n (%)	>2 Hrs n (%)
The average time spend on CCAs per week	98 (56)	44 (25.1)	33 (18.8)	9 (50)	4 (22.2)	5 (27.8)	7 (58.3)	3 (25)	2 (16.7)
Your participation level in CCAs in the School is	High n (%)	Avg n (%)	Low n (%)	High n (%)	Avg n (%)	Low n (%)	High n (%)	Avg n (%)	Low n (%)
	72 (41.1)	26 (14.9)	77 (44)	8 (44.4)	-	10(55.6)	5 (41.7)	-	7 (58.3)
Fixed schedule for CCAs in school	Yes n (%)	No n(%)		Yes n (%)	No n(%)		Yes n (%)	No	n(%)
	83(47)	92 (52.6)		8	10(55)		5	7	(58)

				(44.4)			(41.7)		

Table 3: Current participation level in Co-curricular Activities, 2016

4.2.1. Time spend on Co-curricular Activities

In responding to the average time spent on co-curricular activities in secondary schools (Table 3), three time scales were allotted for respondents to rate on the basis of the practice of their schools. On the basis of this, majority 7 (58.3%) of department heads, 9(50%) of teachers and majority 98 (56%) of students spent less than one hour on co-curricular activities per week. This implies majority of student, teacher and department heads spent below 1 hour in CCAs more participants were only registered as participant or as members of CCAs but they are not involve effectively. Similar finding were reported by Jha et al (2004) showed that students involved in CCAs for at least 1 hour per week.

Interview responses of principals, supervisors Woreda Education Office head revealed that the average time allocated to co-curricular activities per week was negligible. However, some clubs like Mini Media, Civic club, Environmental Protection club and anti AIDS clubs were actively practiced by taking relatively more time in a week. The respondents replied to open ended questions that there is no specific time allocated for co-curricular activities. The club members run the activities after school or break time or at any convenient spare time they have had.

In similar manner, Derbessa (2006) indicated that effective implementation requires time, personal interaction, training and other forms of people based support. From this analysis, it can be said that, the time spent to co-curricular activities throughout secondary schools was very less. This time was not enough to enhance the practice of CCAs in particular and brining all rounded development of students in general.

4.2.2. Participation level on co-curricular activities

The results (Table 3) revealed that, 7(58.3%) of department heads, 10 (55.6%) of teachers and 77 (44%) of students have low participation in their school co-curricular activities. Other studies also found that it was possibly caused by lack of training and trained teachers, no provision of funds, teaching overload and crowded classes, Inadequate facilities, equipment and supplies, lack of

teacher's guidebooks regarding the program and other resource materials etc,. According to the interview response from school principals and supervisors, the perception of the majority of teachers, and students was very low due to the lack of training regarding the co-curricular activities.

4.2.3. Availability of fixed schedule for Co-curricular activities

The general characteristics of co-curricular program of secondary schools on whether there was fixed schedule for carrying out or not was also presented (Table 3) above. Accordingly, more than half of respondents, 7 (58%) of department heads, 10 (55%) of teachers and 92 (52.6%) of students indicated as there was no fixed schedule in secondary schools for co-curricular activities. Similarly, views of the principals, supervisors Woreda Education Office Head revealed the absence of fixed schedule for co-curricular activities in secondary schools. This is because; in most cases priority is given for the curriculum that has been taking place in the classroom. In addition to this, the crowdedness of the program was observed in secondary schools because of staff meeting, training and other activities.

In connection to this, action without planning or planning that does not pay equal attention for people; program and material factors lead to failure and wastage of resources (Derbessa, 2006). Additionally from the researcher own experience the implementation of co-curricular activities in secondary schools was not given in fixed schedule. And hence, it hindered effective realization of the objectives of the co-curricular activities and causes absence of uniformity among the existed co-curricular activities.

4.3. Contribution of Co-Curricular Activities

4.3.1. Contribution to Teaching-Learning Process

The table below (Table 4) presents responses of students, teachers and department heads where they were asked whether participation in co-curricular activities have contribution on to teaching-learning process or not. Accordingly these factors are classified as student's learning motivation, student's behavior, students drop out rate and their personal confidence

Table 4: Contribution to teaching learning related factors, 2016

Items	Respondents	Response Rate						Mean	Std	Total		F-Value	Significance
		Agree		*Undecided*		*Disagree*				***Mean***	***Std***		
		F	**%**	**F**	**%**	**F**	**%**						
Increase student's learning	Students	90	51.4	-	-	85	48.6	3.06	1.55	3.13	1.53	4.59	0.01
	Teachers	10	55.6	4	22.2	4	22.2	3.33	1.67				
	Dept. Heads	7	58.3	2	16.7	3	25	3.02	1.37				
Improve student's behavior	Students	89	50.9	20	11.4	66	37.7	3.17	1.38	3.1	1.44	3.34	0.04
	Teachers	10	55.6	-	-	8	44.4	3.25	1.42				
	Dept. Heads	7	58.3	-	-	5	41.7	2.89	1.52				
Minimize students drop out rate	Students	77	44	32	18.3	66	37.7	3.17	1.38	3.38	1.31	5.00	0.01
	Teachers	8	44.4	4	22.2	6	33.3	3.83	1.12				
	Dept. Heads	7	58.3	3	25	2	16.7	3.14	1.45				
Increase students self-confidence	Students	75	42.9	30	17.1	70	40	3.28	1.41	3.13	1.52	1.66	0.19
	Teachers	8	44.4	4	22.2	6	33.3	3	1.71				
	Dept. Heads	6	50	2	16.7	4	33.3	3.11	1.44				

4.3.1.1 Contribution to Student's Learning Motivation

As presented above (Table 4), the majority7 (58.3%) of department heads, 10 (55.6%) of teachers and 90(51.42%) of student respondents agreed that students participation in co-curricular activities increases their learning tendency. It can be also learned that the substantial number of students, 85(48.6%), disagrees to the same question. In their response to the open-ended questions respondents further strengthened the above result by saying it is possible to provides quality education through various practical exercises that could gear towards problem solving, interrelated with main subjects, a supportive effect to students classroom achievements, inspire the students learning interest and attitudes towards their academic achievements.

The above table also shows the average mean and standard value of 4.43 and 1.279 respectively, for the first item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2,397) =3.094 whichexceeds the critical region at α=0.05 was F (2,397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities increase student's learning , $F(2, 397) = 3.094$, $p < 0.05$, one tailed

According to the interview response of the school principals, supervisors and Woreda education office head, students who participate in clubs have shown great improvement in their academic performances and thus reduced dropout rate of the schools under the study. Similarly, regarding co-curricular activities contribution on students' achievement, school club coordinator teachers responded to the open ended question that, it develops students' social, communicative and group work skills and by in large improves their academic achievements. This finding is in line with Marsh &Kleitman (2002) which concluded that the educationists and the administration of different educational institutions realized that the co-curricular activities have positive or a significant effect on the skills enhancement and the academic performance of the students.

4.3.1.2. Contribution to Students' Behavior

Table 4 above also depicted that majority of the respondents, 7(58.3%) of department heads, 10 (55.6%) of teachers and 89 (50.9%) of students agreed that participation inco-curricular activities

have contribution on the improvement of students' behavior. In contrary to this 8 (44%) and 5 (41.7%) of teachers and department heads have disagreed respectively.

Researchers have offered several explanations as to why students who participate in co-curricular activities seem to be more successful.

The above tablealso shows the average mean and standard value of 3.1 and 1.508 respectively, for the second item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2,397) = 2.904 whichis less than the critical region at α=0.05 was F (2,397) = 3.09. Therefore, it could be concluded that there was no statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities improve student's behavior , F (2, 397) = 2.904, p >0.05, one tailed.

Holland & Andre (1987) have explained that students who participate in activities learn important skills which help them in other aspects of their life, for example, teamwork, or leadership skills. Others have argued that just spending time participating in an extracurricular activity decreases the opportunity for students to be involved with problem behaviors (Carnegie, 1992).

Sickmund*et.al.*(1997) also found that students who are involved in prosocial activities from 2-8 p.m. are less likely to commit or be a victim of a crime and Marsh (1992) suggested that as students participate in extracurricular activities they are influenced both by the culture of an activity and the experiences they have as a part of that activity. This social environment influences student's values and how he/she perceives things. In the case of most extracurricular activities, the environment is a prosocial one which encourages pro-social values and behavior. For example as a student participates in student government simulation activity they learn more about the importance of going on to colleges and accumulate the knowledge & skills required in their future carrier. In addition, the discussion made at their clubs regarding resolving problem issues influence their values about violence and whether or not attending colleges.

4.3.1.3. Contribution in addressing Drop-out rate

The other indicator used to measure contribution of the co-curricular activities in the school was in terms of drop-out rate. The result (Table 4) above underlined that nearly half of the

respondents, 7(58.3 %) of department heads, 8(44.4%) teachers and 77 (44%) of students agreed that participation in co-curricular activities minimizes students drop out.

The above table alsoshows the average mean and standard value of 3.30 and 1.369 respectively, for the third item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2,397) = 4.578 which exceeds the critical region at α=0.05 was F (2,397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities minimize students drop out , F (2, 397) = 4.578, $p < 0.05$, one tailed.

A study conducted in India (B.R. Dhanmeher, 2014) have also indicated that in addition to other contributions participation in co-curricular activities may even translate to academic points and the extent of impact keeps increasing with the increase in the class. Hence, it has positive role in minimizing the dropout rate which is the current and very concerning problem present at secondary schools.

4.3.1.4. Contribution to build students' confidence

In terms of contribution of-curricular activities in building students self-confidence the results (Table 4 above) indicated that nearly half of the respondents, 6(50%) of department heads, 8(44.4%) teachers and 75(42.9%) of students agreed that participation in co-curricular activities increases student's self-confidence.

The above table shows the average mean and standard value of 3.12 and 1.416 respectively, for the third item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2,397) = 3.952 which exceeds the critical region at α=0.05 was F (2,397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities increase students' self confidence , F (2, 397) = 3.952, $p < 0.05$, one tailed.

Student who participates in their respective schools co-curricular activities are more likely to exercise leadership style, democratic way of approaching issues, develop self-confidence and

co-operative work. It should be noted that nearly equal amount of students (70, 40%) have disagreed that CCAs enhance students self-confidence. By taking a sample of 416 respondents from Indian schools Dhanmeher (2014) found that 281 (67.5%) students believe that self-confidence gets boosted by taking part in co-curricular activities.

4.3.2. Contribution to Social Related Factors

The table below (Table 4) presents responses of students, teachers and department heads where they were requested on the contribution of co-curricular activities to social related factors. The factors are further classified as student's social skills, interaction skill, enhancing democracy in school and strengthening teachers-to-students relation.

Table 5: Contribution to Social-related factors, 2016

Items	Respondents	Response Rate						Mean	Std	Total		F-Value	Significance
		Agree		*Undecided*		*Disagree*				***Mean***	***Std***		
		F	**%**	**F**	**%**	**F**	**%**						
Develops social skills of students	Students	72	41.1	37	21.1	66	37.7	3.06	1.55	3.13	1.53	4.59	0.01
	Teachers	9	50	1	5.6	8	44.4	3.33	1.67				
	Dept. Heads	6	50	1	8.3	5	41.7	3.02	1.37				
Increase social interaction	Students	72	41.1	40	22.9	63	36	3.17	1.38	3.10	1.44	3.34	0.04
	Teachers	8	44.4	3	16.7	7	38.9	3.25	1.42				
	Dept. Heads	6	50	1	8.3	5	41.7	2.89	1.52				
Enhanced democracy in school	Students	76	43.4	30	17.1	69	39.4	3.17	1.38	3.38	1.31	5.00	0.01
	Teachers	9	50	3	16.7	6	33.3	3.83	1.12				
	Dept. Heads	8	66.7	2	16.7	2	16.7	3.14	1.45				
Strengthen teachers and students relation	Students	80	45.7	24	13.7	71	40.6	3.28	1.41	3.13	1.52	1.66	0.19
	Teachers	9	50	4	22.2	5	27.8	3.00	1.71				
	Dept. Heads	6	50	1	8.3	5	41.7	3.11	1.44				

4.3.2.1. Developing Students Social Skills

Whether student's participation in co-curricular activities has any contribution to the development of their social skills or not the assessment was made and presented by Table 5 above. Thus half, 6 (50%) of department heads, 9(50%) teachers and majority 72(41.1%) of students agreed that participation in co-curricular activities provide valuable opportunities for the development of students' social skills whereas 63(36%), 7(38.9%) and 5(41.7%) of students, teachers and department heads respectively expressed their disagreement.

The above table shows the average mean and standard value of 3.13 and 1.531 respectively, for the first item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 4.591 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities social skills of students, F (2.397) = 4.591, $p < 0.05$, one tailed.

4.3.2.2. Increasing Social Interaction

Social interaction was also one of the indicators used to evaluate the contribution of participation in co-curricular activities (Table 5 above). In line with this, majority, 6 (50%), 8(44.4%) and 72(41.1%) of department heads, teachers and students respectively agreed that taking part in co-curricular activities have contribution in increasing students' social interaction. Many of the students are reserved to interact with friends and peers within and outside of the schools. And hence, participation at their schools different clubs (co-curricular activities) facilitate their social interaction and resolves the problem of being shy and fear of interacting with friends , school community and the community they are living in.

The above table also shows the average mean and standard value of 3.10 and 1.442 respectively, for the second item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 3.335 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities increase social skill of students , F (2.397) = 3.335, $p < 0.05$, one tailed.

4.3.2.3. Enhancing Democracy in School

The other measure by which contribution of participation in co-curricular activities to social related factors was weighed is enhancing democratic values in schools. More than half, 8 (66.7%) of department heads, 9 (50%) of teachers and 76 (43.4%) of students agreed that enabling students to participate in co-curricular activities enhances democracy in schools (Table 5). Different experiences have shown that students who participate at schools co-curricular programs learn the principle of democratically approaching issues, resolving problems with discussion and dialogue, give respect to colleague's ideas and opinions, elect their leaders by vote and respect their leaders plus the rules and regulations set by the group.

The above table alsoshows the average mean and standard value of 3.38 and 1.314 respectively, for the third item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 5.003 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities enhance democracy in school , F (2.397) = 5.003, $p < 0.05$, one tailed.

4.3.2.4. Strengthening Teacher-Student Relationship

In terms of student-teacher relationship half of respondents, 6 (50%) of department heads, 9(50%) teachers and 80(45.7%) of students do believe that students engagement in co-curricular activities strengthens the relation they have with their teachers (Table 5). Initially school clubs are organized by the co-curricular activity coordinating teachers and then encourage the students to participate the cubs, then after the students themselves run the clubs of which the students discuss with teachers time and again freely and openly whenever required assistance. With this the relation between teachers & students would become so close and friendly.

The above table shows the average mean and standard value of 3.13 and 1.516 respectively, for the fourth item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 1.664 whichis much less than the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was no statistically significant mean difference among

teachers, students and department heads on the idea that co-curricular activities increase students' self-confidence , $F(2.397) = 1.664$, $p > 0.05$, one tailed.

4.4. Factors Affecting Implementation of Co-Curricular Activities

Respondents were asked to forward their views regarding factors that affect the implementation of co-curricular activities that are mainly categorized into administrative problems, financial problems, monitoring and evaluation, teachers training and teaching load. The result is presented in the Table 6 below.

Table 6: Respondents view on factors of CCAs implementation, 2016

Items	Respondents	Response Rate						Mean	Std	Total		F-Value	Significance
		Agree		*Undecided*		*Disagree*				*Mean*	*Std*		
		F	%	F	%	F	%						
Administrative Problems	Students	85	48.6	25	14.3	65	37.1	3.17	1.46	3.20	1.49	2.52	0.08
	Teachers	9	50	3	16.7	6	33.3	3.28	1.53				
	Dept. Heads	7	58.3	-		5	41.7	3.17	1.49				
Financial Problems	Students	75	42.9	30	17.1	70	40	3.17	1.41	3.15	1.28	2.73	0.07
	Teachers	9	50	2	11.1	7	38.9	3.17	1.49				
	Dept. Heads	6	50	1	8.3	5	41.7	3.11	1.45				
Lack of monitoring and guidance	Students	75	42.9	40	22.9	60	34.3	3.25	1.00	3.14	1.36	4.09	0.02
	Teachers	9	50	1	5.6	8	44.4	3.06	1.51				
	Dept. Heads	7	58.3			5	41.7	3.13	1.38				
Lack of cooperation among staff	Students	74	42.3	30	17.1	71	40.6	1.67	3.33	1.49	3.15	3.71	0.03
	Teachers	9	50	2	11.1	7	38.9	0.83	3.11				
	Dept. Heads	6	50	3	25	3	25	1.23	3.02				
Lack of teachers interest	Students	72	41.2	16	9.1	87	49.8	2.67	1.25				

	Teachers	10	55	-	-	8	44.4	3.17	1.69	2.91	1.48	1.76	0.18
	Dept. Heads	5	41	-	-	7	58.3	2.91	1.51				

4.4.1. Administrative Problems

Half of respondents, 85 (48.6%), 9(50%) and 7(58.3%) of students, teachers and department heads respectively have agreed that administrative problems of secondary schools significantly affect the implementation of co-curricular activity. As mentioned in Education and Training policy of Ethiopia (MOE, 1994), CCAs help to promote the aesthetic development and enrich students' inquisitive ability and raise their creativity and interest. Interview responses of school principals, Supervisors and Woreda education office Head suggested that based on the hierarchal support Woreda education office is the first level in giving technical support including CCAs.

The above table alsoshows the average mean and standard value of 3.2 and 1.481 respectively, for the first item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 2.517 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was no statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities could affect implementation of co-curricular activities , F (2. 397) = 2.517, $p > 0.05$, one tailed.

Majority of the participants were teachers explained that Woreda education office including supervisors doesn't have attention for CCAs support; they are engaged in other administrative work, the co-curricular activities as whole left to the school community. Even we try to conduct implementing CCAs in the school they don't have the habit of appreciation. Most of the supervisors work was only focuses on reporting the figure of students and teachers rather than supporting and facilitating CCAs implementation in the school. Similarly; school administrators and resource personnel did not provide technical support to CCAs.

4.4.2. Financial Problems

Regarding financial aspect, majority of respondents, 6 (50%) of department heads, 9 (50%) teachers and 75 (42.9%) of students agreed that financial problems have significant effect on implementation of co-curricular activities.

The above table alsoshows the average mean and standard value of 3.15 and 1.28 respectively, for the second item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05

was F (2.397) = 2.731 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was no statistically significant mean difference among teachers, students and department heads on the idea that financial problems could affect the implementation co-curricular activities, F (2.397) = 2.731, p > 0.05, one tailed.

Moreover, Jha*et al.* (2004) confirmed that lack of support with financial resources negatively affected the implementation of CCAs.In connection with this, the interview responses conducted with principals and supervisors suggested that there were lack of trained human power in areas of co-curricular activities. Lack of budget, less involvement of the society in co-curricular program and over work load were the major factors affecting implementation of CCAs. Therefore, from the above analysis, it is convenient to conclude that financial problems of secondary schools significantly affect the implementation of co-curricular activity.

4.4.3. Monitoring and Guidance

With regard monitoring and guidance more than half, 7 (58.3%) of department heads, 9(50%) teachers and 75(42.9%) of students agreed that lack of monitoring and evaluation have impact on implementation of co-curricular activities. Schools co-curricular activities need monitoring and guidance and support for effective implementation of the activities intended by the clubs. However, the schools community was not in a position to do so.

The above table alsoshows the average mean and standard value of 3.14 and 1.363 respectively, for the third item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 4.093 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that lack of monitoring and guidance could affect co-curricular activities , F (2.397) = 4.093, p < 0.05, one tailed.

4.4.4. Lack of cooperation among Staff

Respondents were asked about whether lack of cooperation among staff have impact on co-curricular activities implementation, majority 6(50%) of department heads, 9(50%) of teachers and 74 (42.3%) of students indicated their agreement.

The above table alsoshows the average mean and standard value of 1.49 and 1.15 respectively, for the fourth item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 3.706 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that lack of cooperation among staffcould affect co-curricular activities , F (2.397) = 3.706, $p < 0.05$, one tailed.

4.4.5. Lack of Teachers Interest

Regarding lack of teachers interest on co-curricular activates respondents were asked and then half, 7(58.3%) of department heads and 87 (49.8%) of students disagreed the point that teachers lack interest. Whereas more than half, 10 (55%) of teachers agreed and said there is lack of teachers interest. In this respect, the interview responses of most principals, supervisors and Woreda education heads also supported the idea of department heads and students. Lack of teacher'sinterest generally not existed and was not found as a determinant to co-curricular activities implementation. From this analysis, it can be concluded that most respondents responded that over teaching load of teachers not significantly affect the implementation of co-curricular activities in secondary schools.

The above table alsoshows the average mean and standard value of 2.91 and 1.484 respectively, for the fifth item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 1.759 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that teachers have lack of interest on co-curricular activates , F (2.397) = 1.759, $p > 0.05$, one tailed.

4.5. Awareness Level towards Co-Curricular Activities

The study also investigated awareness level of respondents towards the contribution of co-curricular activities. Response of students, teachers and department heads about this contribution towards making conducive school environment, encouragement of students to participate in CCAs and difference between participants and non-participants of CCAs is presented in Table 7 below.

Table 7: The Awareness towards Co-curricular Activities, 2016

Items	Respondents	Response Rate						Mean	Std	Total		F-Value	Significance
		Agree		*Undecided*		*Disagree*				***Mean***	***Std***		
		F	**%**	**F**	**%**	**F**	**%**						
The school CCAs making conducive environment	Students	80	45.7	25	14.3	70	40	2.94	1.60	2.86	1.60	5.72	0.004
	Teachers	9	50	3	16.7	6	33.3	2.75	1.71				
	Dept. Heads	8	66.7	2	16.7	2	16.7	2.90	1.47				
Difference b/n participant and non-participants in CCAs	Students	62	35.4	38	21.7	75	42.9	3.29	1.31	3.34	1.32	6.26	0.002
	Teachers	9	50	3	16.7	6	33.3	3.83	1.19				
	Dept. Heads	7	58.4	3	25	2	16.7	2.89	1.47				
Encouragement of students to participate in CCAs	Students	75	42.9	13	7.4	87	49.7	3.41	1.46	3.25	1.54	4.26	0.015
	Teachers	10	55.6	1	5.6	7	38.9	3.42	1.68				
	Dept. Heads	7	58.4			5	41.7	2.93	1.49				
	Teachers	80	45.7	25	14.3	70	40	2.94	1.60				
	Dept. Heads	9	50	3	16.7	6	33.3	2.75	1.71				

4.5.1. CCAs Making Conducive School Environment

As presented in table 7 below, When asked about the school co-curricular activities contribution in making conducive learning environment 8 (66.7%) of department heads, 9 (50%) of teachers and 80(45.7%) of students rated the contribution as high. This indicated that majority of the respondents were in agreement with the contribution of CCAs to promoting and creating conducive environment in the school.

The above table alsoshows the average mean and standard value of 2.863 and 1.595 respectively, for the first item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2,397) = 5.720 which exceeds the critical region at α=0.05 was F (2,397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities could make conducive environment for learning, F (2, 397) = 5.720, $p < 0.05$, one tailed

The response from the interview supported this result as one school principal said:

> "*There is no doubt on the benefit and importance of CCAs not only for students but the school can also gain from the effective implementation of CCAs.*"

This strengthens that the awareness level of the principal were in good position. Bill Weber (2001) also showed the existence of a positive connection between GPA and participation in co-curricular activities.

4.5.2. Difference between Participants and Non-Participants of CCAs

Regarding the difference among participants and non-participants majority, 10(83.4%) of department heads and 12 (66.7%) of teachers indicated the presence of average to high difference among participants of co- curricular activities and those who do not. Whereas only 62 (35.4%) of students indicated the presence of high difference.

The above table alsoshows the average mean and standard value of 3.336 and 1.324 respectively, for the second item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 6.260 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among

teachers, students and department heads on the idea that co-curricular activities could result in to a difference among participant and none participant students on their academic performance, F (2.397) = 6.260, $p < 0.05$, one tailed

Moreover, one club coordinating teacher stated:

> *"Students who participate in CCAs show great respect to school community and rules and regulations of schools. Their time management and their academic performance are remarkable than those who do not participate."*

4.5.3. Encouragement of Students to Participate in CCAs

Respondents were also asked if encouraging students to take part in co-curricular activities have an impact. Accordingly 7(58.35%) of department heads and 10 (55.6%) of teachers rated contribution of encouragement of students to participate in co- curricular activities as high. Whereas half, 87 (49.7%) of students rated it as low. The reason for this is partly because the teachers and department heads see the increase in students registering for club membership when they provide orientation, layout the club annual activity plans and other related tasks at the beginning of the academic year. However, it may be wrong to conclude with the justification they have stated. The intended club activity plans may not be actively executed as expected. According student's response encouragement is rated very low. This may be true, since they are the one who know detail activities of their club and put the plans into practice. Hence, it is quite clear that there is a gap of encouragement from the schools side. Practically the school communities as a whole must work collaboratively and motivate and encourage the co-curricular members, so that they benefits from the programs in which the students are participating.

The above table alsoshows the average mean and standard value of 3.253 and 1.541 respectively, for the third item. Besides the descriptive analyses so far made, the computed F-value, at $\alpha=0.05$ was F (2.397) = 4.263 which exceeds the critical region at $\alpha=0.05$ was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the idea that co-curricular activities could encourage students' participation , F (2.397) = 4.263, $p < 0.05$, one tailed.

4.6. Efforts Made to Implement Co-Curricular Activities

The result presented below (Table 8) provides insight into various responses regarding the extent of efforts made by different stakeholders for the implementation of co-curricular activities. The results were presented categorized into different stages as effort made by Woreda education office, by school administrators, by supervisors, by Parent-Teacher Association (PTA) and the school itself.

Table 8: Effort made by different stakeholders for Implementation of CCAs, 2016

Items	Respondents	Response Rate						Mean	Std	Total		F-Value	Significance
		Agree		*Undecided*		*Disagree*				*Mean*	*Std*		
		F	%	F	%	F	%						
The extent of effort made by Woreda education office	Students	65	37.1	34	19.4	76	43.4	2.83	1.51	3.06	1.58	4.29	0.02
	Teachers	7	38.9	2	11.1	9	50	3.25	1.71				
	Dept. Heads	7	58.3	-	-	5	41.7	3.10	1.51				
The extent of effort made by school administrators	Students	85	48.6	12	6.9	78	44.6	2.94	1.73	2.87	1.59	5.37	0.01
	Teachers	6	33.3	3	16.7	9	50	2.92	1.62				
	Dept. Heads	7	58.3	-	-	5	41.7	2.87	1.43				
The extent of effort made by Supervisors	Students	61	34.9	35	20	79	45.1	2.94	1.51	2.93	1.47	5.06	0.01
	Teachers	8	44.4	-		10	55.6	2.83	1.40				
	Dept. Heads	5	41.7	1	8.3	6	50	3.02	1.49				
The extent of effort made by PTA s	Students	71	40.6	25	14.3	79	45.1	2.94	1.39	3.00	1.40	3.18	0.04
	Teachers	7	38.9	3	16.7	8	44.4	3.33	1.37				
	Dept. Heads	4	33.3	2	16.7	6	50	3.02	1.44				
The efforts of the school in	Students	87	49.7	9	5.1	79	45.1	2.83	1.33				

preparing school club's Plan	Teachers	10	55.6	-	-	8	44.4	2.67	1.50	2.81	1.44	2.41	0.09
	Dept. Heads	6	50	2	16.7	4	33.3	2.93	1.45				

4.6.1. Efforts Made by Local Education office

As presented in above (Table 8)halfof the respondents, 7 (58.3%) department heads, 7(38.9%) of teachers and 65 (37.1%) students rated extent of effort made byWoreda education office as low. It is obvious from the result that all the three respondent groups stated the respective Woreda office hasn't made significant effort for the implementation of CCA's.

The above table alsoshows the average mean and standard value of 3.06 and 1.576 respectively, for the first item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 4.289 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the efforts made by Woreda education Office regarding co-curricular activities , F (2.397) = 4.289, $p < 0.05$, one tailed.

On the other hand Woreda Education Office Head on his interview response said that:

> *"The office has given different technical, material and financial supports to schoolsto run the teaching-learning process as whole. The office does not break the materialsand the financial budget specifically for the implementation of academic subjects andco-curricular activities separately."*

From the researcher's own experience, the Woreda Education Office employees spend most of their time in office by carrying out routine administrative works, otherwise the financial fund has been provided to schools as grant twice a year.

4.6.2. Efforts Made by School Administrators

When it comes to school administrators more than half, 7 (58.3%) of department heads rated their effort to implement co-curricular activities as high. Whereas 85 (48.6%) of students and 6(33.3%) of teachers rated their contribution as low. The reason why the department heads rated the school administrators' effort very high could possibly be from the feeling that they are part of school management and hence they are comfortable exposing their weakness in any way. They always focus on the academic sector of school curriculum. The teachers and students are the main actors of the co-curricular activities; they know well what is available and what is not and hence can genuinely judge the efforts made by school administrators.

The above table alsoshows the average mean and standard value of 2.87 and 1.594 respectively, for the second item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 5.369 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the efforts made by School administrator concerning co-curricular activities , F (2.397) = 5.369, $p < 0.05$, one tailed.

4.6.3 Efforts Made by Supervisors

The other effort that presented to respondents was regarding supervisors. Around half of respondents, 6(50%) of department heads, 10(55.6%) of teachers and 79 (45.1%) of students rated the extent of effort made by Supervisors to implement co-curricular activities as low. From the researcher's own experience supervisors were never seen talking or giving awareness to school communities about co-curricular activities implementation. Though supervisors are the most facilitator and supporter of schools, they were not seen doing so for carrying out the teaching-learning process and for implementation of co-curricular activities so far.

The above table alsoshows the average mean and standard value of 2.93 and 1.461 respectively, for the third item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 5.055 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the efforts made by Supervisors regarding co-curricular activities , F (2.397) = 5.055, $p < 0.05$, one tailed.

4.6.4 Efforts made by parent-teachers association

Another low effort as rated by all the respondents was the contribution of parent- teachers association (PTA). Nearly half of respondents, 6(50%) of department heads, 8 (44.45) of teachers and 79 (45.1%) of students rated efforts made by the association for the implementation of co-curricular activities as low. The responses of the respondents clearly indicate that the association's effort on such activities is low; this may be due to lack of time and low level of awareness.

The above table alsoshows the average mean and standard value of 3.00 and 1.401 respectively, for the fourth item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 3.184 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was statistically significant mean difference among teachers, students and department heads on the efforts made by PTAs concerning co-curricular activities , F (2.397) = 3.184, $p < 0.05$, one tailed.

4.6.5. School's Support to the Clubs

Finally half of respondents, 6 (50%) of department heads, 10 (55.6%) of teachers and 87 (49.7%) of students rated efforts of the school in Preparing school club's Plan as high. Majority of the respondents positively rated the effort of schools made in preparing club plans. A school organizes co-curricular programs to complement class education, enhance student's talent and creative ability, promote students self-reliant sentiment and help them spend their spare time in constructive and productive activities. However, the schools focuses or emphasizes only in the preparation of the activity plans, but he intended plans were not put in to practice to bring the expected academic achievements. Almost all club coordinator teachers respond to the open ended question, they agree on the availability of school club plans. But, they tell that the intended plans were not implemented effectively.

The above table alsoshows the average mean and standard value of 2.81 and1.442 respectively, for the fifth item. Besides the descriptive analyses so far made, the computed F-value, at α=0.05 was F (2.397) = 2.414 which exceeds the critical region at α=0.05 was F (2.397) = 3.09. Therefore, it could be concluded that there was no statistically significant mean difference among teachers, students and department heads on the efforts made by School in preparing schools' club plan regarding co-curricular activities , F (2.397) = 2.414, $p > 0.05$, one tailed.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the final sections of the study classified into three sub-sections. The first part is a summary of the overall study where major focuses of the research together with the objectives and major findings are shown. The other parts outline the major conclusion reached from the findings and sub-sequent recommendations forwarded to different stakeholders.

5.1. Summary

The purpose of this study was to assess the contribution of co-curricular activities on creating teaching learning process of student's. To this end, the basic research questions addressing the contribution, factors affecting student involvement in co-curricular activities, the awareness of teachers and students towards the co-curricular activities and the efforts made to improve students' participation in co-curricular activities were raised. To seek answers to the above mentioned study questions and to achieve study objectives, descriptive research method is used.

With the intention of addressing the basic questions, the researcher reviewed relevant literatures and prepared questionnaires and interview guide for the participants of the study. Accordingly, two set of open and closed ended questioners were prepared. These questionnaires were commented by the research advisors and colleagues. Moreover, after the necessary correction and modifications, the questionnaires were duplicated and distributed to 30 teachers, 6 school administrators and 175 students. Besides, to gather more detailed information and to substantiate the information acquired through questionnaires, interview and open ended was conducted with school principals, supervisors and Woreda education office head. The data obtained were analyzed with the help of SPSS version 21. A statistical tool such frequency was used to analyze the quantitative data whereas descriptive analyses was used for qualitative part.

Regarding the implementation of the CCAs among selected schools, the result of the study reveal they spent less than one hour in CCAs more participants were only registered as participant or as members of CCAs but they are not involve effectively. There is also low

participation in the school concerning co-curricular activities and the perception of the majority of teachers, and students was very low due to the lack of training regarding the co-curricular activities. The finding of the study show there is absence of fixed schedule for co-curricular activities in secondary schools. Therefore, the study explore that the implementation of CCAs in the three selected ShenileWoreda is very low because there is lack of participation among the students and teachers and the time spent for the activity is less than one hour per week.

On the issues of the contributions of co-curricular activities in the selected schools, majority of the respondents agreed with the co-curricular activities increase student's learning, improve student's behavior, minimize students drop out rate and increase student's self-confidence. In addition to this, co-curricular activities were enhancing social skills of students, rise social interaction, enhanced democracy in school and strengthen teachers and students relation.

Concerning the factors affecting the implementation of co-curricular activities in the selected school, the result of the study show that the major factors affecting co-curricular activities is school administrative problems followed by lack of monitoring and guidance, financial problems, lack of teachers training and teaching overload.

Moreover, the study result also indicated co-curricular activities make conducive environment in school at high level. There is high difference between participant and non-participants in CCAs and besides to this the encouragement of students to participate in CCAs is low. Finally, regarding the major effort made to enhance the implementation co-curricular activities in the selected schools the extent of effort made by Woreda education office, by school administrators, supervisors, PTA s and efforts of the school in preparing school club's plan is at lowest level.

Generally, the study found that the status of implementation of co-curricular activities is still in a state that needs much effort by all stakeholders involved in the sector such as school teachers, department heads, principals, supervisors, education office heads and others. In terms of factors significantly hindering the implementation of CCAs, nearly half of respondents from each category (students, teachers and department heads) specified administrative and financial

problems, lack of monitoring & guidance and teachers training, teaching load as potential determinants.

5.2. Conclusion

Based on the analyses of the data, the researcher has come up with the following outlined conclusions. The contribution of co-curricular activities was identified as a positive factor and therefore enhancing the implementation of CCAs can significantly impact students teaching learning process, increase students' social interaction, improve students' behavior, increase students' social interaction, enhance democracy and strengthen the teachers and students relation.

The study has also found that participation of all actors in CCAs is very low. This is possibly due to difficulties emanating from administrative problems, financial problems, lack of monitoring and guidance, lack of teachers training. If not addressed early this could significantly impact both the students themselves and the teaching-learning environment of the school in different aspects.

Additionally students, teachers, department heads and club-coordinators explained that Woreda education office, supervisors and parent-teacher associations did pay little attention for CCAs support; they are engaged in different administrative work. Majority of principals and club-coordinators voiced that there is no allocated budget for CCAs. However, Woreda education office head and supervisors explained that the budget of CCA is integrated with academic. This seems to indicate that the communication between the Woreda education officials and principals and sub-principals in the school is not inline. It is due to this reason that the implementation of CCAs is low as indicated by students, teachers and department heads is low.

Overall, Co-curricular activities are an essential and vital part of education. Education is not only academic achievable, but it is a development of individuals‘ mental, physical, psychological and social aspects of life. The co-curricular activities program allows for a well-rounded, balanced and expansion of the curriculum by reinforcing learning with enhancing active learning process, supplementing the required and elective curriculum with supporting higher academic achievement and school completion, integrating knowledge by equipping with different skills, and carrying out the objectives of democratic life by reducing behavioral problems.

5.3. Recommendations

On the basis of the above major findings and conclusion drawn the following recommendations were forwarded for a concerned body, to improve the implementation status of CCAs by alleviating the challenges.

- The school administration together with the Woreda officials should arrange settings to make sure that teachers are assigned and trained on the basis of their interest, age, and abilities in facilitating co-curricular activities at school level

- Woreda education officials should follow-up, identify and address the administrative problems, issues related with monitoring and guidance in a regular manner because the deep-rooted they are the harder they are to solve and the implementation of CCAs may be impossible in such situations.

- The school management should arrange fixed time schedule for co-curricular activities and use optional arrangement for leisure time of students.

- Schools and Woreda education officials should also arrange training programs for students about CCAs at the beginning of first and second semesters to fill the currently existing awareness gap among the students and to further boost the number of participants.
- At school level resource should be mobilized from different corners with the necessary material, personnel's and finance as well as time resources to fulfill their intended academic objectives.
- Schools should fulfill basic facilities like play ground, working classes for exercising curricular activities. So, adequate budget needs to be searched from the surrounding community than waiting government alone.
- Principals, Department heads, and teachers have to give due attention in order to promote co- curricular activities.
- Teachers should relate CCAs to the teaching learning process and play their professional role in ensuring the all rounded development of students. They should expand the awareness of the benefits of CCAs not only to students, but also to the student parents and the surrounding community as a whole.
- Principals, Department heads, and teachers have to exert maximum effort to make all co-curricular clubs functional and help them play their roll in the respective schools.

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7. APPENDICES

Appendix A

The School Co-curricular activities (Clubs available at schools)

S.№.	Co- Curricular Activities	Secondary Schools			Remarks
		Ugass Hassan	Harawa	Kelebed	
1	Mini- Media	√	X	X	
2	Anti HIV/AIDS	√	√	√	
3	Ethics and Civics	√	√	√	
4	Sport	√	√	√	
5	Library	√	√	√	

6	Girls club	√	√	√	
7	Environmental Protection	√	√	√	
8	Gender	X	X	X	
9	Question and Answer	√	X	X	
10	Student Police	√	X	X	
11	Girls Forum	X	X	X	
12	Student Counseling	√	√	√	
13	Information Technology	√	X	√	
14	Student Parliament	√	√	√	
15	Clever Students	X	X	X	

√=Available X=Not- Available

Appendix B

Haramaya University

College of Education and Behavioral Science

Department of Educational Leadership Management

Questionnaire for Students, Teachers and Department Heads

The purpose of this questionnaire is to collect information about the Contribution of Co-curricular Activities to create enabling environment for students' teaching learning process. The information collected through the questionnaire will be used only for academic study and will be kept confidential. Hence, your honest and genuine participation is highly appreciated and credited.

I would like to thank you in advance for devoting your time to me by filling in the questionnaire.

Note:

Please don't write your name.

Please indicate your choice of answer by

Putting a "√ "mark in the box provided

If you have to write an answer, use the space provided.

1. School's Name_____

2. Age _____ 3. Sex _____

1. **The questions designed to identify the Contribution of Co-curricular Activities to create enabling environment for students' teaching learning environment**

S.N	Contribution of co-curricular activities	SA(5)	A(4)	UD(3)	DA(2)	SDA(1)
1	Increase student's teaching learning process					
2	Improve students behavior					
3	Assisted school discipline & Minimize students drop out rate					
4	Increase students self-confidence					
5	Develop social skills of students					
6	Increase social interaction					
7	Enhanced democracy in school					
8	Strength the teachers & students relation					

SA- Strongly Agree A-Agree UD-Undecided DA-Disagree SDA-Strongly Disagree

2. **Factor affecting the implementation of co-curricular activities**

S. N	Factor affecting implementation of co-curricular activities	SA(5)	A(4)	UD(3)	DA(2)	SDA(1)
1	Administrative Problems					
2	Financial Problems					
3	Lack of monitoring and guidance					
4	Lack of teachers training					
5	Over teaching Load					

SA- Strongly Agree A-Agree UD-Undecided DA-Disagree SDA-Strongly Disagree

3. The awareness level towards co-curricular activities

S. N	Your opinion about co-curricular activities	VH(5)	H(4)	A(3)	L(2)	VL(1)
1	Your Participation level in CCAs in the School is					
2	The school CCAs making conducive environment for teaching-learning process					
3	Difference b/n participant and non-participant of students in CCAs					
4	Encouragement of students to participate in CCAs					
5	The effectiveness of the school clubs					

VH-Very High, H-High, A-Average, L-Low, VL-Very Low,

4. Efforts made for the implementation of co-curricular activities

S. N	Efforts to implement co-curricular activities	VH(5)	H(4)	A(3)	L(2)	VL(1)
1	The efforts of woreda education office for the implementation of co-curricular activities					
2	The efforts of school administrators for the implementation of CCAs					
3	The efforts of supervisors for the implementation of CCAs					
4	The efforts of PTA for the implementation of CCAs					
5	The efforts of the school in Preparing school club's Plan					

VH-Very High, H-High, A-Average, L-Low, VL-Very Low,

5. The Period Given to Co-curricular Activities in a Week in a School

(Indicate your choice of answer by putting a "√ "mark)

S.N	Item	Responses		
		<1hours	1-2 hours	> 2 hours
1	The average time spend on co-curricular activities per week			

6. Availability of Fixed Schedule for Co-curricular Activities

(Indicate your choice of answer by putting a "√ "mark)

S.N	Item	Responses	
		Yes	No
1	Fixed schedule for co-curricular activities in school		

Appendix C

Haramaya University

College of Education and Behavioral Science

Department of Educational Leadership and Management

Open ended questionnaires presented to club coordinator teachers

The purpose of this questionnaire is to collect information about the Contribution of Co-curricular Activities to create enabling environment for students' teaching learning environment. The information collected through the questionnaire will be used only for academic study and will be kept confidential. Hence, your honest and genuine participation is highly appreciated and credited.

I would like to thank you in advance for devoting your time to me by explaining your opinion to the following questions.

Note: Please don't write your name.

Please write your answer by using the space provided

1. School's Name_____

2. Age _____ Sex _____

3. Experience _____

1. What is the effect of co-curricular activities on student's teaching-learning process?

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2. Do you observe any difference between participant and non-participant in co-curricular activities, explain?

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3. What are the factors that affect the implementation of co-curricular activities?

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4. What are the efforts made to improve students' participation in co-curricular activities?

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5. Do you believe the school clubs are working effectively, explain?

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6.Is there a plan of Co- curricular Activities in your school, explain?

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6.1. Do you have additional suggestion about co- curricular activities in your school, write?

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Appendix D

Haramaya University

College of Education and Behavioral Science

Department of Educational Leadership and Management

Interview questions presented to principals, supervisors, and Woreda education office head.

The purpose of this Interview questions is to collect information about the Factors Affecting the Contribution of Co- curricular Activities to Create Enabling Environment for students.

The information collected through the Interview will be used only for academic study and will be kept confidential. Hence, your honest and genuine participation is highly appreciated and credited. I would like to thank you in advance for devoting your time to me by responding to the questions.

1. Is there a plan of Co- curricular Activities in Woreda Education Office?

2. How do CCAs of Secondary schools get Support from you?

3. Do CCAs have budget?

4. Do you monitor and give feedback about the budget?

5. What difficulties Secondary schools face in Implementing CCAs?

6. Do teachers get training about CCAs?

    6.1. If so how do they train?