

WOLKITE UNIVERISTY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCES

FACTOR THAT AFFECT CO-CIRCULAR ACTIVITIES OF PRIMARY SCHOOL OF AMEYA WOREDA SOUTH WEST SHEWA ZONE, OF OROMIA REGION.

BY

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A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF PEDAGOGICAL SCIENCE IN THE COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES AS PARTIAL FULFILLMENT OF THE REQUIREMENTS OF BACHELOR OF EDUCATION DEGREE IN PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE.

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As senior essay research advisor, I hereby certify that I have read and evaluated this senior essay research prepared under guidance by Alemnash Bayera entitled Factor That Affect CO-curricular Activities In Selected Primary School Of Ameye woreda ,Oromia Regional Stats recommend that it be submitted as fulfilling the senior essay research requirement**.**

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As an examiner of the senior essay research open defense examination, I certify that I have read and evaluated the senior essay research prepared by Alemnash Bayera and examined the candidate. I recommend that the senior essay research by accepted as fulfilling the senior essay research requirement for the Degree of Bachelor of Art in Educational Planning and management.

_____ _____ _____

Examiner Signature Date

This senior essay research is submitted in partial fulfillment of the requirement for a Degree from the college of Education and Behavioral Sciences at Wolkite university.by my signature below, I declare and affirm that this research is my own work. All scholarly matter that is included in the research were been given recognition through citation. Every serious effort were been made to avoid any plagiarism in the preparation of this senior essay research.

_____ _____ _____

Name of student Signature Date

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Acronyms and abbreviation

AC:- academic course

ADCCA:-administration co-curriculum activities

CCA:-co-curcululer activities

CL:- club

CO:-club organization

CP:-club program

EDI:- educational institution

MOE:-ministry of education

PCCA:-planning co-curricular activities

SC:-school administration

Abstract

The objective of this study was to investigate the major factors that affect co Curriculum activities. The participants involved in the study include-9 first cycle primary schools, 9 primary principals, 60 primary school teachers and 85 students. The simple random sampling techniques was been employed to collect data from the primary school teachers, students and principals whereas the availability sampling techniques was employed to collect data from school students, teacher and principals. To gather the necessary data from the respondent's questioner have distributed to the student's school principals and the teachers; additionally, percentage has used to analyze the data gathered from respondents. The research revealed that, even if there is a Co-Curriculum activities organized in all the schools under the study, the frequency of the program is quite discontinuous and not adequate. Moreover, Co-Curriculum activities organized in all primary schools the program coordination is only restricted to school level. The study also elicited problems like lack of budget, lack training need assessment and lack of interest teachers as major constraints of the program. Finally based on the findings the recommendations that have forwarded are: school should create awareness of Co-Curriculum activities in teacher and students attract them toward the practice on voluntary base, and random selection and assignment of the member to join club should have avoided. Short training and orientation should have provided for students and teacher to develop appositive attitude on the purpose of Co-Curriculum activities at the school. Schools ought to communicate with external fund raising agents for financial support besides creating mechanism for the clubs to generate funds by themselves.

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CHAPTER ONE
1. Introduction

This chapter of the proposal or consists of several topics which includes the background of the study, statement of the problem, objective of the study which includes (general and specific objectives) significance of the study, delimitation of the study, definition of operational terms and organization of study.

1.1Background of the Study

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

Education which is complex end ever that leads learning to occur through all life experience has no definition which all educators agree up on . This is the reason why people defined education from the point of view of their own. Emphasizing this Aggarwal, (2001) start. The meaning people attack to the word are complex beliefs arising from their own values and experiences . In any case, education is a means to overs all changes. It is a key to develop the intellectual , economic ,social , political and cultural conditions of a society by widening horizontal of thinking of citizens .

As education has a power to draw out innate potential of mankind , it enables man exploring on the world . He is living in to adjust it to a usable form. Nowadays our world is eroded by the result of sciences and technology ; Globalization has brought the world to a village . All this are evidences for the purpose of education. Such purpose of education can only be achieved if it is offered in the way that it brings the overall change of learner . It is for this reason that (Rosado 2000) forwarded true important in

order to create the desire to be a complete and meaningful person since it contributes for empowerment of people .

From this point, it is possible to understand that true education is the one that connects theory with practice , and co-curricular activity is the best alternative in doing so .Nonetheless , the status of co-curricular activities in primary schools is no to the extent it is expected . It is clear that learning takes place in a variety of ways. That is in the school , in family , at work place by taking part in social activities etc. in school learning mostly takes place in class room by focusing on academic curriculum . But it is impossible to acquire satisfactory , skills and knowledge that make a person capable of solving problems he may encounter in his life by the help of only regular curriculum .It is necessary to complement the classroom academic curriculum by out classroom activities .

In order to come up with all sided personal development of the learner I .e mentally , physically, morally and etc. .Schools need to conduct extra curriculum activities in addition to regular curriculum. Emphasizing these ideas, Harrison (2000) states. Extra curriculum activities has been carried on by pupils for generation and taken over as a part of the schools educational program.According to Mckown (1999) co-curriculum activities offer opportunities for the students to become curious about himself , his qualification and characteristics of all types him setting which he can experiment with this through actual participation and furnish situation in which he may further develop and capitalize these to his own immediate and ultimate satisfaction and profit . Similarly, Trusew (2000) has explained that extra curriculum activities are important parameters for unfolding the diverse potentials and talents of individuals. It is a means through which learner can lead out experience and develop their potentials hidden in their mind . Taking this in to consideration education policy and programs of different countries in the world including Ethiopia had included the out classroom activities in their curriculum These out class activities had given different names by different educator. These includes co-curriculum, extra curriculum activities, out class activities, student activities and extra class activities.

1.2. Statement of the Problem

Extracurricular activities are free and informal activities which learner to gain opportunities in life adjustment through successful exercise ; and to and to make curriculum in general and institution program in particular more relevance and interesting.(Clark and star,2005).

The primary goal of any education institution is producing citizens, who are capable of exploring on the world surrounding them solving problem facing them and using the natural resources in their environment. This goal can be achieved when the theoretical education is supplemented by practices the role alternatives for this purpose is facilitating the implementation of co-curricular activities in school.

The contribution of co-curricular activities for regular curriculum gets effective only when schools implement the activities properly. Flaum (2008:285) states that when an extracurricular activity is well organized, guide and taught it has equal educative value with any of so-called academic course. This study attempt to identify challenges that face current practices and management of co-curricular activities in Ameya woreda primary school. Consequently, this study attempt to giver response for following basic question.

1.3 Research Question

This study attempts to answers the following basic research question in achieving the objectives;-

1. What are major challenges that affect practices of co-curricular activities in primary schools of Ameye woreda?
2. What value have given to co-curricular activities by student teachers and school principals primary schools of Ameya woreda?
3. What does current practice of co-curricular activities look like in primary schools of Ameya woreda?

1.4 Objectives of the Study

1.4.1. General Objective

- ✓ The general objective of this study is to examine the factor that affect co-curricular activities in primary schools of Ameya woreda.

1.4.2. Specific Objectives

The specific objectives of the study are:-

- ✓ To identify the existing challenges that affect practice of co-curricular activities.
- ✓ What value have given to co-curricular activities by students, teachers and principals.
- ✓ To explore the extent of the implementation of co-curricular activities.

1.5 Significance of the Study

As known, co-curricular activities are implemented out of the regular school time they are not included in the weekly time table of schools .Their implementation requires commitment and active participation and also management of the concerned bodies i.e., students, teachers and school principals .Regardless of this, problems appear in its implementation .Hence the research will reveal problems related to practice and management of co-curricular activities in primary schools of Ameya woreda. In doing so, the finding of study will have the flowing importance:

- ➢ To create awareness on the importance of co-curricular activities for the success of in classroom activities and motivates primary schools to implement it actively.
- ➢ To show the strength and weakness of co-curricular activities implementation and then make the primary schools strive for their proper practices.
- ➢ To lay a base for further study on the area of problem.

1.6. Delimitation of the Study

The study was delimited in terms of scope, sample and variables to make it manageable. In terms of scope, it has been delimited to its practice. The study examines factor that affect co-curricular activities on the professional development of teachers in government primary schools of Ameya Woreda. Nevertheless, conditions do not permit to study all problems in all schools. There are 54 governmental primary school in Ameya Woreda. Therefore, I would conducted this research on the nine governmental primary school in Ameya Woreda.

1.7 .Limitations of the study

The Following problems have occurred and created some in convenience on the researcher during the conduct of this study. Because of shortage of time and finance, the research was unable to include more (Wider) samples size in the research. Lack of reference materials that would have helped to minimize the cost of transportation to access reference materials found at distance. Lack of transportation.

1.8. Definition of Operational Terms

Operational and contextual definition of the selected terms of concern used in the study are as follows:-

Co-curricular activity: - important education practice or program that have arranged in schools in order to provide more opportunities for all round development of the people.

School administrators: - professionals who are in charge of organizing and leading the activities of schools.

Educational institution: - organization in which the process of teaching and learning takes place.

Academic courses: - subjects that have taught in the classroom with in the regular class time.

Club: - a group of students at various age levels organized for pursing some activities in which all members of the group.

1.9. Organization of the Study

The report of this study were organized in to five chapter ;The 1st chapter deals with the problem and its approach that mainly incorporate background of the study , statement of the problem , objective, delimitation, limitation and significance of the study and definition of operational terms.

The second chapter presents review of related literature. It includes definitions of co-curricular activities, development of co-curricular activities in Ethiopia, historical development of uses of co-curricular activities planning and schedule of co-curricular activities factor affecting co-curricular activities, planning, and administering of co-curricular activities.

The third chapter presents research design and methodology of the study. It consists of source of data sample and sampling technique and instrument of procedure of data collection and method of data analysis.

The fourth chapter also deals with presentation analysis and instruments of the data in the study in this chapter the data will be from respondents presented analyzed and interpreting

The fifth chapter includes using different statistical test.summary, conclusion and recommendation. In a chapter the data will be presented analyzed and interpreted are summarized and conclusion are also made by addressing the basic question and relevant recommendation are forwarded finally at the end of the research report, bibliographies will be attach.

CHAPTER TWO

2. Review literature

2.1. Conception of co-curricular Activities

The definition given to co-curricular activities by different authors various depending up on the view interest and the point wanted to give emphasis .As it is impossible to discuss all the definition, are reviewed hereunder. One of them is the definition given by Douglass According to him, co-curricular activity is a program that provides significant learning experiences, which cannot be of feared as effectively elsewhere in the educational program school for the students (Douglass).

On the other hand, Frederic (2008) states co-curricular activity is a program events carrying no academic credit, sponsored and organized by pupils or students organization of educational institution to entertain, instruct and or provide exercise of interests and abilities subjects to some measure of control by the institution.

The above two definition of co-curricular activity try to emphasize that it is an activity which is accomplished in schools for the purpose of supporting instruction in order to promote the student learning experiences.

Likeeise Durack (2005) forwarded extracurricular activity can be defined as activity that fall outside the realm of the credited regular curriculum and performed by the students to promote skills and high level of thinking. According to this definition, co-curricular activity that is implemented out of the regular curriculum schedule of schools and it is not separable from the regular academic program.

2.2 Developmental Background of co-curricular activities

The emergence of co-curricular activity have traced back to the time of ancient Greek and Rome. As many writers states, different skill of life such as running ,leaping, hunting and etc…roots the beginning of co-curricular activities. Those activities, which were not organized and applied for undefined purpose, then, laid basis for gradual development of co-curricular activities. In support this idea, Lee (2006) writes. In early civilizations much, if not all of the education consisted of activities.

The classical period emphasis have placed on sports and the arts, including gymnastic for the body and music for the soul. The importance of oratory and physical activities during the Roman era was well known. Every activity of man emanates from his endeavor to

overcome the challenges of this world life. Even in the primitive society, man used to perform activities in order to fulfill his needs. Passing through time an activity gets organized and plays a role for advancement of a society.

Further initiatives towards work related schooling resulted from the concern of policy makers and opinion of leaders over the social and economic problems of the times. The focal of concern shifted later in the century with the development of international competition in the industrial sphere (Sinclair and lilli, (2009)

2.3 Historical Development of co- curricular Activities in Ethiopia

It is difficult to get clear evidence that shows when, how and where co-curricular activities began in Ethiopia .But some writings point out that co-curricular activities have their root in the beginning of formal education.

According to Teshome (2005) cited in Ayele (2007), secular education started in Addis Ababa at Menelik II school. Some extra Co-curricular activities including physical training and sports have started then with some Coptic teachers from Egypt and with a few Ethiopian teachers physical training and sports were out of class activities during that time but they were included in the main curriculum. However, there was no clear stand to link the main curriculum and the co-curricular activities in organized manner. Some nonacademic subjects like morals, arts and crafts, games and music have offered later on.

Sitotaw(2003) cited in (Meskerem) states that some extracurricular activities like sports and games, some bands, painting, hand craft, book binding, film shows art and dramatic clubs, welfare activities, debating and discussions were organized and offered out of class in the later parts of the (2004s). In attempts to combine theory with practice, the education system of Ethiopia has formulated different strategies at different times. Among these labor educations (YesiraTimihirt) and co-curricular activities (Teguadagn Timirt) are the main.

According to MOE (2002:12) labor education is a program organized and designed for students actively participate in physical rudimentary technical work, both in school and out of school in the community for two or three hours in a week, appropriate to there is grade level, age and physical maturity, covering from elementary to senior secondary school in the Ethiopia education system.

2.4. Uses of co-curricular activities

Co-curricular activities are of a great importance as it contributes much for the success of academic curriculum. It should have given value with that of the regular curricular program. Pupils, teacher and the society are beneficiary of co-curricular activities.

2.4.1 The use of co-curricular activities for pupils

In today' s highly competitive world, have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge. This is where co-curricular activities play Avery significant role. They helps us get mental rest and help us stay physically fit and healthy. Being only brilliant in academics does not help a student become a responsible citizen of the country.

A student should also be equally talented in other fields and even if not he/she should at least pay some interest in them. It is because being both academically and co-curricular talented helps students to face the world. This also helps in developing his/her personality. Participation in co-curricular activities facilitates pupil's physical and mental development by enhancing their sense of exerting, exploring and reacting to the real world supporting the idea bark writers.

The opportunity to function ,to play a key role in an important human enterprise, provided by extracurricular activities should enhance young people's sense of personal satisfaction and their perception of themselves, and their knowledge of how the world works :(Berk 2005)Co-curricular activity enables young use their leisure time on practice which support their future lives as they are engaged in activities of their interest and talents moreover it saves them from spending their time on practices that are un acceptable by the society like using drugs, smoking cigarettes and move from place to place idly. Scales and Taccogna (2000) write: Student participation in extracurricular activities of interest also is recognized as developmental asset promoting constructive use of time.When they are engaged in the activity, they are provided with the opportunity of working together in friendly relationship and improving effective communication .They also develop the habit of patience and resolving conflicts through discussion.

2.4.2. Uses of co-curricular activities for teachers

The benefit of co-curricular activities is not limited to pupils; teachers can also gain a lot. For example, teacher who are shy and whose talents are not plain would enriched

psychologically by discovering his/her talent because he/she can get exposure to break shyness. The informal situation set up in co-curricular activities provides opportunity of teacher and students both work together in friendly relationship: this foster the teacher to work more effectively classroom (karlin and Berger, 1999).

The interaction between teacher and students has its own implication on the instruction in the classroom .When there is open relationship between teacher and students. It enables teachers to identify his student area of interest, unique abilities and talents, weakness and strengths and gives a guidance to provide the students with the necessary supports. Besides, it contributes much to control and lead the behavior of students.

As in modern teaching learning style: a teacher have expected to act as facilitator where students should learn by himself or herself. Since, co-curricular activities have power to encourage students to work independently in groups or individually, it creates an environment where a teacher uses a student centered teaching style.

Extracurricular activities supplement and enrich classroom experiences. Enhance exploration of new learning experiences provided additional opportunity for individual and group guidance and motivate classroom instruction. It is to magnify that Jakson (1996) as cited in mesayneh, extracurricular activities enrich the curriculum by adding activities for which the class does not seem to find enough time during the regular sessions but which means a great deals for students.

2.4.3 Uses of co-curricular activities for the community

Community is also another beneficiary of co-curricular activities. Co-curricular activity gives a chance to involve students in school and community affair. This often helps to creator improve effective communications between a school and society. Though those ,students develop further sensitivities to social needs and problems and acquire a deeper sense of civic responsibility Moreover ,school that communicate with their chance of getting better public supports minimizing criticisms, learning the values and priorities of community and receiving many functional ideas that will help them educate students better (Gallghter,2001). Therefore if it is well planned and implemented, communities can gain direct benefit for co-curricular activities. For instance through voluntary service like literacy campaign anti AIDs movement, environmental care etc.

2.5 Objectives of co-curricular activities

The objectives of co-curricular activities are broader. In its totality, it aims at developing the students all sided personality. This may include physical, intellectual, Technical and social development. Emphasizing this idea, Aggarwal (2009) states the co-curricular activities enable the achievement of physical strong mentally alert, emotionally stable culturally sound and socially efficient personality. From this point, one can understand that provision of co-curricular activities in addition to the regular curriculum in an integrated is very important. Hence, providing the students with the opportunity of participating in co-curricular activities regardless of the educational level is an indicator of recognizing the objectives of co-curricular activities. MOE (2008) lays the objectives of co-curricular activities as follows:-

- ✓ To enable student select future professional area based on their interest and ability.
- ✓ To help students in developing behavior of respecting any work and giving social services,
- ✓ To encourage students to perform creative activities individually and in group, and
- ✓ To make the students to pass their leisure time on activities that provides them knowledge.
- ✓ To enable students develop skills that cannot be obtained through class room learning such as planning coordinating, evaluating, taking responsibility decision making and solving problems based on their creativities.

2.6 Club Organization

Availability of clubs vary from school to school depending on factors .These factors may be students interest, the size of the school i.e. the number of students in the school, the facility in the school and social and cultural factors of the school .

When clubs are organized in schools, not only the numbers, but also their functionality in the context of the schools needs to be taken into account unless and other ways they may not go beyond existence on paper as a list .With respect to this idea Mckown (2002) as cited in Avele (2007) lists the following principles of basic club organization.

- ✓ The club program should fit the local situation.
- ✓ The club should be limited in size.
- ✓ All students should have equal opportunity for joining clubs.

- ✓ Club sponsor should have equal opportunity for joining clubs.
- ✓ The club should have based on definite and worthy objectives.
- ✓ Every student should be belong to a club.
- ✓ The purpose and activities of the club should be those of it students member.
- ✓ Wherever possible, club activity should grow out of curricular activities.
- ✓ Provision should have made for the proper encouragement and limitation of participate.

Identifying the above principles of club organization helps in creating awareness of how many clubs and what type of clubs can be fruitful if organized in school. Since there is no reason that all institution would have the same club, it could differ depending on the situation in the should be coos (1998) points out the following inputs to organize extracurricular activities in an institution.

There would be clear and transparent school policy clear procedure for implementing extracurricular program, well committed faculty sponsors, appropriate scheduling of activities mechanisms to encourage broad based students participation and sufficient financial supports.

From the above idea of kooks, it can have understood that once an institution believe in the important of implementing co-curricular activities, it should lay aground which allow smooth progress of the activities.

2.7 Administration of co-curricular activities

Administration is a key practice for the proper implementation of co-curricular activities .As such, even though administrative body is with a person responsibility of managing the co-curricular activities in schools, co-operation of the concerned bodies with in and out of the institution is of paramount importance. As co-curricular activity is based on voluntary of the participants, its managements requires the systematic ways of attracting initiating and empowering people to actively engage in the activity. Furthermore, its being out of regular duty of teacher is another characteristic of co-curricular activities. Hence for heartfelt contribution of teacher in practice of co-curricular activities reducing their workload and providing them with incentive sounds better. In supporting this, Richy (1999) says teachers should receive extra compensation for extracurricular activities that demand portion of their time 0utside of the classroom.

On the other hand, as co -curricular activities are mainly belong to students; every responsibility should have given to students under the supervision of institution. Advocating this idea, Aggarwal (2004) states "student representative should have the right and responsibilities of managing all curricular activities and programs of student welfare."

2.8. Planning and scheduling co-curricular activities

Planning co-curricular activities needs special attention .It must have planned in collaboration with participants for its success. With related to planning, Clark and Stare (2007) forwarded that it is the key to success in condition extracurricular activities. They must advice the responsible pupils from tempting more than they can manage and they should feel that activities are worthwhile. From this idea, it is possible to understand the activities must have scheduled at a time when all students shall have the opportunity to meet the program. Hence, the consent of the students and sponsor teacher in planning the activities should be give value.

Kilzer (2009) in Tessege indicates that there are a number of principles which under lay a successful implementation co-curricular activities in schools. The first one relates to need to build co-curricular activities into the curriculum. Educational officials and practitioner should be prepared to knowledge the fact that co-curricular activities from an integral part of the ongoing school education. It is important that they rid themselves of the temptation to assign a subordinate role to the co-curricular activities and thus underrate the contribution of such activities in the process of education. Instead, it is desirable that they maintain the view that both activities complement each other. Hence, the artificial line of demarcation between these activities needs to have done away with if students are to benefit from these activities.

The second principle calls for the need to give student's freedom and responsibility much greater than the regular class offer the teacher should not be allowed to dominate the activity in way, capable students should be given the opportunity to lead the group where the teacher is expected to give only guidance and encouragement.

The other principle is concerned with the case of sponsor teacher. Teachers who are in the position of sponsoring co-curricular activities should have given credit. They should not carry as heavy teaching loads as those without any such load should.

2.9 Factors affecting the practice of co-curricular activities

Successful implementation of co-curricular Activities requires some prerequisites conditions. These could be preparing planning, the necessary equipment and facilities, budget, active participation, awareness and environmental favorableness. Sitotaw (2000) as sited in Meskrem (2009) identified that deficiency in economic and financial potential, lack of strong and committed teacher adviser and low students' participation as factors hindering the practice of co-curricular activities.

More ever, barriers of participation in co-curricular activities can range from factors inside the schools to external conditions. Some points that are concerned with factors hindering the practice of co-curricular activities are discussed as follows.

2.9.1. Problem of planning and administration

Proper planning is a part of implementing an activity as it helps to identify what to have done, when and how to do things for the success of its implementation .If co-curricular activity have not well planned. It falls to have implemented in the way that it contributes what it can. School administrator are responsible for creating conducive environment for proper running of co-curricular activities by organizing other concerned bodies who have role in supporting it. In connection to this, it have been said that the success of program often depends on the concern of the school administration for extracurricular activities and it has the final responsibility for determining the workload, the degree of responsibility and supervision of particular activity. Hence, to fulfill their managerial responsibility, the school principals need to assign advisor from teachers to each program based on their and inclination.

2.9.2. Lack of motivation of participants.

Being a member of co-curricular activities is not complete by itself: rather members should play theirs roles by attending regularly to contribute their own share and to have benefited from the practice. Thus, the participations of members is very important starting from its planning to evaluation of the success and failure of its implementation.

For engagement in co-curricular activity, willingness is what should precede all things. Where there is no interest, one cannot have committed to devote his time to the activity. Hence, it is only when teacher as well as students participates in co-curricular activities according to their interest that they could come up with expected result.

2.9.3 Lack fulfillment of facilities

Facility is the other things that needs.to be fulfilled for the proper running of co-curricular activities. This point have related to organization of co-curricular activities in the way that they fits to the context of schools. If the activities are not equipped with the required facilities, their organization in the school is unnecessary, as they will not get effective. Schools are with the problem of taking the facilities required in consideration and this turn affects their effect implementation of co-curricular activities.

2.9.4 Shortage of Budget

Co-curricular activities need money for success of their and the source of the money required may be the school itself of external fund raising bodies. Unless school failure are provided with the necessary budget for supporting the implementation co-curricular activities, any attempt to plan on its practice is dreaming. Emphasizing this idea, Sitotaw (2008) stated that curricular activities should get the wholehearted support of all concerned in terms of finance. Idea, materials and labor failure to do this result in weak practice of curricular activities

2.9.5 Low awareness about co-curricular activities

Awareness affects the level of engagement of people in an activity, Both teacher ‘and students ‘interests towards co-curricular activity raises if they are aware of what the uses of co-curricular activities are in supporting class academic activities. Any training that is given in school or by other bodies to promote the awareness of participants is of considerable importance. Flaum (2001).

CHAPTER THREE

3. METHODOLOGY

3.1 The Research Methodology

To conduct effective research on creation problem, selecting appropriate method is the way, which it reaches us the target and uses to make accurate assessment on fact gathering; predicting and identifying real problems.

3.2 The Research Method.

The general method that will have employed for answer the basic research question was descriptive survey method. This method was selected, because it enabled the students researcher to understand the current practice of co-curricular activities by examining different issue from various respondent and also it appropriate to explain the present situation of co-curricular activities in south west Shoa Ameya Woreda primary school.

3.3 Source of Data

To obtain relevant data the practitioner of the activities were the primary target consequently school principals, club facilitator teachers and club members students of primary schools in the woreda were the primary source of data.

3.4 Sampling Techniques.

Regarding the selection of the school to be included under study, simple random sampling technique was applied so as encompass the schools in different implementation status. Accordingly, out of 54 primary schools in the woreda, nine of them were selected randomly. Similarly 85 club member students selected and 60 club facilitator teachers from each sample schools well be chosen using simple random sampling techniques. On the other hand, principals of sample schools, which totally constitute nine in individuals, have selected.

Table *3.1* population and sample taken

Name of School	Sex	Types of sample								
		Total club member student			Club facilitator teachers			Principals.		
		sample	Population	%	Population	Sample	%	population	Sample	%
Ameya	M	8	8	100%	1	1	100	1	1	100
	F	4	4	100%	1	1	100			
	T	12	12	100%	2	2	100	1	1	100
Dire Aroji	M	4	4	100%	2	2	100	1	1	100
	F	4	4	100%	1	1	100			
	T	8	8	100%	3	3	100	1	1	100
Abado	M	4	4	100%	1	1	100	1	1	100
	F	2	2	100%	1	1	100			
	T	6	6	100%	2	2	100	1		
Arbasaden	M	2	2	100%	2	2	100	1	1	100
	F	3	3	100%						
	T	5	5	100%	2	2	100	1	1	100
Kaba	M	5	5	100%	1	1	100	1	1	100
	F	6	6	100%	2	2	100			
	T	11	11	100%	3	3	100	1	1	100
Gilimar	M	3	3	100%	2	2	100	1	1	100
	F	3	3	100%	2	2	100			
	T	6	6	100%	4	4	100	1	1	100

Tige Gemba	M	4	4	100%	1	1	100	1	1	100
	F	5	5	100%						
	T	9	9	100%	1	1	100	1	1	100
Bino	M	9	9	100%	2	2	100	1	1	100
	F	9	9	100%	2	2	100			
	T	18	18	100%	4	4	100	1	1	100
Birbirsa Erensa	M	6	6	100%	1	1	100	1	1	1OO
	F	4	4	100%	1	1	100			
	T	10	10	100%	2	2	100	1	1	1OO
Total	M	45	45	100%	12	12	100	9	9	100
	F	40	40	100%	10	10	100			
	T	85	85	100%	22	22	100	9	9	100

3.5 Data Instruments

Using different types of data instrument is helpful for getting adequate and sufficient data for the study. The main data instrument are questioner and interview through visiting the selected schools for primary data. Both close ended and open-ended questioner was developed to get relevant information from students and teachers whereas formal interview was carried out with school principals.

3.5.1 Questionnaire

Questionnaire was used to gather information on the characteristics of respondents of the factors affecting co-curricular activities. It have selected because it provides the researcher a way to get personal information from different respondents that might not be obtained by using other methods. According to David, (2006:2011) questionnaire permits wide coverage with minimum expense of both money and effort and makes for greater validity in the results through the selection of repetitive sample. All questionnaires were closed-ended for the student respondents and open-ended questionnaires were prepared for principal, teachers who head of club and club facilitator.

3.5.2 Interview

The interview is a process of communication, which the interviewee gives the needs information orally in a face to face with interviewer. The purpose of interviewing people is to find out what is in their mind what they think or how they feel about something. Interview is conduct with school principals, teachers and students.

3.6 Data collection procedures

Before taking any action of data collection, the researcher read various literatures to be capable of preparing the questionnaires. After the researcher prepared the questionnaires, she let the questionnaires to be provided the ideas. Next, the researcher personally distributed them to the respective respondents in the selected areas with enough orientation about the purpose of the study and how to give their responses. Then, after the questionnaires were filled by the respondents the researcher personally carrying out data collection. On the other hand the school principals and school office workers is interviews while interview will be conducted to minimize loose of information the obtain data is carefully record with tape recorder.

3.7 Method of Data Analysis

The quantitative data collected from the participant (samples) are cheeked in numbers, classified and tallied. The data of each school was arranged and organized in tables. The data was obtained from the close-ended questions. Statical tools such percentage. The researcher was collected both quantitative and qualitative data from sample. The data was collected through close ended questionnaire are record and table. The data that collected through interview was analyzed thematically.

3.8 Ethical Consideration

The researcher to establish good relationship with all the interviews by making her-self clear where I comes from why I decide to conduct the research. Why I choose the interview for the study etc. I has also arranged the interview time without affecting or without consent of each informant and interview.

CHAPTER FOUR

4. Presentation, Analysis and Interpretations of Data

This Chapter Deals with presentation, Analysis and Interpretation of Data. The Data Obtained From the sample population of 9 primer schools, 9 School Principals 85 club member students and 60 club facilitator teachers though the questioner. The questioner were interpreted with number and parentage accordingly the background information was analyzed first and then flowed by the analysis of the data.

4.1 Characteristics of Respondents

With regard to the sample population of respondents Personal and professional background was discussed in detail in this respect their sex, age, educational status and work experience were included.

Table *1* .General Characteristics of respondent's

		Respondent					
		Student		Teacher		Principals	
		NO	%	NO	%	NO	%
Sex	Male	45	52.9	35	58.3	7	77.8
	Female	40	47	25	41.7	2	22.2
	Total	85	99.9	60	100	9	100
Age	7-12	18	21.1	-	-	-	-
	13-16	48	56.4	-	-	-	-
	17 and above	19	22.3	-	-	-	-
	Total	85	99.8	-	-	-	-
	20-25	-	-	15	25	-	-
	26-30	-	-	18	30	3	33.3

	31-35	-	-	16	26.7	5	55.6
	36 and above	-	-	11	18.3	1	11.1
	Total	-	-	60	100	9	100
Educational Background	Grade 1-4	-	30	35.2	-	-	-
	Grade 5-8	-	55	64.7	-	-	-
	Total	-	85	100	-	-	-
	Certificate	-	-	-	-	-	-
	Diploma	-	-	40	66.7	5	55.6
	First Degree	-	-	20	33.3	4	44.4
	Total	-	-	60	100	9	100
Service in years	1-2	-	-	13	21.7	3	33.3
	3-5	-	-	20	33.3	2	22.2
	6-10	-	-	12	20	4	44.4
	10 and above	-	-	15	25	-	-
	Total	-	-	60	100	9	99.9

As Data presented in table 1 indicates the majority of participates in CO- curricular activities were male students which 45 (52.9%) and Females 40 (47%). With regard to age 48 (56.4%) of the respondents students were in the range of 30-60 and 70 and above 19 (22.3 %) which was the right age at which they are expected to engage in the activity. most of the respondent students were also at grade 5-8 level. It constitutes 55(64.7%) of the respondents.

In respect to the respondents teacher 35 (58.3%) are males while 25(41.7 %) are females; therefore males are dominate of females. Were also their age is at the range of 20-25, 26-30, 31-35 with the percentage of 15(25 %), 18(30 %) 16 (27.7%0 respectively; and the rest 11 (18.3%) are the age of 36 and above. This shows that the majority teacher are at the

productive age with respect to the educational background of the club leader teacher and principals all (100%) of them are diploma holders.

The data on the service year of the respondent teachers indicators that 13 (21.7%), 20(33.3%), 12(20%) and 15(25%) in the range of 1-2 years, 3-5 years, 6-10 years and 10 and above years respectively. This implies that over 50% of them are not well experienced. In connection to the principals, male are 7(77.8%) while females is only 2 (22.2%). This implies that schools leader ship position are male dominated. Regarding the age of principals, three (33.3%) five (55.6%) and 1 (11.1%) are in the range of 26-30, 31-35 and only age of 36 female respectively. This shows that they are at the age that enable them to mobilize school human resource. Concerning the educational background of the teacher respondents 40 (66.7%) are diploma holders and the rest 20(33.3%) are first-degree holders. Besides, with regard to the educational background of the principal respondents 5 (55.6%) are diploma holders and the rest 4 (44.4%) are first-degree holders. Moreover, with regard to the service of the teachers 13 (21.7%) of them are between 1-2years service, 20(33.3%) are between 3-5years service, 12(20%) are between 6-10years service and the rest 15 (25%) 10 and above. Lastly, with regard to the service of the principals 3 (33.3%) of them are between 1-2years, 2 (22.2%) are between 3-5years and the rest 4 (44.4%) are between 6-10years service.

4. 2 Data Presentation, Analysis and Interpretation of factors effectives of co-curricular activities.

Table *2* participation in Co-curricular activities.

No	Items		Respondent			
			Student		Teacher	
			No	%	NO	%
1	How did you became the member of the club you are participating in	By self-imitation	15	17.6	19	31.6
		By request of the school	28	39.9	9	15
		By random selection[assignment]	33	38.8	31	51.6
2		<2 hours	49	57.6	-	-
		2-3 hours	19	22.3	-	-

	The average time you spend on co-curricular activities per week	3 and above hours	12	14.1	-	-
3	How many clubs do you participate in?	One	37	43.5	-	-
		Two	33	38.8	-	-
		Three and above	8	9.4	-	-
4	Do you participate regularly according to the club schedule/	Yes	19	22.3	-	-
		No	54	63.5	-	-

As indicated in items 1 of table2, 15 (17.6%) of the students and 19(31.6%) of the club leader teachers became the member of the clubs by their own self-initiative. On the other hand 28(39.9%) and 33 (38.8%) of the students which is the majority became member by request of schools and random selection respectively. This indicates that, the initiation of the students towards the club is very low. With regard to the teachers 19(31.6%) became member by itself initiative and nine (15%) of them became member by request of schools. The majority which constitute 31(51.6%) became members by staff selection .This also implies that the interest of the teachers to join the clubs is low. concerning the time the students spend on co-curricular activities 49 (57.6%) of them spend less than 2 hours 19(22.3%) spends 2-3 hours per weeks participating on CO-curricular activities. Only 12(14.1%) of the students spend 3 and above hours on Co- curricular activities. Related to the number of clubs the students participate in 37(43.5%) of them participate in only one club where as 33(38.8%) and eight (9.4%) of the students Participate in two and more than two clubs. Over participation is not seen much. Regarding the students attending the clubs activities according to the schedule, only 19 (22.3%) of the students responded as attending regularly by the majority of the students, 54 (63.5%) responded that they do not attend regularly. This indicates that the presence of problem of the schedule of Co-Curricular activities.

Table *3*. Responses on functionality of clubs

No	Items		Respondent					
			Students		Teachers		Principals	
			NO	%	NO	%	NO	%
1	No of clubs in your school	3-4	50	58.8	20	33.33	2	22.22
		5-7	24	28.2	28	46.66	3	33.9
		8 and above	9	10.5	13	21.66	4	44.44
2	Are all clubs functional	Yes	-	-	18	30	5	55.55
		No	-	-	39	65	4	44.44
3	Do the clubs have annual plan and schedule?	Yes	60	70.58	45	75	9	100
		No	18	21.17	12	20	-	-
4	Do the clubs function according to the schedule?	Yes	15	17.64	19	31.66	4	44.44
		No	59	69.41	39	65	5	55.55
5	Functionality of the clubs	Throughout the year	23	27	29	48.33	2	22.22
		Practice	52	61.1	30	50	7	77.77

Regarding item 1 of table 3 58.8% 33.33% and 22.22% of the students, club leader teachers and principals respectively responded that there are 3-4 clubs in their schools, and 28.2%, 46.66% and 33.9% of students, clubs leaders teachers and principals replied that 5-7 clubs are in their schools. On the other hands 10.5% of students, 21.66% of clubs leader teachers and 44.44% of principals responded that 8 and above clubs are in their schools. According to the implication of this data, that majority of the students responded, as there are few clubs where as the majority of clubs leader teachers and principal responded that there are sufficient clubs in their schools. This shows that clubs organized in the schools are not overwhelming.

With regard to the functionality of the existing clubs in the schools. 30% of the club leader teacher and 55.55% of the principals responded that all the clubs are functional whole 65

% and 44.44 % of club leader teacher and principals respectively responded, as some clubs in the schools are not functional. This shows that there is gap on functionality of clubs. As shown in items 3, of table 3, 60(70.58%) of students 45(75%) clubs leader teachers and all of the principals replied that the clubs organized in the schools have their own plan and schedule.

In respect to the implementation of the clubs according to the schedules, 15 (17.64%) of students and 19(31.66%) of club leader teachers as well as 4 (44.44%) of principals pointed out that the schedules are properly practical. In contrast to this 19(69.41%) of students 39(65%) clubs leader teachers 5 (55.55%) of the principals revealed that the clubs do not in line with the schedule. Item no five of table 3 is related to the functionality period of the clubs as the data indicates 23 (27%), 29 (48.33%) and two (22.22%) of students, club leader teacher and principals respectively responded has clubs are functional through out of the year. On the other hand 52 (61.1%) of students 30 (50%) of club leader teachers and seven (77.77%) of principals replied that the clubs are periodic. So that our implication of this study on the functionality of clubs some clubs are not functional there is shows that the gap between clubs.

Table *4*. Opinion on the level of student's participation

No	Items		Respondents			
			Teachers		Principals	
			NO	%	NO	%
1	The level of students participation in your schools in your opinion is	High	19	31.66	2	22.22
		Medium	23	38.33	3	33.33
		Low	18	30	4	44.44
2	The awareness of the students on Co-Curricular activities is	High	-	-	-	-
		Medium	22	36.66	4	44.44
		Low	35	58.66	5	55.55

As in item of table 4, 18 (30%) of the teacher and 4 (44.44%) a principals responded that the level of students participation in curriculum activity is low, where as23 (38.33%) of the

teacher and 3(33.33%) of the principals replied as it is medium. On the other hand 19(31.66%) of teacher and 2 (22.22%) of the teacher responded that the participation of students is high. As the majority of teachers and principals responded the level of participation as medium it implies that is no the extend it is the expected.

Item 2 of table 4 levels that 22 (36.66%) of teacher responded as the awareness of the students on CO-Curricular activities in medium while 35 (58.33%) of them responded as low. On the other hand four (44.44%) of the principals responded that the awareness of the students is a medium where as5 (55.55%) of the responded it as a low. From this, it can be understand that the awareness of students of CO- Curricular activity is low.

Table *5.* Training and orientation on CO- Curricular activities.

No	Item		Respondent			
			Teacher		Principal	
			NO	%	NO	%
1	Have you every training on the CO-Curriculum activities?	Yes	-	-	11	122.22
		No	-	-	37	377.77
2	When you give orientation about CO-Curricular activities at the beginning of the year?	Yes	23	38.33	-	-
		No	35	58.33	-	-

The data under item 1 of table 5 indicates that only 11(122.22%) were trained while the rest 34(377.77%) of them were not give any training .This implies that the attempt to up graded the awareness of teacher on co-curricular activities is low .Item 2 of table 5 show that 23(38.33%) of the students replied as they were oriented whereas 35(58.33%) were not so that training of orientation doesn't seem to bring any change.

Table *6* .Equipping the practice of co-curriculum activities

No	Item		Respondents					
			Students		Teacher		principals	
			No	%	No	%	No	%
1	The necessary facility fulfilled for implementation of co-curriculum activity	Sufficient	16	18.82	-	-	-	-
		Low	45	52.94	39	65	9	100
		Not at all	13	15.29	19	31.66	-	-
2	The budge allocated for co-curriculum activities in your school	Sufficient	-	-	-	-	-	-
		Low	-	-	24	40	9	100
		Not at all	-	-	34	56.66	-	-

AS item 1 of table 6 show 16(18.82%) of student respondents reports that the necessary facility was Sufficient and 45(52.94%) of them responded it as low. The rest 13(15.29%) reported that there was no facility at all. As the teacher respondents report indicates in the table 39(65%) responded that the facility is low whereas 19(31.66%) of them replied that there was no facility at all. As show under item 2 of table 6, 24(40%) of respondents teacher responded and 100% of principal respondents responded that budget allocated for CO-Curriculum activities in schools is low whereas 34 (56.66%) of teacher replied that no budget is allocated Co-Curriculum activities in schools. This implies that budget allocated for encouraging the implementation for Co- Curriculum activities is not given attention in primary schools.

Table *7*. The level of impact of Co-Curriculum activities on schools

No	Item					
			Teacher		Principal	
			No	%	No	%
1	The change the high participation in Co-Curriculum activities bring on student behavior	High	15	25	4	44.44
		Medium	39	65	5	55.55
		Low	7	11.66	-	-
2		High	20	33.33	5	55.55

	Benefits school get from curriculum activities	Medium	29	48.33	4	44.44
		Low	12	20	-	-

Table 7. Deals with level of impact Co-curriculum activities on student's behavior and the benefits schools get from Co - Curriculum activities. Accordingly, item 1 of the table indicates that 15(25%) of teacher and 4(44.44%) of principals responded that the change of the high participation in Co-Curricular activities bring to students is high while 39(65%) of teachers and 5(55.55%) of principals replied that the change it bring on students behavior is medium. The rest 7(11.66%) of teachers responded as there is not change the Co-curricular activities bring on the students behavior. This impels of this data is that the change of behavior got by Co-curricular activities is in significant is schools under the study.

Item 2 of 7 shows that 20(33.33%) and 5(55.55%) of teacher and principals respectively responded the benefit the schools get from Co-curricular activities is high and 29 (48.33%) of teacher and 4(44.44%) of principals responded that low benefit is get from Co-curricular activities. 12(20%) of teacher on the other hand replied that no benefit is got from Co-curricular activities. This point reveals that the behavioral change of students and the benefit the school get from Co-curricular activities no far.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter consist of summary of the major findings of the study, conclusion drawn from the finding of the study and recommendations for warded.

5.1 summary of the findings

The purpose of this study was to identify the status and problems of managing co-curricular activities in primary schools of Ameya woreda, oromia region. The method used in the study was descriptive survey method. For the purpose of data collection, questioner were set and distributed to the sample club member's student's club leader teacher and school principals. The data gathered were analyzed and interpreted using percentage. In the course of the study, an attempt was made to give response for the following basic research questions.

1. What are major challenges that affect practice of Co-Curricular activities in Primary schools of Ameya woreda?
2. What value do students, teachers, and school principals of primary schools of Ameya woreda give to Co-Curricular activities?
3. What does current practice of Co-Curricular activities look like in primary schools of Ameya woreda?
   - ❖ The majority of respondents 39(65%) of teachers and five (55.55%) of principals in the primary schools under the study revealed that the implementation of the co-curricular activities is not to the extent it contributes what is intended to. It is below the average.
   - ❖ The motivation for the students and teacher towards co-curricular activities is not at the degree that practice of co-curricular activities is enhanced and the attention given to it is low, as it does nothing for them. They do not consider it as an important practice that support the class academic activities.
   - ❖ They way co-curricular activities are organized in the schools does not take the context of the schools in to considerations whether it allows the co-curricular activities to be implemented effectively or not. Some co-curricular activities

organized in the schools are not functional, as they do not fit by 29(48.33%) the school.

- In almost 59 (69.41%) of students, 39(48.33%) club leader teachers and 5(55.55%) of the principals responds, the co-curricular activities do not work according to the schedule even though they have annual plan and schedule. The average and (less than 2 hours) and it is not coincident with the schedule.
- The majority of the respondents 35(58.66%) of club leader teachers and 5(55.55%) principals responds that have the awareness of students on co-curricular activities are low. This it could be understood that the awareness of students on co-curricular activities are low.
- All of the respondents have claimed that the budget allocated for the co-curricular activities 24(40%) teachers and 9(100%) principals is very low and even some explained that there is no budget for co-curricular activities.

5.2 conclusion

Based on the above finds, the following conclusion is drawn. All sided personal development is necessary for person to be and meaning full. This can happen when an innate ability of a person is guided to be appeared in practice. Co-curricular activity is particular type of education, which connects theory with practice. However, as the findings of this study show, the use of co-curricular activities complimenting the regular education, which is theory, oriented has not yet been recognized by the primary school under the study. The effort to promoted its implementation seems low from this it can be concluded that. Unless due attention is given for planning organizing and management of co-curricular activities its implementation cannot bring the expected benefits. Rather any attempt to its practice may be futile. Even through the co-curricular activities have their own plan and schedule in the schools studied, thieve practice completely deferent from this, poor, the failure in the practice results from problem in planning the planning is done without the participation of the concord bodies (teachers and students).

One can does an effective work when engaged based on self-motive where there is no interest, there is no commute men the finding shows that the motivation of both students and teachers is low manna gars as resource leaders are with the responsibility of promoting the motivation of the Practioner towards co-curricular activities and to direct the positional force towards its implementation by organizing. However, the degree to which the school principals mobilize the human resource for prepare implementation of co-curriculum in low. It was found that like of awareness is the major problem that hinders practice of co-curricular activities absence of any training, orientation and workshops to develop the awareness of co-curricular is an indicator of law attention given to the activity. For successful implementation of co-curricular activities, the necessary materials and facilities are undeniably important. Even where commitment exists, its absence can hamper its proper practice.

As the findings shows almost all the schools under the study have the problem of materials and facilities these. Exerts agate hindrance factors on the implementation of the activity and eliminate the benefit achieved from it. To fulfill the necessary materials and facilities for co-curricular activities attracting the external sponsor it vital for school. However, the schools under the study are not active in using such opportunities.

5.3 Recommendation

Based on the findings and conclusion drawn from the studies the following recommendation is for warded.

- It is clear that co-curricular activities are part of the regular curriculum even though they are non-credited. They cannot be seen separately from the classroom activity and should be given equal value with the regular academics. Since they have their role for completing the classroom education, school administrator, teacher and students are expected to give due attention for the practice. However, the findings of the study reveal the existence of shortcoming in the schools under the study. Hence, school level create awareness of co-curricular activities between schools to schools changing experiences.
- Schools should create awareness of co-curricular activities in teachers and students and attract them towards the practice on voluntary base and random selection and assignment of the members to join club should be avoided.
- When co –curricular activities are organized their functionality in the context of the school should be in mind.
- Teacher and students should take part when the schedule of co-curricular activities is prepared to keep the participation regular and in accordance with the prepared schedule to make the schedule suitable for the participants and assign with their interest.
- Short training and orientation should be provide for students and teachers to develop appositive attitude on the participants and assign with their interest.
- Schools ought to communicate with external fund raising agents for financial support besides creating mechanism for the clubs to generate funds by themselves.
- Giving training for students by supervisor.
- Giving training for teachers about co-curricular activities.
- Provide excess budget for each co-curricular activities school level

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Teshome (2005) cited in Ayele (2007), secular education started in Addis Ababa at Menelik II School.
Trusew (2000) has explained that extera curriculum activities are important parameters for unfolding the diverse potentials and talents of individuals.

Appendix – A

Wolkite University

Collage of Educational and Behavioral Studies

Department of Pedagogical Science and English Language

Questionnaire to be filled by Students

The purpose of this questionnaire is to collect data regarding the status of implementation of Co –Curricular activities in primary school of Ameyaworeda since your schools is one of the schools in the woreda. You are kindly requested to give clear and what you believe right response for the question, which contributes for the success of this study. I would like to assure that your response we are kept secret.

Thank you in advance for your Co- Operation

Note

No need of writing your name

Put a" make in the box of your choice (✓) or (×)

Write your answer shortly and neatly for open-ended question.

Part 1. Background information about the respondent

1. Gender male ☐ female ☐

2. Age 10-12 ☐ 14-15 ☐ 16 above ☐

3. Grade level 1-4 ☐ 5-8 ☐

Part 2.

1. The number of club in your school is very low ☐ fair ☐ many ☐

2. How many of them are you participating in one ☐ two ☐ three ☐

3. Dose the club you are participating in have clear schedule? Yes ☐ no ☐

4 .Do you participate according to the schedule? Yes ☐ no ☐

5. How did you became the member of the club you are participating in?

By your own imitative ☐ BY pressure of teacher ☐ BY peer ☐

6-.The average time you spend on the club activities per week is

1 hours ☐ 2-3 hours ☐ 3 and above hours ☐

7-.The club you are leading is functioning

Throughout the year ☐ only some period of the year ☐

8. Do you think your participation in co-curricular activities helps you in the class room academy?

Yes ☐ no ☐

9. The extent to which the leader of the club are participating in motivate you is:

High ☐ Average ☐ low ☐

10 .Is there any reward given to those students who are model in participation in club?

Yes ☐ no ☐

11 .In your school the necessary facilities needed to enhance the implementation of co-curricular

Sufficient ☐ in sufficient ☐ not at all ☐

12 .was there any orientation given to develop your understanding about co-curricular activities?

Yes ☐ no ☐

Appendixes-B

WOLKITE UNIVERSITY

College of Education and Behavioral studies

Department of pedagogical science and English language

Questionnaire to be filled by school principals

The purpose of this questionnaire is to collect data regarding the status of implementation of co-curricular activities in primary schools of Ameya woreda since your schools is one of the schools in the woreda. You are kindly requested to give clear and what you believe right response for the question, which contributes for the success of this study .I, would like to assure that your response we are kept secret.

Thank you in advance for your co-operation

Note

No need of writing your name

Put a'' 'mark in the box of your choice

Write your answer shortly and neatly for open ended question.

Part 1. Genera respondent about the respondent

1. Gender male ☐ female ☐

2 .Age 20-25 ☐ 26-30 ☐ 31-35 ☐ 36 and above ☐

3. Education background

Certificate ☐ college diploma ☐ first degree ☐

4. Occupational authority principal ☐ vice principal ☐

5. Services in years as principal 1-2 years ☐ 3-5 years ☐ 6 and above years ☐

Part II.

1. The number of clubs that are organized in your school

3-4 ☐ 5-7 ☐ 8 and above ☐

2 .are all of them functioning?

Yes ☐ no ☐

3. If there are non-functional club 'what do you think is the reason?

Describe----------

---

4. Do the clubs in your school have annual plan? Yes ☐ no ☐

5. If your answer for question No 4 'yes' do they exercise according to their plan?

Yes ☐ No ☐

6. How is the participation of co-curricular activities in your school?

High ☐ medium ☐ Low ☐

7. What is the average time they spend on co-curricular activities per week?

Less than 2 hours ☐ 2-3 hours ☐ 3-4 hours ☐ over 4 hours ☐

8. How did the students become the members of the club they participate in?

By pressure of the school ☐

By random registration ☐

By their own initiative ☐

9. How is the participation of teacher in co-curricular activities in your schools?

High ☐ Medium ☐ Low ☐

10. The club leader teacher in your school become members of the club

By their initiative ☐ by selection of the stuff ☐ by random assignment ☐

11. in your school.

All club work throughout the year ☐

All club work for some period of the year ☐

Part III. Right briefly your answer for the flowing question

12. How about the facility necessary for Co-Curricular activities in your schools? Describe_____

_____

_____

_____

13. How do you evaluate the budget due for Co-Curricular activities?

_____

_____

_____

14. What is done for the students who are mode by their participation in Co-Curricular activities?

_____

_____

_____

15. Is there any benefit that the schools got from Co-Curricular activities?