COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT

MANAGEMENT OF CO-CURRICULAR ACTIVITIES IN PRIMARY SCHOOLS OF KAFFA ZONE

BY
ADDISU W/MARIAM G/TSADIK

A THESIS SUBMITTED TO JIMMA UNIVERSITY, DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

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DECLARATION

The researcher hereby declares that the thesis on the title, *"Management of Co-Curricular Activities in Primary Schools of Kaffa Zone"*, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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LETTER OF APPROVAL

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The thesis on the title "Management of Co-Curricular Activities in Primary Schools of Kaffa Zone" is done by Addisu W/mariam.

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ACKNOWLEDGMENTS

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ABBREVIATIONS AND ACRONYMS

CCAs: Co- Curricular Activities

CCLT: Co-Curricular Leader Teacher

CLT: Club Leader Teacher

ECAs: Extra-Curricular Activities

ESDP: Education Sector Development Plan

ETP: Education and Training Policy

GOs: Governmental Organizations

MoE: Ministry of Education

NASSP: National Association of Secondary School Principals

NGOs: Non-Governmental Organizations

SPSS: Statistical Package for Social Sciences

UNGEI: United Nations Girls Education Initiative

UNESCO: United Nations Educational, Scientific, and Cultural Organization.

UNICEF: United Nations International Children Emergency Fund

ABSTRACT

The purpose of this study was to assess the management of co-curricular activities in primary schools of Kaffa Zone. Convergent parallel design along with mixed method was engaged to conduct the study. Questionnaires of closed-ended questions were designed and distributed to collect data from 80 club leader teachers and 80 students were selected by using simple random sampling techniques respectively. Semi-structured interviews were also conducted with 10 co-curricular leader teachers. Document analysis was also a part of this study. To analyze the data, frequency, percentage, mean score, standard deviation and t-test were used. Finding of the study revealed that the students in the study area has not the same view about co-curricular activities, the number of clubs established and effectively providing services for school community was less and could not give chance for a large population of students to participate. The finding of the result showed that club leader teachers were not adequately plan by participating students that enable them to be actively involved in planning and implementing co-curricular activities. Lack of co-curricular guidelines, absence of experience sharing program and shortage of provision of materials were seen in primary schools. Adequate guidance and support giving practices for better achievement of teachers and students were not achieved by co-curricular leaders. In addition, lack of training on co-curricular activities, absence of co-curricular guidelines and lack of budget were the factors exhibited in primary schools. So, the participation of students and the implementation of co-curricular activities in primary schools were low. The implication is that the contribution of CCAs for the students' academic achievement will be minimal. Thus, to improve the situation, it is recommended that training program should be organized by the school leaders and woreda education office. Strong monitoring and feedback mechanism should be established, adequate budget needs to be allocated by government for school, giving guidelines of CCAs, experience sharing program within and between primary schools in woreda, zone and region should be designed and implemented by joint effort of school, woreda education office, zone and regional education bureau. Stakeholder such as school leaders, teachers, students and supervisors should be participated actively for effectiveness of co-curricular activities.

Key Words: *Co-Curricular Management, Co-Curricular Activities, Planning, Primary School, Teachers, Students*

CHAPTER ONE
INTRODUCTION

This chapter included background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

1.1 Background of the Study

Education is one of the major driving forces behind economic, social, cultural and political development of a country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long-term development of the country rests upon the expansion and provision of quality education (MoE, 2005). To accomplish this aim curricular activities are not enough. Here is the need of co-curricular activities begin. These activities are undertaken to support our learning beyond academic curriculum.

According to Chingtham (2016), developments of child's body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personalities. For this reason, the modern and innovative approaches of education emphasize on all round development of children. The modern curriculum is wide and comprehensive and includes experiences acquired inside and outside the school. Because the academic curriculum is the only program offered to learners. Often a range of other classes and activities are available in class routine and even after school. These are referred to as the co-curricular/extra-curricular activities and they are mostly voluntary students and teachers engaged in (Habber, 2006).

The process of education is not something static or one time measure rather, continuous and lifelong endeavor that can be divided into two parts; Curricular and Co-curricular activities. Co-curricular activities are recognized as a source of enrichment and vitalization of the school curricular activities, mainly through mental, spiritual and social development, these activities are no longer looked upon as extras but as an integral part of the school program (Dhanmeher, 20014).

According to Joseph (2003), co-curricular activities' encompasses all the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child. And co-curricular activity is a program that is out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character-building experiences (Gill, 2015). They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form. Examples of co-curricular activities might include National Honor Society, student council, school sports teams, maths clubs, chess clubs, talent shows, spelling bees, writing competitions, debates, mock trials, school newspapers, and drama productions. All of these activities take place outside the traditional classroom and offer no grade or academic credit, but they provide supplementary and complementary instruction and education for students (Chingtham, 2016).

Co-curricular activities tend to be one of the most important and prominent school activities in the current school structure. These activities help students to set their personal goals, learn to be responsible, develop self-discipline, learn to work with others, adjust to the many personalities and situations that a rises, learn dedication, sacrifice and patience, and develop lifelong physical fitness habits. Many studies suggest that participation of students in co-curricular activities like sports and athletics contributes to better academic performance, serves to keep many students in school and inspire greater involvement and leadership (Dean, 1991).

Cardio and Cunningham (2003), stated that, the primary purpose of all these programs is to provide unique learning experiences while developing a positive school's climate, school spirit, and fellow ship, which add to the morale of the school. According to Berliner and Biddle, (1995) co-curricular activities might include various kinds of community services, hobbies; sports; music, enjoying and performing the arts; reading philosophy or history, travel; and so on. Hence, school directors and concerned bodies need to comfort the fact that they were spending more and more of their lines in leisure pursuit and bear a responsibility for educating students so they can fill those leisure hours with rewarding and society. These activities need to receive support from school directors, students, staff parent teacher- associations and the community.

It is generally believed that future of society depends on the success of schools in effectively achieving their objectives. The school success is determined by the school outcomes, the quality and quantity of graduates. However, this cannot be attained without adequate professional school

principals' who carried a huge responsibility for proper and adequate provision of the school curriculum and instruction (Yenew, 2012).

Co-curricular activities were previously known as extra-curricular activities. They pertain to activities contributing to the academic learning experience especially activities that provide students with opportunities to learn and develop skills through active participation. CCA and programs may be led by faculty or staff, or by students themselves, but they must have stated goals and measured outcomes. CCA foster the development of co-operation and establish important social negotiation skills within the peer group (Eccles & Templeton, 2002).

Globally, different activities, in which students participate, both inside and outside the school itself, are among the multiple situations or agents that can have effect on performance. Co-curriculum activities have been associated with an improved education level, more competences that are interpersonal, higher aspirations and a better attention level (Mahoney, Cairos & Farwer, 2003). According to Hardman, (2009), there is a variety of CCAs being carried out in schools and their implementation is influenced by several factors. These factors are resource allocation, pre-planning of the activities, training of students and patrons of CCA, monitoring and evaluation of the CCA. Having this in mind the researcher conducted this study to investigate the management of co-curricular activities in primary schools of Kaffa Zone.

The major components of school education includes curricular activities and co-curricular activities in Kenya, many researchers like Ongonga, Okwara and Okello (2010), McInally (2003) and Newman (2005), have observed that participation in co-curricular activities is not fully supported by most schools and the contribution of it to the students' self-concept and academic performance have not been clearly articulated to the educators, teachers, students and even parents. Yet, the experiences and opportunities provided by primary schools through curricular and co-curricular participation also influence students' development. Furthermore, direct interaction with the school curriculum in schools such as the degree of success or failure in various subject matters and the degree of encouragement provided for academic effort influence self-growth, educational aspirations and values of students. Besides, no research has addressed itself to the impact of co-curricular participation on academic performance and looked at it from the perspective of enhancing the self-concept for better

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performances in both academics and sports, as well as providing opportunities to the less endowed academically student to succeed (Chingtham, 2016).

For making the co-curricular activities meaningful in order to bring all-round development of students, there is in need of ensuring sound organization and management of these activities. For this certain principles should be followed while organizing and managing co-curricular activities. These are also known as essentials of organization and management of co-curricular activities. So these principles as essentials of organization and management of co-curricular activities are given below: (a) planning; (b) management; (c) staff selection and management; (d) direction; (e) coordination; (f) reporting; and (g) budget (Division of Sports, Arts & Co-curriculum, 2009). Co- or extracurricular programs can be run as effectively in primary schools as in secondary schools or higher institutions; what is important is to take the actual context of the schools into account. Each school is a unique organization with a distinctive character, tradition and culture, and a particular set of values and priorities (Yidnekachew, 2018).

Report of a case study conducted in selected primary schools of Ethiopia by UNICEF (2010), revealed that generally students had not been satisfied with the type and practice of extra or co-curricular activities in their respective schools. Although it has become very long since this report was released, studies done following UNICEF's report as well do not show any improvement in the state of extra or co-curricular activities in schools. Though is true that a number of research studies were done with respect to the nature, functioning and effect of extra or co-curricular activities on the academic achievements of students, most of them focused on the case of secondary and preparatory schools. The researches by Rahel in 2012, Demes in 2014, Mekonnen in 2015, and Kenenisa in 2016 are among the works which focused on the practices of ECAs or CCAs in secondary and preparatory schools. All made it clear that our schools have quite a lot of problems and limitations in their capacity and readiness to implement co-curricular or extracurricular activities to an extent that maximizes the satisfaction of students.

School environments are important factors in the holistic development of learners comprising cognitive, social, emotional and physical aspects. Yet very often Kaffa zone secondary school experiences are characterized by alienation from community life and limited opportunities for interaction among learners. Although ample evidence exist that school principals in Kaffa zone secondary schools value the importance of managing co-curricular activities.

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The major worth of this study was to examine management of co-curricular activities in primary schools of Kaffa zone and provide students with a lot of interesting and important experience outside the classroom. With regards when students participate in co-curricular activities, they can provide with a lot of interesting and important experiences outside the classroom. Such as: allowing students to explore strengths and talents outside of academics; helping students develop stronger time-management and organizational skills; teaching the importance of following through on commitments; giving students the opportunity to build friendships and participate in group activities outside of the tight circle of the regular classroom; helping to build confidence and self-esteem; providing a way to keep students supervised outside of school hours and building skills that are not necessarily taught in the classroom.

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, Singapore described CCAs as 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 rapidly changing world (SME, 2011). In addition to this, according to Education law of Singapore, talented students can use their full potential by using educational programs that further than those normally presented by the regular school program. Similarly, the Education and Training policy of Ethiopia (ETP, 1994), described some issues related to CCAs in its objectives stating that formal and non- formal program help to promote the relevant and appropriate education, training and aesthetic that can help to develop and enrich students' inquisitive ability and raise their creativity and interest.

Co-curricular activities are performed or happening outside the normal curriculum or they are education outside the normal curriculum. And also the activities are taken place outside the classroom but reinforce or supplement classroom curriculum in some way. They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form. Examples of co-curricular activities might include agriculture club, sport club, environmental sanitation club, females club, civic and ethical club, HIV/AIDS club, science and technology club, traffic club, mini media and drama club. All of these activities take place

outside the traditional classroom and offer no grade or academic credit, but they provide supplementary and complementary instruction and education for students (Kenenisa, 2016).

Some researchers stated that practice of CCAs is more difficult than academic teaching (learning process) because it needs more time. There are also different factors that affect the practice of CCAs like the absence of trained and motivated teachers, the absence of continuous monitoring, the recklessness of students to participate in this activity, and the shortage of finance (no allocation of budget); lack of equipment, etc. and sometimes students think that these activities interfere with their studies. Therefore, whenever CCAs are organized, students participate in these activities unwillingly. And some students are too shy to participate in these activities. Some students even do not know their hidden talents (Nessan, 2009). The study is designed to search evaluating the management of CCAs in the development of students' learning in primary schools. The organization of these activities is equally important and every effort should be made to introduce and practice CCAs as important as academic classes. In addition government primary schools can create multi-talented students by participating them in CCAs (Siraj, 2011).

According to Balkhu and Kathmandu (2004), show many of the Kenyan schools have plan, budget, attention, follow-up and evaluation about the implementation and effectiveness of school co-curricular activities. In Ethiopia, one of the objectives of ETP, non-academic education helps to promote the appropriate education to develop aesthetics. Co-curricular activities helps to develop and improve students' talents, ability, raise their creativity and interest. However, as justified by Setotaw (1998), strong critics indicated that even though school organized different co-curricular activities at the beginning of annual schooling time in the schools, most of them were unable to function properly and became unsuccessful. The statement on the ESDP III document (MoE, 2005), also clearly stressed that the capacity level of lower management was one of the main problems is to realizing educational goals.

Managing co-curricular programs are defined as the activities that enable to supplement and complement the curricular programs. In most of the developing countries, leaders rarely possess any formal managerial and leadership training since their appointments are usually based on their teaching record rather than their leadership abilities and potential. Management co-ordinates people to use the available resources' efficiently and effectively accomplish goals and objectives. Resources encompass the deployment and manipulation of human resources, financial resources,

technological resources and natural resources. If properly trained, leaders are expected to manage the schools in a manner that balances central curricular and co-curricular activities (Ramlan, 2004). According to Nessan (2009), to manage is to focus, to plan, to organize, to command, to coordinate and to control.

The whole notion in the discussion made here above is about the crucial need of duly promoting extra or co-curricular activities. One feature of child friendly schools is that they work hard to ensure access to quality education to all children regardless of their difference. Promoting and helping students' associations and co-curricular clubs are among current interventions to support the equitable and inclusive development of schools (UNGEI, 2010).

Currently, various questions regarding the effective management of a school's co-curricular activities and its contributions to the academic and holistic development of students are being put forth. Co-curricular activities were given utmost attention by the Ministry of Education and its implementation in schools will be also emphasized. Every teacher in school must be involved in managing co-curricular activities, as it is a part of the official duties of teachers. Therefore, teachers need the knowledge and skills to perform the task, which in turn was determined the effectiveness of the management of co-curricular activities at school.

The study highlighted four problems. The first problem it identifies is the lack of interest and skills among the teachers responsible for the co-curricular activities in primary schools. According to Siraj (2016), evaluating the management of co-curricular activities over the years is only superficial. Many teachers consider co-curricular activities as an onerous task and are less interested and motivated to carry it out.

The second problem is the lack of awareness of the teachers in managing co-curricular activities. Each teacher has different experiences. However, teachers in Kaffa zone came from the same system of education, where academic quality is over emphasized. However, many teachers may not have the background and experience in co-curricular activities involvement. This statement is supported by studies by Abdul (2005), who found that teachers face the problem of lack of awareness in the areas of co- curricular activities.

The third problem is the lack of co-curricular management courses organized for teachers. According to Mohammed (2007), 95% of teachers do not have the opportunity to attend

continuous professional development courses to enhance their teaching. Moreover, the right course to meet the needs of the co-curricular activities, such as courses to train skills in managing, planning co-curricular activities and upgrading a teacher's knowledge on the activities of a society or club and skills in sports and games are not offered.

The last problem is the lack of resources, facilities and infrastructure in many primary schools to implement co-curricular activities. It cannot be denied that teachers face many constraints in managing co-curricular activities in school. Among them are the lack of resources and facilities, finance, encouragement from parents and encouragement from the school itself. Most primary schools are still confronted with basic infrastructure problems such as inadequate equipment, lack of space and playground, as well as limited financial provisions. The emphasis on academic excellence by parents and schools makes co-curricular activities as often ignored and outcast in the pursuit of academic success.

However, as justified by Setotaw (1998), strong critics indicated that even though schools organized different co-curricular activities at the beginning of annual schooling time in the schools, most of them were unable to function properly and became unsuccessful. The statement on the ESDP III document (MoE, 2005) also clearly stressed that the capacity level of lower management was one of the main problems in to realizing educational goals.

Therefore, the student researcher has seen from his experience, there is a compliment among students, teachers and others at large about management co-curricular activities in primary schools levels (from grade 5 to 8). Some of them say that the co-curricular activity has no guidelines, they are not included in the instructional curriculum, almost all co-curricular activities has not supported by school budget, and they did not have focal person to managing successfully. On the other hand, they did not organized in clear or specific time schedule. There were different problems which influence on the management of co-curricular activities in primary schools of Kaffa Zone. In related to different committee, departments, leadership, administrators, and discussions on target known problem areas.

Furthermore, from the researcher's experience gained through participating annual education conference at regional and zonal level, sharing meeting with woreda education office and other primary schools and from observed situation, the attention and emphasis given to managing co-

curricular activities in primary schools of Kaffa Zone was low. Thus, in one way or another would pose considerable obstruction to address the quality of education for all students in general and social, psychological and emotional factors of individual students in particular. In line with this, there was scares research that would be done on assessment on the status of the management of co-curricular activities in primary schools of the selected area that is Kaffa Zone. Hence, the study was chosen to fill the gap through assessing the status of management of co-curricular activities in primary schools of Kaffa zone.

Thus, the inspiration for this study mainly arose from the researcher's interested to examine the management of co-curricular activities in primary schools of Kaffa zone and addressed this problem and to give hints for further work on this area. This study, therefore, attempted to management of co-curricular activities employed in primary schools.

1.3 Research Questions

To this end, the student researcher posed the following research questions to be answers at the end of this research:

1. What is the perception of club leader teachers and students towards co-curricular activities in primary schools of Kaffa zone?
2. To what extent co-curricular activity is adequately planned in primary schools of Kaffa zone?
3. How effectively do school leaders support and monitor CCAs in primary schools of Kaffa zone?
4. What are the major challenges in the practices of management and running of CCAs in primary schools of Kaffa zone?

1.4 Objectives of the Study

This study has both general and specific objectives to obtain several new investigations to address the problem at hand.

1.4.1 General Objective of the Study

The general objective of this study was to assess the management of co-curricular activities in primary schools of Kaffa Zone.

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1.4.2 Specific Objectives of the Study

❖ To identify the perception of club leader teachers and students towards co-curricular activities in primary schools of Kaffa zone. .

❖ To examine the extent of co-curricular activity is adequately planned in primary schools of Kaffa zone

❖ To describe how effectively do school leaders support and monitor CCAs in primary schools of Kaffa zone.

❖ To identify the major challenges in the practices of management and running of CCAs in primary schools of Kaffa zone.

1.5 Significance of the Study

As explained in the review of related literature extra or co-curricular activities were essential not only for the holistic development of the child but also for an enhanced fulfillment of curricular objectives. Thus, undertaking a research study concerning the management of co-curricular activities is essential if genuine improvement in the quality of teaching and learning is to be realized. Therefore the study has the following major significances:

- It may provided useful feedback to teachers, school principals and cluster supervisors, parents, governmental and non-governmental bodies and organizations regarding the state and status of management co-curricular activities in government primary schools;

- This study will also be useful to school management in equipping co-curricular leaders and club leader teachers involved in co-curricular activities to be more efficient in the management of the activities;

- This study may also be useful to school administrators and the appointing authority during club leader teachers appointment. The appointing authority needs to ensure that the club leader teachers appointed are well equipped with the necessary management skills needed to balance between curricular and co-curricular activities;

- The study may assist the school administrators in making better decisions' in managing co-curricular activities in terms of time allocation and assigning teacher patrons for the activities.

- The results of the study may served as important input of data for related studies in the future be conducted by other researchers;

1.6 Delimitation of the Study

In order to make the study manageable the study was delimited in Kaffa zone SNNPR. Kaffa zone was selected for this study ahead of other zones because of two major reasons. First, researches that had been conducted in this zone on management of co-curricular activities were minimal. The student researcher's long services as a teacher and principal in the zone, and there by his better experience of its socio-cultural and geographical settings is another reason to select it for the study. The focus of the study would be primary schools (5-8) in selected five Woreda (Decha, Gimbo, Goba, Shisho-Inde and Bonga from twelve woredas and two town administrations in the zone. Among several activities which are being implemented for the overall school improvement, this study was delimited to assessing the management of co-curricular activities in primary schools of Kaffa Zone. Thematically, the paper would attempt to assess the management of co-curricular activities in primary schools of Kaffa Zone. In Addition, the study was delimited itself to address the major problems on management of co-curricular activities in primary schools of Kaffa zone

1.7 Limitation of the Study

The following were some of the major problems that the researcher wants to mention as limitation to the study. First, there was lack of adequate time to accomplish the study due to work overload. Secondly, the researcher faced lack of adequate literature. The researcher feels that, had it been possible to access these literatures. Thirdly, lack of adequate financial support affected the coverage of the study as well. Finally, unwillingness of the respondents to filled the questionnaire, returning on time. But the researcher gathered all the needed data by visiting the schools again and again. Co-curricular leader teachers were busy to conduct the interview. In this regard, the researcher faced a big challenge from his subjects.

1.8 Operation Definitions of Key Terms

Co-curricular activities: refer to important educative practices or program that will be arranged in the schools in order to provide more opportunities for all around development of the students.

Examples: Anti-HIV/AIDS, environmental protection, sport, red cross, girls club etc. (Barth, 2009).

Management of Co-curricular activities: activities that enable to enhancement and harmonize the curricular activities (Mesay, 2008),

Primary School: refers to a school system following the elementary schools exclusively established to offer general education courses to students from grade 5-8 (MoE, 2002).

School Leaders: Instructional leaders such as: department heads, principals, vice principals and unit leaders who are responsible to implement instructional practices in the secondary schools (MoE, 2002).

1.9 Organizations of the Study

The study was encompassed into five chapters. The first chapter deals with the introduction part which consists background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms. The second chapter provides the review of related literature pertinent to the study. The third chapter deals with research design and methodology while the fourth chapter deals with data presentation, analysis and interpretation of the collected data through both qualitative and quantitative methods. Finally, the last chapter which is chapter five presents the summary, conclusions and recommendations of the study.

CHAPTER TWO
REVIEW RELATED LITERATURES

In order to provide theoretical concept to the study, review of related literature has been made. The review was made on theoretical concepts and available research works on co-curricular activities.

2.1 The Concept of Co-Curricular Programme

Four decades ago it was comparatively easy to define co-curricular activities, because all of them were organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipment's were Major, little official recognition was given and no credit was allowed for participation. These activities were really extracurricular (Kenenisa, 2016).

Today it is difficult to define co-curricular activities because all teachers have some definite responsibilities for their organizations. Many full time professional teachers are employed, classrooms, time, equipment and materials are provided, their relations with regular curricular activities are regarded as vital, credit for participation is allowed and recognition is also given. In short, we can say that, according to modern education thinkers, curriculum is not only teaching and learning in classroom, it also includes work in; Library, Laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teachers and pupils in these places . In these informal contacts there are many activities which are taken place one of which is co-curricular activities (Kenenisa, 2016).

Co-curricular activities, are the activities that are not directly linked to the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates among others. These activities are designed to enhance social and physical adjustments in a child. The fundamental idea of having such activities in educational institutions is to build up the student character and personality as well as tune their mind that may help children realize their academic achievements (Barth, 2009). However in most developed countries, the distinction between curricular and co-curricular is gradually disappearing in modern educational practice, and the coordination and integration of all the experiences of the

pupils' intellectual, social, moral, emotional and physical abilities have become the object of the persistent efforts of the school (Broh, 2012).

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

Thus, co-curricular activities are conducted at regular and uniform times during school hours or at other times established by the school administration. Although not offered for credit, they are directed or supervised by instructional staff in the learning environment similar to that found in courses offered to credit. They are partially funded by public money for general instructional purposes under the direction and control of the school board.

Luthans (2005), has also given almost the similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extra-curricular activities are not part and parcel of curriculum and they are not carried out during school hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extra-curricular activities are noncredit activities. However, both of them need approval by school authorities.

According to Kenenisa (2016), globally some countries have realized the importance of co-curriculum, and this has enhanced review of their education system to ensure early identification of their students' talents. This has facilitated a good environment for tapping, nurturing and developing the talents from a caring age. This endeavor has borne fruits through production of a mass pool of sports personalities. This has in turn developed careers for thousands of their citizens. A classic example is in Brazil which has produced many renowned professional

footballers, playing their trade across elite European clubs. This in turn earns their country foreign exchange in form of duty repatriated back to their county.

The provisions of co-curricular and extra-curricular programs in USA, Jamaica, Germany, England and China have been recognized as the most essential mechanism for psychological and intellectual development of students. These activities have been evolved as an integral part of their learning process. Education has been said elsewhere is a creation of a sound mind in sound body. So children need ways and means to express their emotions and learn to adjust themselves in the broad society (Kenenisa, 2016).

Extra-curricular, on the other hand has been defined as, "small activities sponsored by students' clubs or groups and approved by the administration". Extra-curricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, Extra-curricular activities have the following characteristics: they are not offered for school credit or required for graduation, they are generally conducted out-side school hours, or if partly during school hours, and at times agreed by the participants and approved by school administration. MoE (1997), show different terms that used to describe the same thing. According to them currently due to an increasing acceptance of the wide function of school and brood definition of curriculum the term co-curricular activities become more useful rather than using terms like "extracurricular activities" "semi-curricular" "student activities" and "school activity" because of having undermining implication on the program.

Generally, as the purpose of education is that students shall be trained not only to know the right thing (cognitively) but also to behave in the right way (skill). Thus, cognitive development is mostly taken care by the curricular activities and the skill development is taken care mostly by the actual activities outside the normal class room teaching. Minehira and Marlaw, (n.d) clearly indicated that co-curricular activities are one of the five concepts of curriculum. These are: the official curriculum; the operational curriculum, which is implemented in classroom; the hidden curriculum, both social and academic expectation and unwritten norms in school; the null curriculum, which consists of subjects that are consciously omitted from the school's official and operational curriculum and the co- curricular activities, which include all of the experiences engaged in by students and teachers, before, during and after the regular school hour/day.

The content of the activities is determined primarily by the student participation under the guidance of a stage -member or other adult. Jha (2004), has also given almost similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extracurricular activities are not part and parcel of curriculum and they are not carried out during schools hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extra-curricular activities are noncredit activities. Certainly, student activities should be enjoyable, but there are also valuable skills and lessons that can be taught to those who participate, such as goal setting, communication, organization, decision making, teamwork, conflict resolution, and tolerance. These are sometimes thought of as leadership skills, but they are really life skills that can be practiced as part of a club or organization and complement what is taught in the classroom.

In general, as described in the beginning, the purpose of education is to train students not to know about things (in cognitive) but to behave or practice it in the right way (skills). Therefore, mostly, cognitive development is taken care by curriculum and the skill development is implemented by the outside class room teaching (MoE, 1994). By practicing it most students develop their talents with knowledge and experiences. It has practiced in academic schools in after school program.

2.2 Definition of Curricular Activities

Basically speaking activities encompassing the prescribed courses of study are called curricular or academic activities. In simple words it can be said that activities that are undertaken inside the classroom, in the laboratory, workshop or in library are called "curricular activities." These activities are an integral part of the over-all instructional program. Because in the organization of these activities or programs there lies active involvement of the teaching staff of the educational institution Activities which are complement but are not part of the conventional academic curriculum. It means that Co-curricular activities are those activities which fall outside the regular academic curriculum yet they are a part of schooling or collegiate life. These are observed in tandem with an institute's curriculum and have a yearly schedule. Most of the educational organizations in various different parts of the world facilitate these activities for

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school and college students. Faculty is mostly involved in organizing and directing these activities in schools while it may be independent from faculty in universities or colleges (Kenenisa, 2016).

Co-curricular activities, are the activities that are not directly linked to the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates among others. These activities are designed to enhance social and physical adjustments in a child. The fundamental idea of having such activities in educational institutions is to build up the student character and personality as well as tune their mind that may help children realize their academic achievements (Barth, 2009). However in most developed countries, the distinction between curricular and co-curricular is gradually disappearing in modern educational practice, and the coordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional and physical abilities have become the object of the persistent efforts of the school (Broh, 2012).

Co-curricular activities are defined as those activities that enhance and enrich the regular curriculum during normal school days. They are also referred to as extracurricular, extra-class, non-class, school-life, and student activities (Tan & Pope, 2007). Despite the lack of a precise term, co-curricular activities seem more student-centered than the regular classes. In co-curricular activities, students assume responsible positions of leadership; student's spontaneous interests and immediate needs determine affiliations and experiences; and the teacher-supervisor is often a mentor or guide rather than an instructor (Stevens, 1999).

Co-curricular activities exist at all levels of education, from primary, secondary school, college and university education. These activities are compulsory in some institutions while in other it's voluntary. Where these are compulsory all students must participate them alongside the standard study curriculum. At higher levels of education student participations generally include academic points in lieu of the efforts put by a student in a particular activity (Kenenisa, 2016).

These are held outside standard curriculum hours and the activities partaken depend on the nature of the institute and occasion. Today these activities have become more profound than ever before. Most of the institutes highlight them as a crucial advertising factor in their prospectus or advertisements in order to attract parent-students attention. Though not all of these activities may

pursue with great enthusiasm these are however popular and leave a lifelong lasting experience for most. These activities are not examined in the same way that the academic curriculum is, and because most of them take place outside lessons, such activities have less status in education than the main curriculum. However, they are often held to be very important to the wider education of young men and women.

Educationists say that co-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 (Wong and Ling, 2008) that stated that to act civically, to live as friendly neighbors and to develop a sense of responsibility through accepting responsibility. Better achievement in co-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 help every activity or pastime undertaken by the students of the school. 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 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 (Kenenisa, 2016).

Co-curricular activities meaning are more focused upon cognitive aspects thereby help in intellectual development. Competitiveness, excellence, quality achievements, creativeness and enthusiasm are few of the ethics of co-curricular activities and also strengthen the meaning of co-curricular activities in school. on-academic activity in the form of co-curricular one provides support to students to venture into professional fields like fashion, music, painting, art, acting, photography, printing and many more. That's why students need co-curricular activities, which helps in enhancing many skill developments. Importance of co-curricular activities have increased manifold in modern life. However, co-curricular meaning varies to little bit as per place, time and space. Importance of co-curricular activity in school curriculum has been widely acknowledged by many countries in their respective curriculum frameworks (Kenenisa, 2016).

As Grove (2010), the Co-curricular activities definitions by leading modern educational thinkers and others are: "Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an

educational institution. Co-curricular activities include sports, school bands, student newspaper etc. They may also be classed as 'Co-curricular' i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities."

According to Aggarwal (1994), co-curricular activities were mainly organized after school hours and so were the Co-curricular but they are not an integral part of the activities of the school as its curricular work. According to Ahmad (2011), co-curricular activities may be defined as the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child. Abstract co-curricular activities take care of the students' different developmental needs such as their sense of moral values and attitudes, skills and creativity. Through their participation in Co-curricular activities, students can learn to communicate, to cooperate with other people and in addition to enrich their life experience. If students are given the opportunities to organize Co-curricular activities, they will gain first-hand experience of program planning and leadership, thus enabling them to discover and develop their potential.

The management and implementation of ECAs or CCAs are dependent on factors which reside both within the schools and outside. It is generally agreed that curricular and non-curricular experiences and activities take the larger share of the students' opportunity to learn and develop in an all-round ways. The objective of this study was to assess the status of management of co-curricular activities in primary schools and suggest the possible solutions for the problem that primary schools encountered during management. This article may give insight idea on how much co-curricular activity can be managed in primary schools. It may also create an awareness of co-curricular activities in primary schools, shows the strength and weakness of co-curricular program that has been managed. Co-curricular activities are most needed to fulfill the aims and objectives of life. In co-curricular activities, students participate in various cultural programs, which help them in socialization, self-identification and self-assessment.

2.3 Types of Co-curricular Activities

Identifying the relationship between curriculum and co-curricular activities helps us to develop better educational plan, understanding the types of co-curricular activities also help us to develop and utilize resources more fruitfully and make easy to organize desirable activities in the schools.

Mekonnen (2015), in his literature review provided us with the following list of club and non-club co-curricular activities which are common in most government secondary schools of Ethiopia: science & technology, language, environmental protection, mini-media, sport, anti HIV/AIDS, girls club, students' parliament, library, question and answer, charity, civic and ethical education, red cross, etc., have been categorized as club CCAs whereas 1 to 5 group net working, school sanitation, peer tutorial programs, wearing uniform, flag / line-up / ceremony, etc., have been identified as non-club CCAs. Both groupings are mutually supportive and are logically sound. The nature and types of the extra or co-curricular activities are determined by the school's ethos, social, cultural, economic, and political motives and priorities of the government or the public among many others. The Ministry of Education of Nepal (1997, p 35) as cited by Demes (2014), divides co-curricular activities, CCAs, as "club and non-club activities". It is obvious that there is more or less a common understanding on the concept of an organization of co- or extracurricular activities by different groups and countries.

According to Setotaw (1998), the types of co-curricular activities in schools might depend on such factors as how well organized the school is, the level of development of the community and the resource available. As much as possible, there must be various types of activities to meet the differing needs and interests of students. Some of the co-curricular activities include home-room, class organization, physical activities, musical activities, speech art activities (debating, oratory, dramatic, etc), School clubs, publications, student councils, school events and fund raising activities etc. According to MoE (1997), based on their organization nature CCAs can be categorized in to two:- clubs and non-clubs.

2.3.1 Clubs

Clubs are activities organized in the form of association, usually have leader, executive committee, members, rule and regulation and entrance fee. Clubs also have different varieties such as: clubs related to classroom subject (e.g. Mathematics, Chemistry, Geography, etc.), service clubs (e.g. Library, Red-cross, Mini-media, Charity, etc.), Clubs related to self-governance (e.g. students council, girls guide movement etc.), career and talent related clubs (e.g. future teacher, journalist, Nurse etc.).

2.3.2 Non-club Activities

Non-club activities are activities organized permanently or temporarily and have no similarity in organization with club, such activities are publication, social activities, flag ceremony, class-monitor, social service, holidays, uniform speech and forum etc.

2.4 Management of Co-Curricular Activities

Based on Ramlan (2004) and Zhang and Byrd (2005), has listed the duties and responsibilities of the school co-curricular management committee. he following are the duties and responsibilities that need to be implemented by the co-curricular management team in schools: (a) plan long-term and short-term activities; (b) hold meetings at least four times a year; (c) determine the rules of co-curricular activities; (d) determine the timetable and schedule of activities; e) ensure overall student engagement; (f) ensure that schools participate in co-curricular domains at the district, state, national, and international levels; (g) ensure that teachers comply with and carry out activities in accordance with the curriculum and timetable of the co-curriculum; (h) determine the dates of school sports championships, cross-country, co-curricular excellence day and other activities; (i) evaluate co-curricular activities and make annual reports; (j) ensure the concepts of sports for all and elite sports are practiced in schools; (k) estimate expenses for activities and determine the financial allocation to be used; (l) give recognition and appreciation to teachers and students who have shown excellent performance in participating in co-curricular activities; and (2) ensure all facilities and equipment are safe for students to use.

Therefore, the Co-Curriculum Management Handbook has been released as a guideline for implementing co-curricular programs and activities in schools (Division of Sports, Arts & Co-curriculum, 2009). Not only should co-curriculum management implementation groups be responsible for managing the school's co-curriculum as prescribed, but they need to design the activities to be more meaningful and positively influence students' personality development and build soft skills based on the school's context.

2.5 Importance and Benefits of Co-curricular Activities

Countries adopt their own guidelines with the intention of showing how extra or co-curricular activities should be established and managed. The guidelines are also seen discussing the reason

why such programs should be part and parcel of the core activities of their schools and why students are made the main actors. A frame work of school improvement program by MOE Ethiopia (2012, p.11), placed a statement of a standard which is read as "because of teachers actions to actually involve students in out of class-room learning and development enquiries and [interactive] environment the teaching-learning process became objective." In the performance indicator part, the document clearly pointed out that one of these out of class-room activities into which the students should have huge stake is extra or co-curricular clubs. Accordingly, the same document on (p.38) shows that schools should empower students by allowing them to experiment leadership in school based clubs In almost all such governmental documents similar points have been mentioned as the function of establishing extra or co-curricular programs.

As MOE (2009), and Trinidad and Tobago (2009), school is an appropriate setting for all children and youth to learn and develop holistically. The idea is that schools are places for class-room academic learning, democratic participation in school affairs that require their voice, and meaningful involvement in extra or co-curricular programs. It creates clarity in that curriculum should better be treated in its generality rather than attributing it to individual disciplines and academic programs. Education Bureau of Hong Kong (1992, p.2), on its co-curricular guide line mentions the following points as the prominent use of co-curricular activities:-

- Reinforcing classroom learning and allowing students to put their knowledge and skills in to practice
- Facilitating the teaching of certain skills and the inculcation of certain values which may present difficulties in formal setting
- Promoting students' personal development by broadening their interests, developing their potential and providing opportunities for character formation and leadership training.
- Promoting students' social development by offering opportunities for the broadening of their social experiences, the practice of social skills and the internationalization of moral and social values. Such socially unacceptable incidences like bullying, violence and dropping out can be decreased when students are offered the opportunity for meaningful participation in CCAs (Nikki, 2009; UNICEF, 2010).
- Making school life more challenging and interesting

The above points are all in good harmony. However, literatures stress the need of adults' supervision when children are involved in varied ECAs or CCAs both as performing participants or leaders. Deribsa (2006), in his part underlined the role of group work, research based projects, case studies, discussions, role play, field trips, and so on in promoting active learning. These activities make up either some kind of extra or co-curricular activities or can be well addressed in them. Deribsa's discussion also implies that extra or co-curricular activities can promote active learning. As repeatedly shown in ESDP documents and general education curriculum frameworks ECAs' or CCAs' contribution to promote and deal with cross-cutting issues cannot be underestimated. This particular function is also found in the extracurricular activities, ECAs, guide line of Hong Kong's Education Bureau. Having been cognizant of the indispensable part co-curricular activities play in fostering the learning and development of students, in different periods the Ministry of Education of Ethiopia had been adopting a series of co-curricular activities' management and implementation issues in its school administration guidelines. Demes (2014), mentioned the issuance of the following guide lines containing basic statements about the management and running of CCAs:

- ❖ Guide line for internal school administration by the Ministry of Education (1981/1982)
- ❖ MOE's updated guide line of internal school administration (1988)

The afore mentioned guidelines by MOE, Ethiopia have contained issues of how extra or co-curricular activities should be organized, managed and run along with list of activities and clubs which schools should establish.

Mann (2013), enlisted importance and benefits of co-curricular activities such as: Co-curricular activities stimulate playing, acting, singing, recitation, speaking, and narrating students, activities like participation in games, debates, music, drama, etc. help in achieving overall function of education, it enables the students to express themselves freely through debate, helps to develop the spirit of healthy competition, guide the students how to organize and present an activity, how to develop skills, how to cooperate and coordinate in different situations all these helps in leadership qualities and develop the sense of belongingness.

Co-curricular activities 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 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 (Mann, 2013).

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 (Nessan, 2009).

CCAs help students to strengthen the purpose of education, by implementing CCAs students can be responsible and develop different characters, as critical thinking, social skills, and talents (NASSP, 1996). 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 lesson the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service, 1999). Participation in CCAs improves an adolescent's chances of avoiding such risky behavior as dropping out, becoming a teenage parent, engaging in the bad habit like juvenile delinquency, abusing drugs or alcohol through three mechanisms (Edward and Jan, 2000).

Time displacement: the widely held notion that if a young person spends a great deal of time in beneficial or harmless activities, he or she will not have time to get into mischief.

Group pressure: the idea that participation in teams, clubs, or other group activities promotes a sense of membership or belonging. According to Edward and Jan (2000), students who participate in co-curricular activities are not only do better academically than students who do not but also develop other facets of their personalities in the process. Self-esteem self-confidence, social cooperation, and leadership skills are just a few of the cognitive factors that are affected. Co-curricular activities allow students to blend aspects of their academic learning into personal actions.

Commitment building: the argument that participation in constructive activities, by developing skills, creating aspirations, and providing rewarding experiences, strengthens a young person's commitment to conventional institutions, such as school, and traditional careers. As Edward and

Jan (2000), 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. Students who are involved in co-curricular activities are able to extend and enrich previously learned academic skills through competitions and real world simulations. In the co-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents, leadership skills, and future career and occupational skills.

In addition to this, according to Nessan (2009), students have a right to a broad education. And he asked "Why should science students have given up for music or students majoring social studies are not getting opportunities for sport?" Many children have remarkable talents in all sorts of different areas, and it is wrong to force them to specialize too early in specific areas. A career is not the only part of an adult's life, school needs to make sure they have interests and skills that will help them in their family and leisure lives too. So the children's educational development stressed on their interest or needs. Through equal balancing of academic and co-curriculum, however, students have the chance to exercise their rights and the opportunity to be multitalented. In this reason, co-curricular activities are supplementary or compulsory role for the classroom program in different countries.

On the other hand despite these efforts by the government, the condition of the performance of extra or co-curricular activities in most government schools has not been as such meaningful. Adoption of guidelines from above, though is good does not guarantee the effective implementations of programs in schools. This is what research literatures show besides who ever close to the functioning of schools actually knows. One can imagine that ECAs or CCAs are appropriate venues to give meaning to active learning; yet major education strategies and policy documents in Ethiopia like the ESDPs and the education and training policy are not seen going through the programs seriously. There is also a tendency to attach the meaning of extra or co-curriculum programs only with clubs; and as instruments of addressing cross-cutting issues. A good illustration is the revised School Improvement Program, SIP, frame-work prepared by the Ministry of Education of Ethiopia, (MoE, 2012). The same limitation was observed by Kenenisa (2016), with which he identified teachers' and principals' tendency to forget the presence of many non-club activities which comprise extra or co-curricular activities.

2.6 Perception of Teachers and Students on Co-curricular Activities

The perception of teachers in co-curricular activities determines the level and intensity of learners' engagement in such activities. Asmat and Sallem (2009), in a study conducted in India notes that teacher's perception about co-curricular activities determined the teachers' involvement level. The study concluded that the attitude amongst the school administrators and teachers in many schools favored academic activities more and co-curricular activities were considered as waste of time and efforts hence of no use.

Asmat and Sallem (2009), had tried to find a link between co-curricular activities as viewed by educational stakeholders. The study established that teachers and school administrators had low opinion about co-curriculum activities and would rather concentrate on academic activities. However the current study comes at a time when there has been an increase in the sports sponsorships by various companies in Kenya and therefore this study seeks to find out if the perception of teachers towards co-curriculum activities has changed.

Suleman, Singh and Zeeshan (2014), in a study based in Pakistan on effects of overscheduled involvement in co-curriculum activities noted that teachers developed negative attitudes on co-curriculum activities when they feel that they become overcommitted in such activities. They argued that teachers who develop a negative attitude towards co-curriculum activities when they feel that such activities eat their academic time and affects their academic schedules. They concluded that teachers with a positive attitude towards the co-curriculum activities are more likely to participate in these activities.

Anyango (2012), carried out a study in Kisumu, Kenya to establish the role of co-curriculum activities on academic performance. In this study a sample size of 382 respondents from 12 public primary schools were used to provide data for the conclusions to be made. In this study it was discovered that teachers viewed co-curriculum activities as a waste of valuable study time and therefore discouraged learners from participation. It was also noted that break time in some schools was limited to lower classes and converted into study time for the upper primacy classes. Therefore the study showed that teachers in Kisumu had a negative attitude towards co-curriculum activities.

According to Ongonga et al. (2010), almost every student in the Kenyan education has experienced co-curricular or extra-curricular activities either as a spectator or participant. Yet, outside athletic participation, research on the effects of participation in specific school activities (e.g. music, drama, netball, basketball, football and volleyball) is scant. History suggests that participation in such activities as band; choir and orchestra have a positive effect on everything, from academic achievement to self-discipline and from citizenship to personal hygiene (Morrison, 1994). Besides, Earhart in Ongonga et al. (2010), while addressing the relationship between music and academic achievement argued that music enhances knowledge in the areas of mathematics, science, geography, history, foreign language, physical education and vocational training. Consequently, the recent emphasis on interdisciplinary studies, along with the uncertain future of many school subjects, has provoked renewed interest in cross cultural research.

Research findings indicate that participation in co-curricular activities affects students' academic performance and supports the attainment of academic objectives (Arnoldy, 2005; Marsh 2002; Tucker, 1999). More specifically, studies have been conducted assessing the effects of specific co-curricular activities on academic performance (Bulinde, 2006; Morrison, 1994). Despite this knowledge, sport participation has been viewed in two different perspectives in Kenyan secondary schools as far as their contribution to academic performance is concerned. Some perceive sports to have positive effect on students' academic performance while others view it as a hindrance to academic success and a waste of students' precious time.

Therefore, this duality in the perception of the contribution of sports should be corrected through research findings. Besides, it is important to note that sports can assume other functions other than the traditional function of entertainment and leisure. These functions include; supporting academic objectives, boosting students' self-concept, self-efficacy, affective needs, behavioral needs, social needs, discipline, retention rates among others. Furthermore, research studies on the influence of co-curricular participation in the development of students' self-concept have not been conclusive. In addition, their impacts on academic performance and students' well being have been scant in Ethiopia. There was need therefore, to analyze students' and teachers' perceptions of the impact of co-curricular participation on students self-concept and academic performance, because they are directly involved in the educational process.

Overwhelming scientific evidence highlight the health, social and psychological benefits associated with active lifestyles (Matano, 1992; McInally, 2003; Bulinde, 2006; Ongonga et al., 2010). Besides, the health, social and psychological contributions of co-curricular participation to the educational process have been identified by studies in the western countries as reported by Tucker (1999), Arnoldy (2005), Marsh and Kleitman (2002) and reported by Ongonga et al. (2010), Bulinde (2006) and Chesire (2007) in Kenya. These benefits are in three fold; the health benefits which include; good body physique or posture, that is, a balanced development of the whole body, the strength and fitness of all muscles. The social factors include; the transmission of values, norms and knowledge of the society, which leads to social harmony in the society. Moreover, the psychological benefits include: positive attitudes towards sports participation, positive correlation with academic performance, student's increased vigor and alertness, and internalization of mental strategies.

Despite this knowledge of the importance of sport participation to educators, there was paucity in empirically known evidence or research in the literature reviewed, on teachers' and students' perception of the impact of co-curricular participations on students' self-concept and academic performance in Kenyan secondary schools. Besides, there appeared to be a duality in perception of the contribution of co-curricular participation to the educational process; with some stuck to the traditional view that sports was an instrument for entertainment and leisure while others were of the view that it can be used to improve achievement of learning objectives. Furthermore, reduced emphasis on participation in co-curricular among the academically and less academically endowed students in schools and other reasons like physical inactivity, discipline, sense of belonging, team building and owning the school process have not been reported perhaps because its impact has not been fully articulated by educators, parents, teachers, and students and their views sought.

Although education is divided into two parts; curricular activities and co-curricular activities in Kenya, many researchers like Ongonga et al. (2010), McInally (2003) and Newman (2005), have observed that participation in co-curricular activities is not fully supported by most schools and the contribution of it to the students' self-concept and academic performance have not been clearly articulated to the educators, teachers, students and even parents.

Yet, the experiences and opportunities provided by primary schools through curricular and co-curricular participation also influence students' development. Furthermore, direct interaction with the school curriculum in schools such as the degree of success or failure in various subject matters and the degree of encouragement provided for academic effort influence self-growth, educational aspirations and values of students. Besides, no research has addressed itself to the impact of co-curricular participation on academic performance and looked at it from the perspective of enhancing the self-concept for better performances in both academics and sports, as well as providing opportunities to the less endowed academically student to succeed. Nonetheless, success and failure in life largely depend on the levels of self-concept of the individual concerned. Furthermore, the more the students discover this level and its relationship to the world, the more they know themselves. Moreover, such knowledge provides them with a measure of internal stability and security. Consequently, there was need therefore, to undertake a study that would take into perspective students' perceptions because they are directly involved in the educational process. In addition, they were the recipients of whatever policies concerning co-curricular and academic performance made by the Ministry of Education, yet they rarely get the chance to express their views and opinions. They were therefore, on the receiving end of policy implementation, coupled with varying levels of facilities and infrastructure.

In addition, their perceptions of the impact of co-curricular participation on students' self-concept and academic performance were sought. Hence, the findings would become the basis for understanding the perceived contribution of co-curricular participation to the educational process and institutions.

2.7 Planning of Co-Curricular Activities

According to Mesay (2008), planning guidelines for co-curricular activities was developed to identify numerous co-curricular program issues that resurface annually; clarify or define policies related to those issues; and provide references to the Education Code and other laws that govern the operation of educational institutions. These guidelines provide school staff and parents with a common framework for planning and decision-making purposes. Planning guidelines for co-curricular activities includes sample forms, information, and references to district policies and administrative regulations. These guidelines are updated periodically and we welcome your

comments on ways to improve the delivery of information on this important topic. Our challenge is to find the most effective ways to work together in identifying creative solutions.

Co-curriculum doesn't mean teaching in a classroom only but it requires both going out playing in filed, relating with others, working in library and laboratory having informal contacts with peers. These co-curricular activities at times become lost and neglected in giving importance to academics. To achieve objectives of education they should be given full justice. They should be planned in a way to cater to a large no of people. Students should be given choices to select the activities of their interests. Aims and objectives of doing it should be pre-informed. Some reward should be linked with it. Regular time should be devoted to these activities in the time-table. Activities should be educationally relevant so that they can associate with it. They should be constructive and should aim at development of higher level objectives, which are not attainable through regular classroom teaching e.g, novelty and originality, writing, skill of recitation of poems, group discussion etc. Schools are now focusing on students' health, hygiene and safety aspects as well (Okumbe, 2001). To participate in these activities doesn't mean only fun but these activities are specially designed in an intelligent way for wholesome development and to institute good character and feeling of democracy. These activities also help them develop balanced emotions and their portrayal.

2.8 Implementation of Co-Curricular Activities

For practicing the spirit of this type of citizenship among the students, co-curricular activities are to be organized through formation of student unions, student councils etc. in the educational institution. The cause behind it is to train the students practically how to develop responsible democratic citizenship. Before launching program of any activity (co-curricular) it should be approved democratically by the staff both the teaching and non-teaching as a whole. Coaches or sponsors of school activities should be the members of the staff and not outsiders (Mesay, 2008).

According to Habber (2006), the introduction of the program of co-curricular activities should be gradual. Any activity should be introduced only when the school has a need for it and when its students are interested in it. The number and type of activities to be developed in any educational institution or school should be determined by the size of enrolment and the needs of the school activities should not be over organized even in a large school. Smaller schools shouldn't waste

time and energy and squander away money in an attempt to copy the larger schools blindly. Activities that are organized in the school should, aim for achieving civic, social, and moral and other worthwhile values as far as possible. Activities for enjoyment are useless though they may be harmless. The number of activities which allows students to take part in different activities in an academic year should be according to their needs and requirements. A restriction on participation for students is required as it will check the overloading nature of organizing any co-curricular activity. However, the students having same abilities, interests, attitudes, aptitudes should participate in large number.

As it is desired and expected that the maximum possible number of students shall participate in each co-curricular activity and each activity should be open for all. It doesn't mean that there should be non-consideration for reasonable standards of achievement or for eligibility to take part in it. In order to ensure a great deal of all round development in children it is essential on their part to participate both in curricular and co-curricular activities (Cousins, 2004).

2.9 Factors Affecting Implementation of Co-curricular Activities

Hindering factors are obstacles that usually challenge a given program at the level of implementation. Research works of Jha (2004), identifies the following hindering factors for the implementation of CCAs in secondary schools (9-10) of Ethiopia. These were: lack of budget, lack of training, over teaching and crowded class, less participation of students, lack of incentive, no provision of planned teaching load in daily routine, forcible participation by teachers, lack of parental interest, awareness and support, unavailability of teachers' guide book and other resource material for CCAs and lack of monitoring and supervision on CCAs etc.

In the government service, it is the responsibility of the government to provide funds for co-curricular related materials. Inadequate sporting materials hinder many students from being involved in co-curricular activities; in the end, they give up if the government cannot provide adequate materials the burden of provision of the same is shifted to the parents. Therefore, there is need to evaluate whether the government funding of sporting materials is viable (Okwach *et al*., 1997). As Setotaw (1998) and Dejene Tefera (2006), identifies almost similar factors that hinder the implementation of CCAs at different level. According to Derebssa (2004), communication is another factor that needs to be considered because communication is one of

the important processes to transfer information among people. In addition, different literatures showed that the implementation of CCAs may be influenced by the presence or absence of material or budget, skilled manpower and workable organization.

According to Derebssa (2004), communication is another factor that needs to be considered because communication is one of the important processes to transfer information among people. It assists implementers to accomplish intended objectives. Therefore success of implementation of CCAs may be affected by the peoples, material and organizational factors. The present study consistent results with earlier research finding by Mesayneh (2008) and Rahal (2012), in those the inadequacy of facilities and absence of equipment and supplies were found to be some of the challenges of successful implementation of CCAs in the schools.

2.10 Stakeholders and their Responsibilities in the CCAs

Most scholars emphasizes the idea that educational leaders should pay due to attrition to co-curricular activities, because co-curricular activities is an important part of curriculum in all level of education to increase student participation, that are outside of their main core students and to create so far skills development in the students and to create good citizenship, well organized and managed co-curricular activity should be exists in academic institutions (Guthrie & Reed, 1999).

Power-Ross (2000), recommends a range of concrete steps that schools may consider: assessing parents' needs and interests where schools can bridge the distance between families and schools by surveying parents to find out their concerns and opinions about school. Schools should begin planning parental involvement activities by asking parents of students what they need (e.g., information, training, decision-making opportunities) to support their children's development of their co-curricular talents.

Secondly, through creating a mechanism for personalized communication with parents especially those unable to come in the school. For example, a school might appoint a home-school coordinator; provide more flexible time for teachers to visit homes, or expand opportunities for contact by providing parents with more flexible schedules with which to meet school staff. For example, schools can set up resource centers for parents, institute home visits or talent mentoring programs, hold evening or weekend meetings out in the community, and establish homework hotlines. Personal contact is important in encouraging families to participate (Kenenisa, 2016).

Also through giving parents a voice in school decisions. In this case, schools can include parents and other family members in site-based decision-making teams, school improvement teams, or steering committees that direct school restructuring efforts. Once family members are informed and involved, the school must listen and respond to their contributions (Cousins, 2004).

According to Huang, and Chang (2004), in order to have effective co-curricular activity that can contribute for children's all rounded development, establishing clearly stated goals and improving co-curricular activity teachers' knowledge to keep teachers co-curricular activity fit is essential. In addition to this Tan and Pope (2007), suggest that co-curricular activity cannot be organized and operated without sufficient resources being allocated to them. In his sense essential resource such as sufficient funding through various sources, time, provision of hardware like computers and rooms, technical resources (coaches and related expertise) play great role in organizing co-curricular activity. In general, Organizing and carrying out co-curricular programs in schools require special effort and skill due to their special characteristics (MoE, 1994).

2.11 Challenges in Co-Curricular Activities

Schools in the course of providing co-curriculum activities face a myriad of issues. Jha (2004), noted that there are barriers within schools that restrict teachers providing co-curriculum activities and could be classified as being either institutional meaning that they are outside the teachers' control or classified as teacher related meaning that they arise from the teachers' behavior. This classification enables the challenges to be applicable at any level of institutional setting ranging from lower primary to higher institutions of learning. Rahel (2012), Demes (2014) and Zeleke (2016), found out in their study that teachers and school principals lacked motivation, leadership commitment and the necessary expertise in the area of management and running of ECAs or CCAs in general.

Hardman (2009), noted that institutional barriers includes financial/budgeting constraints, scarce resources, lack of time for co-curriculum activities due to class work demands, lack of professional development programs, the crowded curriculum itself as well as lack of physical infrastructure. He posited that a combination of these plays a crucial role in determining poor

implementation of co-curriculum activities in majority of educational institutions all over the world.

Sikkha and Agnihotri (2013), carried out a study in Punjab India on the organization of co-curricular activities in schools. They noted that co-curricular activities were the most neglected area of formal education in most schools. They cited that this was probably due to various physical, social and emotional problems of the students. In their study they reported that pupils were not provided with appropriate facilities to take part in co-curricular activities.

Trudeau and Shephard (2005); Dagkas and Stathi (2007) and Sherar et al. (2009), carried out research on barriers to participation in physical education and physical activity. These researchers reported changing attitudes to activity and physical education, decision making in favor of more sedentary activities, the role of peer pressure when choosing activities, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest. Thus their studies concluded that the learners today have been intoned into academic competitions and as such they disregard non-academic activities, seen such activities as a waste of precious academic hours.

2.12 Problems in Organizing Co-Curricular Activities

These activities are carried after school hours in most of the Indian schools. Due to lack of transport facility, some students miss such activities after school hours though they have a lot of interest. In most of the schools, these programs are teacher centered. Poor students cannot afford to pay for these activities in private schools. Students' funds for this purpose are sometimes misappropriated. Teacher should not develop an attitude of partiality. Some Teachers do their work for name sake co-curricular use they are not properly trained in that particular activity. Particular co-curricular period should be used to teach only that particular activity. For example, a music period should not be used to do history map work to conduct subject tests. Students who are not good at academics are good at co-curricular activities. But some teachers scold them for not studying their lessons though they are interested in co-curricular activities.

In most of the schools, class teachers who are not interested in these activities are in charge of extra-curricular activities. Some students are compelled by the teacher to participate in an activity which they have no interest. Proper records are not maintained regarding attendance

during the period and no accounts maintained regarding expenditure. Financially strong fair ones, beautiful ones, studious children only are given bright opportunities. A wide variety of activities will create confusion and a lot of expenditure. In the present day schools, the position of co-curricular activities is very pitiable. There are some schools, which are all the time after the examinations. They do not give any importance to co-curricular activities but they exist only in the papers. There is no special care for them. Very few schools are of the type where more stress is laid on these activities only.

Sometimes a lack of self-esteem or other problems are too much for a student to handle alone. Parents may need to seek professional psychological help for children suffering from low self-esteem when the child is depressed or shows overly aggressive behavior. In a developing country like India with huge population, poverty, poor health care system, illiteracy, people are still unaware of the importance of co-curricular activities. Hence, it is the paramount duty of the researcher to create awareness about co-curricular activities and the problems rising out while organizing them. No comprehensive study has been made to study the co-curricular activities offered at high school level. Moreover, the study that explores the co-curricular activities according to the perception of head of the institution, teacher, student and parents of those students, has vital importance. It is used for effective planning, development and implementation of co-curricular activities at high school level for all-round development of the students.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This section describes design of the study, methods of research, sources of data, population, sample size and sampling techniques, instrument of data collection, the validity and reliability checks, procedure of data collection, method of data analysis and ethical issues that the student researcher uses for the study.

3.1 Research Design

As Kothari (2004), defined research design as a plan that specifies which approach will be used for gathering and analyzing the data. These definitions tell us that, research design is broader in scope that consists the ways of gathering and analyzing data to answer the basic research question. A research problem determines the type of designs to be used. Based on the research questions convergent parallel design was used in this study. The purpose of a convergent (or parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. The student researcher gathered both quantitative and qualitative data, analyzes both data sets separately, compares the results from the analysis of both data sets, and make an interpretation as to whether the results support or contradict each other (Creswell, 2012).

3.2 Research Methods

A concurrent is type of mixed design for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. This study followed a mixed research methods approach. From the mixed methods approach the QUAN-qual model (or the explanatory mixed methods design) was used. This model was chosen for it helps to refine and explain the general pictures of

the research problem obtained by the quantitative data and results through qualitative data (Subedi, 2016). The study employed mixed method through collecting and analyzing both qualitative and quantitative data. The student researcher primarily used quantitative method through questionnaires, while he also used semi-structured interviews to demonstrate the qualitative data. There were some rationales using mixed method for this study. First using mixed method was advantageous to examine the same phenomenon from multiple perspectives (Cohen et al, 2011). Second, mixed method is important to build upon the strength that exists between quantitative and qualitative method in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2009).

3.3 Sources of Data

Data for this research were collected from both primary and secondary sources. The primary sources of data were selected from government primary schools club leader teachers, member students and co-curricular leader teachers. In government primary schools management of co-curricular activity is conducted by leaders. Management of co-curricular activity and outcome directly influences student's achievement positively or negatively. The data from the primary sources were gathered through questionnaire, and interview. Whereas, the secondary data were obtained from document analysis which were related to co-curricular management in the schools reports and documents in implementation of co-curricular programs and respective feedbacks on manages of programs.

3.4 Population, Sample Size and Sampling Techniques

The target populations of the study were primary schools co-curricular leaders, co-curricular committee's leaders and club member students. In this study the student researcher believed they were the right sources of information on the issue under investigation. In Kaffa zone there were 12 woredas and 2 administrative towns with the total of 567 primary schools. Among the twelve Woredas and two town administrations the researcher was selected five Woredas (Gimbo, Bonga town administration, Goba, Shisho-Inde and Decha woreda) by multistage cluster sampling techniques because the student researcher cannot easily identify the population or list of members of population because the population was very large which was structured from zone to

Woreda. In these woreda there were 178 primary schools. Out of these 178 schools 10 schools were selected by using simple random sampling proportionally by giving 50% for individual schools because the researcher believed that all primary schools were homogeneous in having a uniform structure. These primary schools included Wushwush, Agama, Beha, Awrada, Bandira, Barta, Yiliyo, Goba-Gesa, Abera-Yihuda and Dinbira. From the above listed schools 80 club leader teachers, 80 club member students and 10 co-curricular leader teachers which participate in each 8 clubs (science and technology club, traffic club, sport club, civic and ethical education club, HIV AIDS club, Mini Media club, Red Cross club, and Environmental Save Club) club member students and leader teachers were selected by using simple random sampling techniques. This is because in simple random sampling, every member of a population has an equal and independent chance of being selected. Purposive sampling techniques were used for co-curricular leader teachers; because the researcher intentionally selects those individuals to understand the situation or phenomenon and those samples committee leader teachers were information rich or have full information about the problem being studies.

Table 1: Population, Sample Size and Sampling Techniques

No	Types of Respondents	Populations	Sample Size	%	Sampling Techniques
1	Students	240	80	33.3	Simple random sampling
2	Club leaders teachers	180	80	44.4	Simple random sampling
3	Co-curricular leader teachers	30	10	33.33	Purposive sampling
	Total	450	170	37.77	

3.5 Instruments of Data Collection

This study was mainly employed questionnaires, interviews and document analysis.

3.5.1 Questionnaire

Questionnaires is written form that ask exact questions all individuals in the sample group, and which respondents can answer at their own convenience (Gall, Gall and Borg, 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal

responses. Closed ended questions were prepared in English language for teachers and translated to Amharic language for students. Each questionnaire has two parts. The first part focused on personal details (general background), and the second part emphasized on the closed-ended items on the issue. The questionnaires were developed from literatures focusing on the research questions of the study.

In order to make sure whether the questionnaires will be free from vague and unclear items, the draft questionnaires were administered to experts in the area for comment. Pilot test was carried out in order to avoid errors. As a result some comments were included on the improvement to raise the clarity of statements, grammatical and typographic errors, and interpretation of instructions. Finally, my advisor was commented and approved them. After the comment of the advisor, improvement has made to make valid instrument. Then, the revised questionnaires were administered to all samples by the researcher. This study used questionnaires to collect data from 80 club leader teachers and 80 club member students on issue related to co-curricular activities. The close ended items will be formulated in five points Likert scale (strongly agree= 5, agree= 4, undecided = 3, disagree= 2, and strongly disagree= 1; to a very large extent= 5, to a large extent= 4, to a moderate extent= 3, to a small extent= 2, to a very small extent= 1, 5= always, 4= usually, 3= sometimes, 2= rarely & 1= never and 5= very high, 4= high, 3= medium, 2= low & 1= very low). The student researcher computed the quantitative data uses mean item scores from 1.0_5.0, with higher scores indicating higher response score and lower score indicating low response of respondents.

3.5.2   Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, semi-structured interview questions were prepared for ten co-curricular leader teachers to gather more information on issue related to management of co-curricular programs. The reason using interview is its advantage of flexibility in which new questions would forwarded during the interview based on the responses of the interviewee. The purpose of the interview is to gather more information that may not be easily held by the questionnaires. It is a flexible data collection instrument that allows the researcher to gather information using multi- sensory channels (verbal or non-verbal once). Because, getting data through interview provides the respondents to become more involved and motivated. In

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addition, it gives opportunity to identify misunderstanding for clarifying question (Cohen et al, 2011). Therefore, the researcher selected the semi-structured interview and was get information from the sample of the studies.

3.5.3   Document Review

Document analysis is also another tool uses to collect data for this study. In this regard, the student researcher used related documents CCAs plan, annual reports, diaries and feedbacks will be used to triangulate findings from interview as explained above. Documents are checks to see different records of written documents of minutes of meeting documents on the decision passes are analyzes in order to check the above school stakeholders' management of CCAs in school. As Cohen et al (2011), document analysis is essential for further investigation in research studies.

3.6 Validity and Reliability of Instruments

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998).

3.6.1   Validity of the Instruments

According to Bailey (2007), validity means checking the accuracy of the findings by employing different procedures, that is, the credibility and trust worthiness of the data was checked to address validity. To ensure the validity of instruments, initially the instruments were developed by the researcher under close guidance of advisor and also a pilot study was carried out on 15 club leader teachers and 15 students in two primary schools that are excluding from the actual sample of the study with a total of 30 populations in Kuti and Boba-Gecha government primary schools. The participants of the pilot test were also well-informed about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items, and details of the questionnaire. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. Moreover, the English version questionnaires were checked and corrected by English subject specialist teachers from Bonga university and translated in to Amharic language for students.

3.6.2 Reliability of the Instruments

According to Best and Kahan (2005:285) define reliability as the extent to which the instrument measures whatever it is measuring consistently. Reliability refers to the ability of study tools to consistently and dependably measure whatever they are needed to measure (Gay, Mills & Airasian, 2009). It can be equated with the stability, consistency or dependability of a measuring tool. Cronbach's alpha, a numerical coefficient, is one of the most commonly accepted measures of reliability. To ensure its reliability, the student researcher made a pilot test for the questionnaire designed for the study. The questionnaires were pilot tested at Kuti and Boba-Geca government primary school club leader teachers (n= 15) and school leaders (n= 15) that were excluded from the actual sample of the study. Ensuring their confidentiality and anonymity, the student researcher asked the participants to complete the questionnaires and to be provided feedback thereafter. Using the data collected for the pilot study, the student researcher checked the reliability of the instruments by using the Cronbach ́s Alpha. A reliability test was performed to check the internal consistency and accuracy of the measurement scale. As Table 2 showed the results of Cronbach's coefficient alpha was found between 0.682 and 0.894 and, hence, was taken to be reliable, indicating questions in each construct are measuring a similar concept. That is the instrument was found to be reliable as statistical literature recommend a test result suggested by Cronbach (cited by Tech-Hong and Wahead, 2011), the reliability coefficients between 0.65 -- 0.90 are generally found to be internally reliable. As a result, three lengthy items were shortened, and many unclear items were made clear.

Table 2:   Reliability Test Result with Cronbach's Alpha

No.	Categories of Questionnaires	Item	Reliability coefficient
1	Perceptions of club leader teacher and students towards co-curricular activities in the school.	8	0.710
2	Adequate planning in co-curricular activities implementation in the school.	7	0.771
3	Effectiveness of the implementation in co-curricular activities participation in the school.	9	0.894
4	Challenges in co-curricular activities participation in the school.	8	0.682
	Average reliability coefficient	32	0.764

3.7 Procedures of Data Collection

To secure data to this study, the researcher went through series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interviews and document analysis. To this effect, having letter of authorization from Jimma University to get permission; the researcher directly went to the sample Zone education desk and principals of the respective schools for consent. After making agreement with the concerned participants; the researcher was introduced his objective and purposes. Then the questionnaires were administered to sample co-curricular leaders and member students with in selected schools. The participants were allowed to give their own answers to each item independently. They were closely assisted and supervised by the researcher. Finally, the questionnaires were collected back. The interview was conducted with co-curricular leader teachers.

3.8 Methods of Data Analysis

The data for this study were analyzed both through descriptive and inferential statistics. To this end frequency, percentage, mean and standard deviation (SD) was used among descriptive statistics while independent sample t-test used to determine whether there was significant difference between club leader teachers and students on the management of co-curricular activities. As, percentage was used to analyze the background information of the respondents while mean and standard deviation were used to analyze the data obtained through close ended questionnaire from both co-curricular leader teachers and club member students for the issue under investigation. The information collects from the three data gathering tools were analyzed quantitatively by using descriptive statistics and inferential statistics mainly frequencies, percentages and means. Data obtained from the semi-structured interviews were triangulated with the results of document review to supplement the data obtained through close ended questionnaire.

All the data were computed using SPSS version 20 and percentages were used to determine the background information while the mean value was used to measure management of co-curricular activities and independent sample t-test was used in order to investigate significant differences existing between the responses of club leader teacher and club member students' responses on management of co-curricular activities. The mean value was used to describe relative position of

responses for each item, t-test used for interpreting significant relationship that exists between responses of the groups on management of co-curricular activities in relation with p-value to indicate the level of significance differences. Based on the five point Likert type rating scales from very high to very low, the mean value in implementation of the items were calculated. For the sake of analyses, strongly agree and agree indicated the proper management of co-curricular activities of each item and medium presented neither positive nor negative agreement and similarly, strongly disagree and disagree indicate improper management of co-curricular activities of items in the schools. Finally, both the data gained from the questionnaire and semi-structured interviews were crossed validated with the data obtained from document analyses. This was analyzed and reported through narrative description and triangulation. To this end, analysis and interpretations were made on the basis of the questionnaire, interviews and documents.

3.9 Ethical Considerations

Research ethics refers to the type of agreement that the researcher make with his or her research participants. In line with this, an official letter was written to the concerned bodies /institution or organization/from Jimma University to inform the issue. Based on the letter the researcher was asked permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study. The purpose of the study was explained to the participants and the researcher was asked their consent to answer questions in the questionnaire or interview guide. He also informed the participants that the information they provide should only be used for the study purpose. Likely, the school records and information were kept confidential. Therefore, the researcher was communicated all selected primary schools legally and smoothly.

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the description of the sample population, analysis and interpretation of the data based on the information obtained through questionnaires, interviews and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The objective of this study was to assess management of CCAs in primary schools of Kaffa Zone. Co-curricular leaders and students responded to closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using percentage, standard deviation, and mean scores. Percentage was utilized for easy presentation and for comparison of the degree of the prevailing managements. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from (strongly agree = 5, agree = 4, undecided = 3, disagree = 2 & strongly disagree = 1; to a very small extent = 1, to a small extent = 2, to a moderate extent = 3, to a large extent = 4 & to a very large extent = 5; never= 1, rarely= 2, sometimes= 3, usually= 4 & always= 5 and very low= 1, low= 2, medium= 3, high= 4 & very high and). Besides, data from interviews, and document analysis were triangulated to validate the findings.

Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows:- with a mean value of 1_1.49 as strongly disagree/very low/never, 1.50_2.49 as disagree/low/rarely, 2.50_3.49 as undecided/medium/sometimes, 3.50_4.49 as agree/high/usually, and 4.50_5.00 as strongly agree/very high/always implementation of the activities. As the researcher mentioned earlier, among various data collecting instruments; questionnaire, semi-structured interview and document review were used to collect relevant information for this study. Thus a total of 160 questionnaires containing 32 items were distributed to primary school club leader teachers and students. All of them were properly filled and returned from 80 club leader teachers and 80 students. The personal background of respondents as well as the overall results of the analysis of the issue under investigation is presented clearly here under the following.

4.2 Characteristics of the Respondents

The respondents were asked to indicate their personal background information before providing their response to the items prepared for the issue under investigation. The details of their characteristics are given in table below.

Table 3: Background of the Respondents

No	Variables	Category	CLT		Students		CCLT		Total	
			F	%	F	%	F	%	F	%
1	Sex	Male	46	57.5	42	52.5	10	100	88	55
		Female	34	42.5	38	47.5	-	-	72	45
		Total	80	100	80	100	10	100	170	100
2	Age	11-15	-	-	52	65	-	-	52	30.6
		16-20	-	-	16	20	-	-	32	18.8
		21-25	16	20	12	15	-	-	44	25.9
		26-30	32	40	-	-	-	-	-	-
		31-35	15	18.7	-	-	10	100	25	14.7
		36 & above	17	21.3	-	-	-	-	17	10
		Total	80	100	80	100	10	100	170	160
3	Level of Education	5-8	-	-	80	100	-	-	80	47
		Unqualified	20	25	-	-	-	-	20	11.8
		Diploma	54	67.5	-	-	10	100	64	37.7
		Degree	6	7.5	-	-	-	-	6	3.5
		2nd Degree	-	-	-	-	-	-	-	-
		Total	80	100	80	100	10	100	170	100
4	Position	Student	-	-	80	100	-	-	80	50
		Teacher	64	80	-	-	-	-	65	40.6
		Principal	16	20	-	-	-	-	15	9.4
		CCLT	-	-	-	-	10	100	10	4.35
		Total	80	100	80	100	10	100	170	100

Key: CLT= Club leader teacher and CCLT= Co-curricular leader teacher

As can be seen from item 1of Table 3, the majority 46(57.5%) of the respondents from club leader teachers were males and 34(42.5%) of the respondents from club leader teachers were females. On the other hand, 42(52.5%) of the students respondents were males while 38(47.5%)

of the students respondents were females and 10(100%) of CCLT were males. This means, out of total respondents 88(55%) and 72 (45%) were males and females respectively. Hence, it is clear that females' participation in co-curricular activities were low. From this, one can conclude that most of the school management team is composed of males. This implies that low participation of females' on managing co-curricular activities affects their academic achievements

As it can be shown in item 2 of Table 3, about 52(65%) of students' age were between 11-15 years, 16(20%) of club leader teachers and 16(20%) of students' were between 16-20 years of age, 32(40%) of club leader teachers and 12(15%) of students age were 21-26 years, 15(18.7%) of club leader teachers and 10(100%) of CCLT age were 31-35 years and 17(21.3%) of club leader teachers age were 36 and above. From this, one can conclude that the age interval at which majority of the respondents fall was different. The representation of the respondents of different age groups helps to manage co-curricular activities.

As indicated in Table 3 of item 3 respondents were asked to rate the educational level. As shown, out of total participants 20(25%) of club leaders were unqualified, 54(67.5%) of club leader teachers were diploma holders, 6(7.5%) of club leader teachers were first degree holders and 10(100%) of CCLT were diploma holders. Thus, it can be inferred from the above data co-curricular activities were led by personnel who were not qualified (25% of unqualified) with co-curricular leaders.

With regards item 4 of Table 3, the respondents' current position affirmed that 64(80%) of teachers, 10(100%) of CCLT and 16(20%) of principals served in current positions. Thus, it can be concluded that most of the principals, and teachers included in the study have the right position in teaching. So the student researcher believed that the information obtained from these relatively right position respondents help to improve the management of co- curricular activities in primary schools of Kaffa zone.

4.3 Analysis of Data

This section presented details of questions required to assess management of co-curricular activities. In order to assess what schools leaders are carrying out, important items were generated in the questionnaire, calling for students and co-curricular leaders participants to indicate their level of agreement or disagreement.

4.3.1 Perception of Club Leader Teachers and Students towards Co-curricular Activities

This section deals with the items related to the students and co-curricular leaders perception towards co-curricular activities. Each item is analyzed based on the data obtained through questionnaires responded by students and co-curricular leaders and further backed by the data obtained from interview and document analysis. Accordingly, the eight items were interpreted as indicated in the Table 4 below.

Table 4: Perception towards Co-curricular Activities in the School

No	Items	Respondents	M	SD	t-value	p-value
1	CCA has a great role in students' academic achievement	CLT	3.94	1.08	13.27	0.00
		Students	1.91	0.83		
2	Students in your school has the same view about CCA which offered in their school	CLT	2.11	1.10	0.23	0.81
		Students	2.08	0.88		
3	CCAs are very important to develop students socialization in their future life	CLT	3.53	1.35	6.27	0.00
		Students	2.30	1.09		
4	Teachers' encouragement builds the student's self-confidence in CCAs	CLT	2.10	0.73	0.72	0.46
		Students	2.03	0.55		
5	Participating in CCAs improve students' academic achievements	CLT	2.16	0.75	0.80	0.42
		Students	2.08	0.61		
6	Students have brief understanding about co-curricular activities	CLT	2.05	0.72	-0.87	0.38
		Students	2.15	0.71		
7	All students like to participate in co-curricular activities knowingly	CLT	2.31	0.82	2.35	0.02
		Students	2.04	0.64		
8	Participating in certain types of CCAs count towards academic credit	CLT	3.94	0.97	10.70	0.00
		Students	2.21	1.06		
	Average	CLT	2.76	0.94	4.18	0.23
		Students	2.10	0.79		

Key: CLT = Club leader teachers, M= Mean, SD= Standard deviation and AM= Average mean

As shown in item 1 of Table 4, participants were asked to rate their level of agreement whether CCA has a great role in students' academic achievement. Accordingly, club leader teachers had mean value of (3.94 and SD= 1.08) were agree while students had mean value of (1.91 and SD= 0.83) were disagree about the issue. Comparing the two mean deviations, the mean deviation of club leader teachers showed wide range than that of students' responses, implying that students were more consistent in their response. Moreover, the calculated average mean 2.10 suggested that club leader teachers were not create the awareness of students on CCA for improving their academic achievement. Additionally, the t-value= 13.27 and p-value= 0.00, indicates that, there is a significant difference in the response of club leader teachers and students at $p= 0.05$ confidence level. From this one can conclude that CLT know the role of CCA in students' academic achievement and the students did not know the role of CCA in their academic achievement. In effect, co-curricular leaders were known CCA has a great role in students' academic achievement but the students did not know the role of CCA in their academic achievement. Therefore, CLT should aware students the role of CCAs on their academic achievement.

To support the above idea students also realize the importance of developing overall competences, by joining co-curricular activities and working collaboratively with their student peers on academic work in order to gain hands-on experience (Mann, (2013).

As item 2 in Table 4, participants were requested to rate the extent to which students in your school has the same view about CCA which offered in their school. Accordingly, co-curricular leaders had the mean value (M= 2.11, SD= 1.10) low and whereas students had the mean value of (M= 2.08, SD= 0.88) low. Evaluating the two mean deviations, the mean deviations of CLT indicated wide range than that of students' responses. The calculated average mean 2.10 asserted that the students in the school have not the same view about CCA which offered in their school. This implies that students were more reliable in their response. The computed value of independent sample t-test, t-value= 0.23 and p-value= 0.81 indicates there is no significant difference in the response of students and co-curricular leaders at $p= 0.05$ confidence level. As of the student researcher conclude that the students in the study area has not the same view about CCA which offered in primary schools of Kaffa zone.

Research findings indicate that participation in co-curricular activities affects students' academic performance and supports the attainment of academic objectives (Arnoldy, 2005; Marsh 2002; Tucker, 1999). More specifically, studies have been conducted assessing the effects of specific co-curricular activities on academic performance (Bulinde, 2006).

As shown in item 3 of Table 4, participants were asked to rate the extents to CCAs are very important to develop students' socialization in their future life. As shown on the table, co-curricular leaders had (M= 3.53, SD= 1.35) were agree and students (M = 2.30, SD= 1.09) were disagree. Comparing the mean deviations, the mean deviations of students showed lesser range than co-curricular leaders, leading that students were more reliable in their response than that of co-curricular leaders. The calculated average mean 2.10 stated that the extents to CCAs are not very important to develop students' socialization in their future life. In result CLT were not encouraging the students how CCAs to develop students' socialization in their future life. Moreover, the result of t-value= 6.27 and p-value= 0.00, indicates that, there is a significant difference in the response of co-curricular leaders and students at p= 0.05 confidence level. To sum up this idea the co-curricular leaders were not encourage students' how CCAs are very important to develop students' socialization in their future life. These benefits are in three fold; the health benefits which include; good body physique or posture, that is, a balanced development of the whole body, the strength and fitness of all muscles. The social factors include; the transmission of values, norms and knowledge of the society, which leads to social harmony in the society. Moreover, the psychological benefits include: positive attitudes towards sports participation, positive correlation with academic performance, student's increased vigor and alertness, and internalization of mental strategies (Bulinde, 2006). Similarly the qualitative data obtained from document revealed that CCL were not encouraging the students how CCAs to develop students' socialization in their future life.

> In sustaining the above idea, Interviewer-1 said that "Co-curricular leader teachers were not encouraging the students how CCAs to develop students' socialization in their future life."

The above quantitative and qualitative data show that co-curricular leaders were not encouraging the students how CCAs to develop students' socialization in their future life

With regard to item 4 of Table 4, the score of co-curricular leaders response mean (M= 2.10, SD= 0.73) were disagree about teachers' encouragement did not builds the student's self-confidence in CCAs, and students response mean (M= 2.03, SD= 0.55) were disagree about the issue,. Evaluating the two deviations, the mean deviations of that of students showed smaller range than that of club leader teachers, implies students were more regular in their response than club leader teachers. The intended average mean 2.10 declared that teachers' encouragement did not build the student's self-confidence in CCAs. In outcome, the way of teachers' encouragement builds the student's self-confidence in CCAs by teachers was not evidence full that reflects self-confidence of the students. The computed t- value= 0.72 & p-value= 0.46, indicates that, there is no significant difference in the response of the two groups at p= 0.05 confidence level.

> In supporting the above idea, Interviewer-2 said that: "In addition, the interview held with supervisors, Interviewer 2 confirmed that, most of teachers' encouragement did not build the student's self-confidence in co-curricular activities."

The above quantitative and qualitative data imply that teachers' encouragement did not build the student's self-confidence in co-curricular activities in primary schools of Kaffa zone.

In support of the above idea Asmat and Sallem (2009) had tried to find a link between co-curricular activities as viewed by educational stakeholders. The study established that teachers and school administrators had low opinion about co-curricular activities and would rather concentrate on academic activities. However the current study comes at a time when there has been an increase in the sports sponsorships by various companies in Kenya and therefore this study seeks to find out if the perception of teachers towards co-curricular activities has changed. From this one can understand that teachers' encouragement did not build the student's self-confidence in CCAs.

As shown in Table 4 of item 5 indicates participating in CCAs improve students' academic achievements. Accordingly, club leader teachers had mean value (M= 2.16, SD= 0.75) were disagree and students with the mean value (M= 2.08, SD= 0.61) were disagree about participating in CCAs improve students' academic achievements. Comparing the mean deviations, the mean deviation of club leader teachers was showed wide range than that of

students' responses, implying that students were more consistent in their response. Moreover, their calculated average mean was 2.10 correspondingly. From this, one can conclude that the participants answered that the participating in CCAs did not improve students' academic achievements. Moreover, the computed independent sample t-value= 0.80 and p-value= 0.42, indicates that, there is no significant difference in the response of students and co-curricular leaders at p= 0.05 confidence level. A key task for principals is to create a collective expectation among teachers concerning student performance. From this one can infer that participating in CCAs did not improve students' academic achievements.

Similarly the data obtained from document revealed that participating in co-curricular activities did not improve students' academic achievements. Then co-curricular leaders should work to ensure that teacher expectations are aligned with the school's instructional goals.

> In supporting the above idea, Interviewer-3 states that "Participating in co-curricular activities did not improve students' academic achievements."

The above quantitative and qualitative data imply that, in the selected sample primary schools of Kaffa zone club leader teachers were not aware their students through participating in co-curricular activities improve students' academic achievements. But co- curricular activities give a chance to involve students in school and community affair. This often helps to create or improve effective communication between school and societies. Through these students develop further sensitivities to social needs and problems, and acquire a deeper sense of civic responsibility. Moreover, schools that communicate with their external publics in some organized way enhance their chances of getting better public supports, minimizing criticism, Learning the values and priorities of the community, and receiving many functional ideas that will help them educate students better (Cousins, 2004).

As indicated in item 6 of Table 4, participants were asked to rate their level of agreement whether or not students have brief understanding about co-curricular activities. Accordingly, club leader teachers had mean value (M= 2.05, SD= 0.72) and students had mean value (M= 2.15, SD= 0.71) were disagree about students have brief understanding about co-curricular activities. Comparing the mean deviations, the mean deviations of both groups fall in the same range, implying students have not brief understanding about co-curricular activities. The

computed grand mean 2.10 substantiated this idea. Moreover, the t-value= -0.87 and p-value= 0.38, indicates that, there is no a significant difference in the response of club leader teachers and students at $p= 0.05$ confidence level. Therefore, one can possible to say that students have not brief understanding about co-curricular activities.

Co-curricular activities 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 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 (Mann, K., 2013).

> *In supporting the above idea Interviewer-4 states that: "There was no fixation and awareness creation on CCAs to students and teachers as well as to staff members except at the beginning of the new year or September, This was because most of the school CCAs are organized and coordinated by non-trained teachers on CCAs for this reason most of the time our teachers did not practice and implement these CCAs effectively and efficiently because most of the time they focused on subject matter."*

The above quantitative and qualitative data imply that students have not brief understanding about co-curricular activities. Regarding this, the researcher also attempts to see the documents and the schools program. For this in all sampled primary schools there were no time tables or schedule which showed the awareness creation program for school community to strength the practice and implementation of CCAs in school permanently.

With respect to item 7 of Table 4, participants were requested to indicate whether or not all students like to participate in co-curricular activities knowingly. As stated the two mean scores i.e. club leader teachers (M= 2.31, SD= 0.82) and students (M= 2.04, SD= 0.64) were disagree about all students like to participate in co-curricular activities knowingly. Comparing the two deviations, the mean deviation of that of students showed lesser range than club leader teachers implying students were more reliable with their response than club leader teachers. The computed average mean 2.10 confirmed this idea. Thus, the club leader teachers were adequately providing support to students that enable them to participate in co-curricular activities

knowingly. To check whether there is statistically significant difference between with their response, t-test was computed. As the computed independent sample; t-test= 2.35 and p= 0.02, indicated, there is significant difference in the response of students and club leader teachers at p= 0.05 confidence level. From this one can understand that students did not like to participate in co-curricular activities knowingly.

> *In supporting the above idea Interviewre-5 revealed that "All students have not liked to participate in co-curricular activities knowingly. The students were not having information about importance of co-curricular activities for improve their academic achievement."*

The above quantitative and qualitative data imply that all students have no interest to participate in co-curricular activities knowingly in primary schools of Kaffa zone. Mann, K. (2013), enlisted importance and benefits of co-curricular activities such as: Co-curricular activities stimulate playing, acting, singing, recitation, speaking, and narrating students, activities like participation in games, debates, music, drama, etc. help in achieving overall function of education, it enables the students to express themselves freely through debate, helps to develop the spirit of healthy competition, guide the students how to organize and present an activity, how to develop skills, how to cooperate and coordinate in different situations all these helps in leadership qualities and develop the sense of belongingness.

Table 4 item 8 shows views of the participants regarding the extent of participating in certain types of CCAs count towards academic credit in the study area. The club leader teachers had a higher mean value (M= 3.94, SD= 0.97) were agree while that of students gave a lower mean value (M= 2.21, SD= 1.06) disagree. Comparing the two mean deviations, the mean deviations of club leader teachers were lesser range than that of students, implying club leader teachers were more consistent than that of students. The computed average mean 2.10 proved this idea. Thus, the club leader teachers were adequately providing support to students that enable them to participating in certain types of CCAs count towards academic credit.

Moreover, to check whether there is significant difference between with their response, t-test was computed. Accordingly, as the computed independent sample; t-value= 10.70 and P-value= 0.00, indicated, there is significant difference in the response of students and club leader teachers at

p= 0.05 confidence level. In effect, school leaders were not properly setting a clear measurable time based goal in terms of the responsibilities of the teachers. 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 (Nessan, 2009). To support this idea the student researcher observed the annual plan of the school co-curricular leaders. As the student researcher observation the annual plan of the co-curricular leaders encourage students to participate in certain types of CCAs count towards academic credit. From these one can conclude that students were no participating in certain types of CCAs count towards academic credit in secondary school of study area.

4.3.2   Adequate Planning of Co-curricular Activities in the Schools

Planning of co-curricular activities focuses on the preparing by participating responsible bodies, coordinating the curriculum, monitoring students' progress and managing co-curricular activities. In order to assess what schools leaders are carrying out, pertinent items were generated in the questionnaire, calling for students and school leader participants to indicate their level of agreement or disagreement**.**

Table 5: Adequate Planning of Co-curricular Activities in the Schools

No	Items	Respondents	M	SD	t-value	p-value
1	To what extent the CCAs plan is prepared co-operatively in your school	CLT	2.01	0.73	-1.79	0.07
		Students	2.23	0.76		
2	To what extent does the inadequate supporting material hinder students from being involved in co-curricular activities	CLT	4.29	0.67	2.55	0.01
		Students	3.99	0.80		
3	To what extent the program of co-curricular activities accomplish in your school	CLT	1.98	0.79	-0.87	0.38
		Students	2.09	0.83		
4	The extent of supporting materials to CCAs in school	CLT	1.91	0.84	0.00	1.00
		Students	1.91	0.83		
5	The extent of organize and manage the co-curricular activity in the school	CLT	1.89	0.68	-1.25	0.21
		Students	2.01	0.70		
6	To what extent the school provide training for co-curricular participants	CLT	1.91	0.73	0.21	0.82
		Students	1.89	0.72		
7	To what extent does school funding for co-curricular activities to enhance the school development	CLT	1.73	0.63	1.46	0.14
		Students	1.59	0.54		
	Average mean	CLT	2.24	0.82	0.04	0.37
		Students	2.24	0.74		

Key: CLT = Club leader teachers, M= Mean, SD= Standard deviation and AM= Average mean

As indicated in Table 5 of item 1, participants were asked to rate their agreement level regarding the extent of extent the CCAs plan is prepared co-operatively done by club leader teachers in the study area. In item 1, the club leader teachers had a mean value (M= 2.01, SD= 0.73) and that of students mean value (M= 2.23, SD= 0.76) were to a small extent. Comparing the two mean deviations, the mean deviations of both groups go down in the same range. The computed average mean 2.24 confirmed this idea. Thus, the club leader teachers were not adequately plan by participating students that enable them to actively involved in planning and implementing co-

curricular activities. Moreover, to check whether there is significant difference between with their response, t-test was computed. Accordingly, as the computed independent sample; t-value= -1.79 and P-value= 0.07, indicated, there is no significant difference in the response of students and club leader teachers at $p= 0.05$ confidence level.

In line with this, Mann, (2013) state that students who participate in co-curricular activities including sports, environmental protection, derive a host of benefits such as better grade, a higher likelihood of college attendance, a lower likelihood of dropout, higher educational aspirations, more satisfaction, broader conventional peer networks, less involvement in delinquent behavior, and less drug and alcohol use. In addition to this, co- curricular activities encourage personal accomplishments and the development of interpersonal skills. Adolescents who participate in these activities have opportunities to assume meaningful roles and responsibilities. The sense of efficacy students' gain from these experiences can be an important protective factor for those growing up under adverse circumstances (Okumbe, 2001).

Furthermore, the information obtained from interview and document analysis revealed that school leaders prepared CCAs plan of a school as a whole. This ascertained that most respondents were not familiar with CCAs plan that was prepared by school leaders.

Table 5 item 2 shows views of the participants regarding the extent of the inadequate supporting material hinder students from being involved in co-curricular activities in the study area. The club leader teachers had a higher mean value (M= 4.29, SD= 0.67) and that of students gave a higher mean value (M= 3.99, SD= 0.80) were to a large extent. Comparing the two deviations, the mean deviation of that of club leader teachers showed lesser range than students implying club leader teachers were more reliable with their response than students. Comparing the two mean deviations, the mean deviations of both groups go down in the same range. The computed average mean 2.24 confirmed this idea. Thus, the co-curricular leaders were adequately providing support to students that enable them to improve their performance. Moreover, to check whether there is significant difference between with their response, t-test was computed. Therefore, as the computed independent sample; t-value= 2.55 and P-value= 0.01, indicated, there is significant difference in the response of club leader teachers and students at $p= 0.05$

confidence level. From this one conclude that lack of adequate supporting material hinder students from being involved in co-curricular activities in primary schools of Kaffa zone.

In support of this idea hindering factors are obstacles that usually challenge a given program at the level of implementation. Research works of Jha A. (2004), identifies the following hindering factors for the implementation of CCAs in secondary schools (9-10) of Nepal. These were: lack of budget, Lack of trained teachers, over teaching and crowded class, less participation of students, lack of incentive, reward and punishment for teachers and principals, no provision of planned teaching load in daily routine, forcible participation by teachers, lack of parental interest, awareness and support, unavailability of teachers' guide book and other resource material for CCAs and lack of monitoring and supervision on CCAs etc.

For item 3 of Table 5 the club leader teachers with the mean value (M= 1.98, SD= 0.79) and students with the mean score (M= 2.09, SD= 0.83) were to a small extent. Comparing their mean deviation, the mean deviation of club leader teachers was found to be diverse than students implying club leader teachers were more reliable with their response than students. Comparing the two mean deviations, the mean deviations of both groups go down in the same range. The computed average mean 2.24 confirmed this idea. In effect, the school leaders rarely prepare program for co-curricular activities in support of the formal instructional process. The computed independent sample t-value= -0.87 and p value= 0.38, indicates that, there is no significant difference in the response of the two groups at p= 0.05 level.

Club leader teachers are the important key players in planning and implementing co-curricular activities in their schools. Managing and coordinating the co-curricular in such a way that planning time can be used optimally. Club leader teachers have the responsibility to provide directions, guidance, and schedule co-curricular activities and assure that students have the necessary co-curricular materials to carry out their duties (Fullan, M. 2006). One of the duties of the co-curricular is to facilitate the implementation of curriculum with the help of appropriate resource support and ensure the timely allocations of resources (human, material and financial) necessary for co-curricular process. Differently, as the findings of this study revealed that co-curricular rarely prepare program for co-curricular activities in support of the formal instructional process and they were not active enough in supporting students that enable them to plan and participate in co-curricular activities.

As confirmed from the interview held with co-curricular committee responded that though principals were striving to put their effort on bringing students, most parents were reluctant to send their sons and daughters on time. As a result normal co-curricular process begins most of the time late after an hour or more.

> *In supporting the above idea Interviewer-6 said that: "Parents themselves are not willing to send their children to schools in time. They wait them to take part in raring their goats and sheep as well as harvesting crop."*

With respect to item 4 of Table 5, participants were requested to indicate whether school leaders' ensures commencing of the extent of supporting materials to CCAs in the school. As stated the two mean scores i.e. club leader teachers (M= 1.91, SD= 0.84) and students (M= 1.91, SD= 0.83) were to a small extent. Moreover the mean deviations of the two groups were closer to each other. Comparing the two mean deviations, the mean deviations of both groups go down in the same range. The computed average mean 2.24 confirmed this idea. Hence, club leader teachers were in favor of ensuring the commencement of the extent of supporting materials to CCAs in the school. To check whether there is statistically significant difference between with their response, t-test was computed. As the computed independent sample; t-test= 0.00 and p= 1.00, indicated, there is no significant difference in the response of club leader teachers and students at P= 0.05 confidence level.

In the government service, it is the responsibility of the government to provide funds for co-curricular related materials. Inadequate sporting materials hinder many students from being involved in co-curricular activities; in the end, they give up if the government cannot provide adequate materials the burden of provision of the same is shifted to the parents. Therefore, there is need to evaluate whether the government funding of sporting materials is viable (Hardman,, 2009). Furthermore, the response of interview held with co-curricular committee.

> *In supporting the above idea Interviewer-7 said that: "Despite the fact that material and financial are limited, however, for the limit resources itself co-curricular leaders could not manage as well because, they were only tighten with external activities."*

For items 5, 6 and 7 of Table 5, the mean scores of club leader teachers were found to be (M=1.89, SD=0.68), (M= 1.91, SD= 0.73) and (M= 1.73, SD= 0.63) respectively were to a small

extent. Likewise the mean scores of students for these items were seen as (M= 2.01, SD= 0.70), (M= 1.89, (SD= 0.72) and (M= 1.59, SD=0.54) in the same way. Comparing their mean deviation, the mean deviation of both respondents was found to be the same range. Comparing the two mean deviations, the mean deviations of both groups go down in the same range. The computed average mean 2.24 confirmed this idea. In result the activities like organize and manage, provide training and school funding, ensure the timely allocations of resources and holding regular meetings with each clubs were not recurrently practiced in those schools with the computed t-value= -1.25, 0.21 and 1.46 and p-value= 0.21, 0.82 and 0.14 witnesses that there is no significant differences within the responses of students and co-curricular leaders respondents.

Recently, the educationalists and the administration of different educational in situation started realizing that the co-curricular activities have positive influence on the skills enhancement and the academic performance of the students (Marsh and Sabina, 2002). Co-curricular activities should be organized in a school in such a way so that each student participates, contributes his maximum and prepares himself for becoming a good citizen of the society (Aggarwal, 1994).

Views of co-curricular leader teachers and document analysis revealed that: There was no budget allocated for the strengthening and implementing co-curricular activities from the woredas, Zone education department and SNNPR Educational Bureau for the further practices of CCAs in the primary schools. In line with this research work of Jha, *et al*. (2004), identifies lack or constraints of budget are one of the hindering factors for the management of co-curricular activities in primary schools (5-8). On the study in Nepal stated by Balkhu, Katmandu (2004), getting fund from donation organizations and collecting money by doing creative or local resource mobilization solves in covering tasks that need budget. No regular budget available for CCAs.

4.3.3   The Level of Effectiveness of the Implementation of Co-curricular Activities

This subtitle introduces the level of effectiveness of the implementation of co-curricular activities in the school where co-curricular leaders and students interact to implement co-curricular plan cooperatively. In order to evaluate what co-curricular leaders are carrying out, important items were generated in the questionnaire, requesting for student and co-curricular leader participants to point out their views.

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Table 6: The Level of Effectiveness of the Implementation of Co-curricular Activities

No	Items	Respondents	M	SD	t-value	p-value
1	How often do you participate effectively on CCAs at your school	CLT	2.78	0.77	1.09	0.27
		Students	2.61	1.07		
2	How often you get equal chance to coordinate CCAs effectively at your school	CLT	1.39	0.49	0.48	0.62
		Students	1.35	0.48		
3	How often enough provision of materials in your school to caring out CCAs effectively	CLT	1.46	0.52	1.09	0.27
		Students	1.38	0.48		
4	How often the school provides enough time for students to participate on CCAs	CLT	1.95	0.65	0.21	0.83
		Students	1.93	0.80		
5	How often the school prepare CCAs training for the school community	CLT	1.48	0.50	-0.15	0.87
		Students	1.49	0.50		
6	How often the school guide participants in effective implementations	CLT	2.63	0.94	9.81	0.00
		Students	1.45	0.50		
7	How often encouragement provided by school to enhance the CCAs participants	CLT	1.43	0.49	-1.10	0.27
		Students	1.51	0.50		
8	How often the school facilitate experience sharing program with other schools	CLT	1.48	0.50	2.29	0.06
		Students	1.30	0.46		
9	How often your school CC committee evaluate the performance of CCAs implementations	CLT	1.93	0.68	0.34	0.72
		Students	1.89	0.67		
	Average mean	CLT	1.83	0.61	1.56	0.43
		Students	1.65	0.60		

Key: CLT = Club leader teachers, M= Mean, SD= Standard deviation and AM= Average mean

The Table 6 shows views of the participants regarding the extent to which how often do you participate on CCAs at your school. In item 1, the club leader teachers had a mean value (M= 2.78, SD= 0.77) were sometimes and the same as that of students gave the mean value (M= 2.61, SD= 1.07). Comparing their mean deviation, the mean deviation of club leader teachers was found to be with lesser range than students implying that, club leader teachers were more reliable than students. The computed average mean 1.83 confirmed this idea. As the calculated t-value= 1.09 and p-value= 0.27 witnessed that there is no significant difference in the responses of the two groups at p= 0.05 confidence level. Hence, one can infer that students did not participate on CCAs in the study area.

By participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group (Nessan, 2009). Co- curricular activities give a chance to involve students in school and community affair. This often helps to create or improve effective communication between school and societies. Through these students develop further sensitivities to social needs and problems, and acquire a deeper sense of civic responsibility. Moreover, schools that communicate with their external publics in some organized way enhance their chances of getting better public supports, minimizing criticism, Learning the values and priorities of the community, and receiving many functional ideas that will help them educate students better (Huang, and Chang, 2004).

> *By support this idea the Interviewer 8 said that: "The co-curricular leader teachers were implementing co-curricular plan as they like and many of the students were late comer and the same to absent from co-curricular program."*

For Table 6 items 2 & 3 the mean value of club leader teachers was (M= 1.39, SD= 0.49 and M= 1.46, SD= 0.52) respectively were closer to each other. Similarly the students mean values for these items were (M= 1.35, SD= 0.48 and M= 1.38, SD= 0.48) equally. In the same way, their mean deviations were 0.48 indicating both groups were never with the arguments. The computed average mean 1.83 confirmed this idea. Hence, one can conclude that in the dimensions of getting equal chance to coordinate CCAs and enough provision of materials the school to caring out CCAs effectively. The computed t-test for the Table 6 item 2 and 3 were t= 0.48, P= 0.62 and

t= 1.09, P= 0.27 witnessed there are no significant differences between the two groups p= 0.05 confidence level.

Regarding with this, Sikkha and Agnihotri (2013), also suggested that, co-curricular activity cannot be organized and operated without sufficient resources being allocated to them. In his sense essential resource such as sufficient funding through various sources, time, provision of hardware like computers and rooms, technical resources (coaches and related expertise) play great role in organizing co-curricular activities. In addition to this research finding by Mesayneh Eshetu (2008) and Rahel Gebrestadik (2012), revealed that in those the inadequacy of facilities and absence of equipment and supplies were found to be some of the challenges of successful implementation of CCAs in the schools. Therefore, this may negatively affect the implementation of CCAs in primary schools of Kaffa zone.

For Table 6 item 4, participants were requested to portray whether co-curricular leaders initiate how often the school provides enough time for students to participate on CCAs at study area. In view of that, the club leader teachers had a mean value of (M= 1.95, SD= 0.65) were rarely and while that of students gave the mean value (M= 1.93, SD= 0.80) were rarely. Comparing their mean deviation, the mean deviation of club leader teachers was found to be lesser range than students, implying club leader teachers were more reliable with their response than students i.e. club leader teachers were not initiating the efforts of school provides enough time for students to participate on CCAs at study area. The computed average mean 1.83 confirmed this idea. The computed independent sample t-value= 0.21 and p-value= 0.83, indicates that, there is no significant difference in the response of the two groups at p= 0.05 confidence level. Therefore, from the above analysis, it can be concluded that the management of co-curricular activities in primary schools of Kaffa zone was not given in a fixed schedule. This was basically hindered effective realization the objectives of the CCAs and the causes for the absence of uniformity among the existed co-curricular activities.

But co- curricular activities give a chance to involve students in school and community affair. This often helps to create or improve effective communication between school and societies. Through these students develop further sensitivities to social needs and problems, and acquire a deeper sense of civic responsibility. Moreover, schools that communicate with their external

publics in some organized way enhance their chances of getting better public supports, minimizing criticism, Learning the values and priorities of the community, and receiving many functional ideas that will help them educate students better (Nikki, 2009). In the same way, from the interviews of principals, and supervisors and document revealed that, there was no fixed schedule for CCAs. This is because; in most cases priority was given for the curricular activities that have been taking place in the classroom. In addition, to this the rowdiness of the program was observed in secondary schools because of staff meeting, training and other activities.

As indicated in Table 6 of item 5, participants were requested to describe how often the schools prepare CCAs training for the school community. Accordingly, the club leader teachers had a mean value of (M= 1.48, SD= 0.50) were rarely while that of students gave the mean value of (M= 1.47, SD= 0.50) were rarely. Comparing the two deviations, the mean deviation of both groups fall on equal range indicating both respondents rarely on the premise i.e. the schools were not prepare CCAs training for the school community. The computed average mean 1.83 confirmed this idea. The computed independent sample t-value= -0.15 and p-value= 0.87, indicates that, there is no significant difference in the response of the two groups at p= 0.05 confidence level. From this one can possible to say that trainings were not given for the school community.

But giving training on implementation of CCAs is a crucial issue for the betterment of co-curricular activities and to maximize the practical achievements of students. In line with this fact Power-Ross (2000), recommends a range of concrete steps that schools may consider: assessing parents' needs and interests where schools can bridge the distance between families and schools by surveying parents to find out their concerns and opinions about school. Schools should begin planning parental involvement activities by asking parents of students what they need (e.g., information, training, decision-making opportunities) to support their children's development of their co- curricular talents. Furthermore, the information gained from interview and document analysis showed that there was no training on how to manage and implement CCAs that held for school community.

As shown in the Table 6 of item 6, respondents were asked to rate their agreement level about the school guide participants in effective implementations, club leader teachers had the mean value of (M= 2.63, SD= 0.94) were sometimes and the students had the mean value of (M= 1.45, SD=

0.50) were rarely. Comparing their mean deviations, the mean deviation of that of students showed with lesser range than club leader teachers implying students were more consistent with their response than club leader teachers. The computed average mean 1.83 confirmed this idea. As the t- value= 9.81 and p- value= 0.00 claimed that there is significant difference the responses of the respondents at $p = 0.05$ confidence level. From this one can deduce that the school did not guide participants in effective implementations.

The interview responses of co-curricular committees confirm that the achievements of the aims of CCAs in secondary schools were not satisfactory. In this regard, Huang, and Chang (2004), stated that CCAs can be a major influencing factor in enhancing students to find personal support, enjoyable relationships through school, as well as helping to build a student's personal and social skill development.

As depicted in the Table 6 of items 7 & 8 respondents were asked rate their agreement levels about how often encouragement provided by school to enhance the CCAs participants and how often the school facilitate experience sharing program with other schools, the mean value of club leader teachers were (M= 1.43, & 1.48) respectively and their standard deviations (SD= 0.49 and 0.50) were closer to each other. Likewise the students mean values for these items were (M= 1.51 and 1.30) correspondingly. Similarly, their standard deviations were (SD= 0.50 and 0.46) indicating both groups were never with the arguments. Hence, one can wind up that in the dimensions of how often encouragement provided by school to enhance the CCAs participants and how often the school facilitate experience sharing program with other schools, school leaders were not effective enough. The computed average mean 1.83 confirmed this idea. The computed t-test for the Table 6 item 7 and 8 were t-value= -1.10, P= 0.27 and t= 2.29, p= 0.06 witnessed there are no significant differences between the two groups at $p = 0.05$ confidence level. Therefore, one can understand that there was no encouragement provided by school to enhance the CCAs participants and the school did not facilitate experience sharing program with other schools in primary schools of Kaffa zone.

> In supporting the above idea Interviewer-9 said that: "There were no encouragement provided by co-curricular leaders to enhance the CCAs participants and schools were not facilitating experience sharing program with other schools in primary schools."

As indicated in the Table 6 of item 9 portrayed how often your school CC committee evaluate the performance of CCAs implementations, participants were requested to indicate club leader teachers act as politically appointed leader by higher officials than students or not. Accordingly, students with the mean value (M= 1.89, SD= 0.67) were rarely with the view that they act as political leaders rather than club leader teachers. Likewise co-curricular leaders with the mean (M= 1.93, SD= 0.68) substantiated the above response of students. Comparing their mean deviation, the mean deviation of both respondents was found to be the same range, implying that school CCLT did not evaluate the performance of CCAs implementations. The computed t-test for the Table 6 item 9 was t-value= 0.34 and P= 0.72 witnessed there is no significant differences between the two groups p= 0.05 confidence level. Therefore, one can possible to say that the CC LT were not evaluating the performance of CCAs implementations in primary schools of Kaffa zone.

4.3.4   The Level of Challenges in Co-curricular Activities to Participate

Challenges are barriers that limit (hinder) co-curricular leaders were not to discharge their co-curricular leadership responsibilities in their schools. Here under list of items generated in the questionnaire, asking for students and co-curricular leader participants to point out their views.

Table 7: The Level of Challenges in Co-curricular Activities to participate in the School

No	Items	Respondents	M	SD	t-value	p-value
1	The level of your understanding about the guidelines of CCAs in the school	CLT	1.81	0.78	-1.10	0.27
		Students	1.95	0.79		
2	The level of facilities provide to perform CCAs successfully	CLT	1.68	0.68	-1.51	0.13
		Students	1.84	0.66		
3	The level of relation between clubs in the school to share their experiences	CLT	1.70	0.73	-3.00	0.03
		Students	2.04	0.68		
4	The level of students interest towards CCAs to participate actively	CLT	1.54	0.65	-1.99	0.06
		Students	1.76	0.76		
5	The level of relevant of the school plan to achieve its objectives	CLT	1.69	0.78	-0.90	0.38
		Students	1.80	0.78		
6	The capacity of school leaders to manage the CCAs appropriately	CLT	1.78	0.84	-0.77	0.44
		Students	1.88	0.80		
7	The feedback given from the school leader is constructive	CLT	1.61	0.68	-1.16	0.24
		Students	1.75	0.80		
8	Inadequate CC materials hinder many students from being involved in co-curricular activities	CLT	3.88	1.02	-2.25	0.08
		Students	4.19	0.69		
	Average mean	CLT	1.96	0.77	-1.58	0.20
		Students	2.15	0.74		

Key: CLT = Club leader teachers, M= Mean, SD= Standard deviation and AM= Average mean

The Table 7 describes about the factors that hinder co-curricular leaders in their schools. As presented on item 1 of Table 7 respondents were asked to rate club leader teachers with the mean score of (M= 1.81, SD= 0.78) were low that the level of your understanding about the guidelines of CCAs in the school was a major challenges. Similarly, students with the mean value (M= 1.95, SD= 0.79) substantiated the response of club leader teachers. Comparing their mean deviation, the mean deviation of both respondents was found to be the same range. Thus, the result of independent sample t-test of club leader teachers and students the level of challenges in co-curricular activities to participate in their school showed that the average mean score of

respondents 1.96 was significantly lower than the expected mean value. To check whether there is difference with their responses, independent sample t-test was computed. As the data the t-value= -1.10 and p-value= 0.27 shows there is no significant difference between with the responses of the two groups at p= 0.05 confidence level. From this one can conclude that the level of understanding about the guidelines of CCAs in the schools were low because there were no co-curricular guidelines in the study area. According to Mesayneh Eshetu (2008), the inadequacy of facilities and absence of equipment and supplies were found to be some of the challenges of successful implementation of CCAs in the schools.

As shown in Table 7 for items 2, 3, 4, 5, 6 and 7, the mean scores of students as well as club leader teachers fall on low value. The co-curricular leaders mean values were (M= 1.68, SD= 0.68), (M= 1.70, SD= 0.73), (M= 1.54, SD= 0.65), (M= 1.69, SD= 0.78), (M= 1.78, SD= 0.84), and (M= 1.61, SD= 0.68) were respectively low whereas students mean values were (M= 1.84, SD= 0.66), (M= 2.04, SD= 0.68), (M= 1.76, SD= 0.76), (M= 1.80, SD= 0.78), (M= 1.88, SD= 0.80), and (M= 1.75, SD= 0.80) were respectively low implying that majority of the participants low with the above premises. Thus, the result of independent sample t-test of club leader teachers and students the level of challenges in co-curricular activities to participate in their school showed that the average mean score of respondents 1.96 was significantly lower than the expected mean value. In effect, the level of facilities provide to perform CCAs successfully, the level of relation between clubs in the school to share their experiences, the level of students interest towards CCAs to participate actively, the level of relevant of the school plan to achieve its objectives, the capacity of school leaders to manage the CCAs appropriately, the feedback given from the school leader is constructive, and inadequate co-curricular materials hinder many students from being involved in co-curricular activities were lists of limiting factors.

As presented on the Table 7, the computed t-value= -1.51, -3.00, -1.99, -0.90, -0.77, and -1.16, whereas p-value= 0.13, 0.03, 0.06, 0.38, 0.44 and 0.24 for each items except item 3 indicated there are no significant differences within the responses of the respondents. From this one can understand that there were lack of facilities to provide CCAs successfully, absence of relation between clubs in the school to share their experiences, lack of students interest towards CCAs to participate actively, lack of relevant of the school plan to achieve its objectives, lack of capacity of co-curricular leaders to manage the CCAs appropriately, absence of feedback given from the

school leader is constructive, and inadequate co-curricular materials hinder many students from being involved in co-curricular activities were lists of limiting factors.

According to Grove (2010), in order to have effective co-curricular activity that can contribute for children's all rounded development, establishing clearly stated goals and improving co-curricular activity teachers' knowledge to keep teachers co-curricular activity fit is essential. In addition to this (Tan and Pope, 2007), suggest that, co-curricular activity cannot be organized and operated without sufficient resources being allocated to them. In his sense essential resource such as sufficient funding through various sources, time, provision of hardware like computers and rooms, technical resources (coaches and related expertise) play great role in organizing co-curricular activity. In general, Organizing and carrying out co-curricular programs in schools require special effort and skill due to their special characteristics (MoE, 1994).

> *Furthermore, in addition to this, the interviewer-10: "Major barriers for co-curricular leader teacher to provide effective co-curricular leadership were forwarded. Accordingly, the major factors that co-curricular leaders encountered in playing their role were lack of knowledge in coordinating and mobilizing students, insufficient experience in co-curricular leadership, shortage of time, work load, irregular daily disruptions, and insufficient delivery of student support material, and lack of support from concerned bodies. The Woreda education experts rarely came to schools for the matter of collecting report data rather than assisting and supervising."*

In item of 8 of Table 7 participants were asked to rate whether or not school leaders were expected to check and monitor inadequate co-curricular materials hinder many students from being involved in co-curricular activities. Accordingly club leader teachers with the mean score (M= 3.88, SD= 1.02 were high with the strategy that school leaders need to monitor and check club leader teachers performance whether they were providing co-curricular support for students based on their participating level or abilities. Likewise, students with the mean value (M= 4.19 and SD= 0.69) were high with the above premise. Comparing their mean deviations, the mean deviation of that of students showed with lesser range than club leader teachers implying students were more reliable with their response than club leader teachers. Thus, the result of independent sample t-test of club leader teachers and students the level of challenges in co-

curricular activities to participate in their school showed that the average mean score of respondents 1.96 was significantly lower than the expected mean value.

As presented on the Table 7, the computed t-test of t-value= -2.25 and p-value= 0.08 indicates there is no significant difference of the responses of respondents at p= 0.05 levels. Since, it can be concluded that school leaders were expected to check and monitor inadequate CC materials hinder many students from being involved in co-curricular activities. In addition to this research finding by Mesayneh Eshetu (2008) and Rahel Gebrestadik (2012), revealed that in those the inadequacy of facilities and absence of equipment and supplies were found to be some of the challenges of successful implementation of CCAs in the schools. Therefore, this may negatively affect the implementation of the CCAs in schools.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that were assumed to be useful to enhance the management of co-curricular activities.

5.1 Summary of Major Findings

The major purpose of this study was to assess the management of co-curricular activities in primary schools of Kaffa zone. The study also tried to answer the following basic research questions:

1. What is the perception of club leaders and students towards co-curricular activities in primary schools of Kaffa zone?
2. To what extent co-curricular activity is adequately planned in primary schools of Kaffa zone?
3. How effectively do school leaders support and monitor CCAs in primary schools of Kaffa zone?
4. What are the major challenges in the practices of management and running of CCAs in primary schools of Kaffa zone?

To answer these questions descriptive survey design was employed. To this effect, the study was conducted in ten primary schools of Kaffa zone. A total of 80 students and 80 club leader teachers were selected using simple random sampling techniques. To triangulate the data obtained from students and club leader teacher's questionnaires, interview was also held with 10 purposefully selected co-curricular leaders' teachers. Both quantitative and qualitative data collected from different sources were arranged, organized and presented in a way to properly answer the research questions. The closed-ended items across sub-categories were computed and analyzed using frequency, percentage, mean scores and standard deviation.

While the percentage used to analyze the background information, the mean and standard deviation served as the basis for interpretation of the data as well as to summarize in simple and understandable way. To one side from this, t-test was used to test statistically significant difference between the mean scores of the two independent variables (students and club leader teachers). The existing response difference was tested at P= 0.05 significant levels. Data obtained

from the, one-to-one interview and document analyses were analyzed through narration and triangulation. Having this, the study came up with the following major findings:

The finding of the study (club leader teachers M= 2.76, SD= 0.94 and students M= 2.10, SD= 0.79) revealed that activities which focuses on the perception of club leader teachers and students towards co-curricular activities were disagreed about the issue. From this, one can possible to say that the perception of club leader teachers and students towards co-curricular activities were not at the expected level to improve students' academic achievement in primary schools of Kaffa zone. This implies that co-curricular activities were not effectively implemented. This affects the academic achievement of Kaffa zone primary schools.

The study found that adequate planning of co-curricular activities in the school as the findings were witnessed that (club leader teachers M= 2.24, SD= 0.94) and (students M= 2.24, SD= 0.79) were disagreed about the issues. Form this one can understand that curricular activities plan were not prepared cooperatively, lack of adequate supporting material hinder students from involving in co-curricular activities and co-curricular trainings were not provided by the schools in primary schools of Kaffa zone. This implies that concerned bodies were not participated in preparing of co-curricular planning, there were no adequate material for improving students participation in co-curricular activities and the schools were not provided training for teachers in primary school of Kaffa zone.

The study indicated that effectiveness of the implementation of co-curricular activities, (club leader teachers M= 1.83, SD= 0.61) and (students M= 1.65, SD= 0.60) respectively were never about the effectiveness of the implementation of co-curricular activities. Therefore, one can understand that co-curricular activities were not effectively implemented in primary schools of Kaffa zone. This implies that lack effectiveness of the implementation of co-curricular activities affects the co-curricular activity management in primary schools of Kaffa zone.

The finding of the study revealed that (club leader teachers M= 1.96, SD= 0.77) and (students M= 2.15, SD= 0.74) about the major challenges in the practices of management and running of CCAs were low. Hence, one can conclude that there were lack of understanding about the guidelines of CCAs, shortage of facilities to perform CCAs successfully, lack of interest of students towards CCAs to participate actively, low capacity of school leaders to manage CCAs

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appropriate and absence of constructive feedback given from school leaders. This implies that co-curricular activities were managed without guidelines, co-curricular activities were not successfully implemented, the students were not participated actively, there were lak of constructive feedback given from school leaders in primary schools of Kaffa zone.

5.2 Conclusions

Based on the findings listed above, the researcher concluded on the following points:

Regarding the educational qualification of teaching staff was not found to meet the standard set by the ministry of education for primary schools. The primary school leaders in Kaffa zone, however, had lacked appropriate qualification (first degree in educational planning and management). This implies that under qualified leadership position and teaching profession affects management of co-curricular activities in primary schools of Kaffa zone, the study identified those activities which focus CCA has a great role in students' academic achievement and students in your school has the same view about CCA which offered in their school were not put into practice properly. Therefore, one may conclude that co-curricular leaders of primary schools of Kaffa zone fail to properly improve perception of stakeholders on co-curricular activities and the study revealed that the majority students' respondents and interview respondents asserted that tasks like to what extent the CCAs plan is prepared cooperatively in your school, in what extent does the inadequate supporting material hinder students from being involved in co-curricular activities and to what extent the school provide training for co-curricular participants were not effectively and efficiently done in primary schools of Kaffa zone. Therefore, one can infer that club leader teachers in primary schools of Kaffa zone were fail to implement CCAs effectively and efficiently.

Regarding level effectiveness implementation of co-curricular activities as the findings witnessed that tasks such as the school facilitate experience sharing program with other schools and in your school the co-curricular committee evaluate the performance of CCAs implementations were not well done. School success is determined by the quality of its parts. Since CCAs are some of the part of education, unless due attention is provided to it, it is difficult to achieve total educational aim. Thus, the selected primary schools were expected to know how to practice and implement CCAs effectively. However, the study revealed that most primary schools did not give due attention to the practice and implementation of co-curricular activities. From this one can

understand that co-curricular activities were not implemented in the expected way in primary schools of Kaffa zone and it was found out that the major drawbacks that operate against management CCAs are low level of understanding about the guidelines of CCAs in the school, the lack of facilities provide to perform CCAs successfully, the lack of interest of students towards CCAs to participate actively, low capacity of co-curricular leaders to manage the CCAs appropriately and lack of constructive feedback given from the school leader to stakeholders. One of the important findings of the study indicates that all respondents confirmed that co-curricular leaders were not in a position to lead students for the success of the school goal. This is due to the lack of basic knowledge in the area of leadership and management from findings of all interviewed participants & document analysis confirmed that co-curricular leaders were more focused on only instructional activities. Therefore, it can be concluded that unless those factors hindering CCAs implementation were improved, the goal of CCAs will not be achieved.

5.3 Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations were forwarded to enhance the management of co-curricular activities in primary schools of Kaffa zone.

- The finding of the study revealed that CCA has not a great role in students academic achievement and students in the school has not the same view about CCA which offered in their school. The school and WEO should provide training to improve awareness of students and stakeholders about CCA has a great role in students academic achievement and students in the school has the same view about CCA which offered in their school.

- The finding of this study confirmed that all co-curricular leaders of sample government primary schools of Kaffa zone were not prepare adequte planning cooperatively. Therefore, it is advisable for school and co-curricular leader teacher should prepared CCAs plan cooperatively.

- As indicated in the study the inadequate supporting material hinder students from being participated in co-curricular activities and the school can not provide training for co-curricular participants. Woreda education office and zone education department should support the adequate material to improve students participation in co-curricular activities and provide training for co-curricular participants.

- The findings of study revealed absence the school facilitate experience sharing program with other schools and co-curricular committee were not evaluate the performance of CCAs implementations. It is advisable for school and woreda education office facilitating experience sharing program with other schools and co-curricular leader teachers should evaluate the implementation of CCAs.

- Regarding low level of understanding about the guidelines of CCAs in the school. It is advisable for woreda edcation office and zone education desk to give the guidelines of CCAs, facilities provide to perform CCAs successfully and improve capacity of co-curricular leader teachers to manage the CCAs appropriately .

- In relation to low interest of students towards CCAs to participate actively and lack of constructive feedback given from the school leader to stakeholders. It is advisable for club leader teachers increase students interest to participate actively and giving constructive feedback for CCAs stakeholders.

- Finally, club leader teachers were not supported from both internal and external concerned bodies (i.e, WEO, ZED, and the community). Here the main point is left therefore, collaboration is needed to improve the success of co-curricular activities.

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APPENDICES

APPENDIX A

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Club Leader Teachers

A dear sir /madam CCAs leader, my name is Addisu W/mariam. I am MA candidate in the department of educational planning and management at Jimma University. I am conducting research as a part of the requirements for my second degree in school leadership. I will like to invite you to participate in this study as respondent. The purpose of this questionnaire is to collect data for the study entitled "Management of Co-Curricular Activities in Primary Schools of Kaffa Zone". Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give are used only for educational purpose and information is kept confidential.

Thank you for your cooperation!

Part one:- General information and respondent's personal data. Please put a tick mark (√) for your response.

1. Sex: Male ☐   Female ☐
2. Age: 15-20 ☐   21-25 ☐   26-30 ☐   31-35 ☐   36 and above ☐
3. Level of education: Unqualified ☐   diploma ☐   first degree ☐   second degree ☐
4. Your current position: Student ☐   Teacher ☐   Principal/Vice-principal ☐

Part Two:- Perception towards Co-curricular Activities in the School

Key:- Strongly Disagree = 1, Disagree = 2,   Not Decide= 3, Agree= 4 & Strongly Agree = 5

No	Items	1	2	3	4	5
1	CCA has a great role in students' academic achievement					
2	Students in your school has the same view about CCA which offered in their school					
3	CCAs are very important to develop students socialization in their future life					
4	Teachers' encouragement builds the student's self-confidence in CCAs					
5	Participating in CCAs improve students' academic achievements					
6	Students have brief understanding about co-curricular activities					
7	All students like to participate in co-curricular activities knowingly					
8	Participating in certain types of CCAs count towards academic credit					

Part Three:- Adequate Planning of Co-curricular Activities in the Schools

Key:- To a very small extent = 1, To a small extent = 2, To a moderate extent = 3, To a large extent = 4 & To a very large extent = 5

No	Items	1	2	3	4	5
1	To what extent the CCAs plan is prepared co- operatively in your school					
2	To what extent does the inadequate supporting material hinder students from being involved in co-curricular activities					
3	To what extent the program of co-curricular activities conducted in your school					
4	The extent of supporting materials to CCAs in school					
5	The extent of organize and manage the co-curricular activity in the school					
6	To what extent the school provide training for co-curricular participants					
7	To what extent does school funding for co-curricular activities to enhance the school development					

Part Four:- The Level of Effectiveness of the Implementation of Co-curricular Activities in the School

Key:- Never = 1,   Rarely = 2,   Sometimes = 3,   Usually = 4   &   Always = 5

No	Items	1	2	3	4	5
1	How often do you participate on CCAs at your school					
2	How often you get equal chance to coordinate CCAs at your school					
3	How often enough provision of materials in your school to caring out CCAs effectively					
4	How often the school provides enough time for students to participate on CCAs					
5	How often the school prepare CCAs training for the school community					
6	How often the school guide participants in effective implementations					
7	How often encouragement provided by school to enhance the CCAs participants					
8	How often the school facilitate experience sharing program with other schools					
9	How often your school the CC committee evaluate the performance of CCAs implementations					

Part Five:- The Level of Challenges in Co-curricular Activities to participate in the School

Key:- Very low = 1,   Low = 2,   Medium = 3,   High = 4   &   Very High = 5

No	Items	1	2	3	4	5
1	The level of your understanding about the guidelines of CCAs in the school					
2	The level of facilities provide to perform CCAs successfully					
3	The level of relation between clubs in the school to share their experiences					
4	The level of students interest towards CCAs to participate actively					
5	The level of relevant of the school plan to achieve its objectives					
6	The capacity of school leaders to manage the CCAs					
7	The feedback given from the school leader is constructive					
8	Inadequate CC materials hinder many students from being involved in co-curricular activities					

APPENDIX B

JIMMA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Club Member Students

A dear sir /madam CCAs leader, my name is Addisu W/Mariam. I am MA candidate in the department of educational planning and management at Jimma University. I am conducting research as a part of the requirements for my second degree in school leadership. I will like to invite you to participate in this study as respondent. The purpose of this questionnaire is to collect data for the study entitled "Management of Co-Curricular Activities in Primary Schools of Kaffa Zone". Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give are used only for educational purpose and information is kept confidential.

Thank you for your cooperation!

Part one:- General information and respondent's personal data please put a tick mark (√) for your response or give short answer in the blank space.

1. Sex: Male [____]   Female [____]
2. Age: 11-15 [____] 16-20 [____] 21-25 [____] 26-30 [____] 31 and above [____]
3. Level of education: 5-8 [____] diploma [____] first degree [____] second degree [____]
4. Your current position: Student [____] Teacher [____] Principal/Vice-principal [____]

Part Two:- Perception towards Co-curricular Activities in the School

Key:- Strongly Disagree= 1, Disagree = 2, Not Decide= 3, Agree= 4 & Strongly Agree = 5

No	Items	1	2	3	4	5
1	CCA has a great role in students academic achievement					
2	Students in your school has the same view about CCA which offered in their school					
3	CCAs are very important to develop students socialization in their future life					
4	Teachers' encouragement builds the student's self-confidence in CCAs					
5	Participating in CCAs improve students' academic achievements					
6	Students have brief understanding about co-curricular activities					
7	All students like to participate in co-curricular activities knowingly					
8	Participating in certain types of CCAs count towards academic credit					

Part Three:- Adequate Planning of Co-curricular Activities in the Schools

Key:- To a Very small extent = 1, To a small extent = 2, To a moderate extent = 3, To a large extent = 4 & To a Very large extent = 5

No	Items	1	2	3	4	5
1	To what extent the CCAs plan is prepared co- operatively in your school					
2	To what extent does the inadequate supporting material hinder students from being involved in co-curricular activities					
3	To what extent the program of co-curricular activities conducted in your school					
4	The extent of supporting materials to CCAs in school					
5	The extent of organize and manage the co-curricular activity in the school					
6	To what extent the school provide training for co-curricular					
7	To what extent does school funding for co-curricular activities to enhance the school development					

Part Four:- The Level of Effectiveness of the Implementation of Co-curricular Activities in the School

Key:- Never = 1, Rarely = 2, Sometimes = 3, Usually = 4 & Always = 5

No	Items	1	2	3	4	5
1	How often do you participate on CCAs at your school					
2	How often you get equal chance to coordinate CCAs at your school					
3	How often enough provision of materials in your school to caring out CCAs effectively					
4	How often the school provides enough time for students to participate on CCAs					
5	How often the school prepare CCAs training for the school community					
6	How often the school guide participants in effective implementations					
7	How often encouragement provided by school to enhance the CCAs participants					
8	How often the school facilitate experience sharing program with other schools					
9	How often your school CC committee evaluate the performance of CCAs implementations					

Part Five:- The Level of Challenges in Co-curricular Activities to Participate in the School

Key:- Very low = 1, Low = 2, Medium = 3, High = 4 & Very High = 5

No	Items	1	2	3	4	5
1	The level of your understanding about the guidelines of CCAs in the school					
2	The level of facilities provide to perform CCAs successfully					
3	The level of relation between clubs in the school to share their experiences					
4	The level of students interest towards CCAs to participate actively					
5	The level of relevant of the school plan to achieve its objectives					
6	The capacity of school leaders to manage the CCAs					
7	The feedback given from the school leader is constructive					
8	Inadequate CC materials hinder many students from being involved in co-curricular activities					

APPENDIX C

JIMMA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for Co-curricular Leader Teachers

The success of this study is directly dependent up on the care and genuineness with which you answer each item. Since your answer will be treating with the strictest care, feel free to answer all questions frankly.

This study interview is designing to obtain information about the management of co-curricular activities in primary schools of Kaffa zone. The response for each item in the interview could be of great help for the intended purposes. Therefore, the student researcher kindly requests you to respond to questions in the interview genuinely and frankly.

Thank you for your cooperation!

1. What is the perception of students and teachers towards co-curricular activities in primary schools of Kaffa Zone ?

2. To what extent co-curricular activity is adequately planned in primary schools of Kaffa Zone?

3. How often school leaders support and monitor CCAs in primary schools of Kaffa Zone?

4. What are the major challenges of management of effectively implemented in primary schools of Kaffa Zone?

APPENDIX D

JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Checklist Guidelines for Document Analysis

The aim of this study is investigating management of co-curricular activities in primary schools of Kaffa Zone. You are kindly requesting to complete the questionnaires. Because the information you give in the questionnaire has a great value in the study.

Thank you in advance for your cooperation!

No	Documents to be analyzed	Where the document is available	Justification
1	Annual plan of co-curricular activities	From the school	
2	Participants follow up documents of co-curricular activities	From the school	
3	Reports of co-curricular activities performed in each quarters	From the school	
4	Feedbacks which is given from concerned upper bodies	From the school	

አባሪ ቢ የአማርኛ ትርጉም

ጅማ ዩኒቨርሲቲ

የትምህርትና ባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና አስተዳደር ትምህርት ክፍል

ውድ ተማሪዎች

ይህ የዕኩፍ መጠይቅ "Management of Co-Curricular Activities in Primary Schools of Kaffa Zone" በሚል ለሚከናወነው ጥናት ግብአት የሚሆን መረጃ ለመሰብሰብ ታስቦ የተዘጋጀ ነው:: በመሆኑም እርሶ ባለዎት ልምድና እውቀት መሰረት ከዚህ በታች የቀረቡትን መጠይቆች ይሞሉ ዘንድ በትህትና እጠይቃለሁ:: በዚህ መጠይቅ ላይ የሚሰጡት መልስ ሚስጢራዊነቱ የተጠበቀ ሲሆን ከላይ ለተጠቀሰው ርእስ ጥናት ብቻ የሚያገለግል ነው:: የጥናቱ ግኝትም ሆነ ተቀባይነት የሚመሰረተው እርሶ በሚሰጡት እውነተኛ እና ቀና ምላሽ ነው:: በመሆኑም ጥያቄዎችን በጥንቃቄ ሞልተው ይመልሱልኝ ዘንድ በትህትና እጠይቃለሁ::

ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ::

ጠቅላላ መመሪያ

1. በመጠይቁ ላይ ስም አይዛፍም
2. በክፍል አንድ ለቀረቡት ጥያቄዎች መልስ መስጫ ሳጥን ውስጥ የ(X) ምልክት ያድርጉ፤፤
3. በክፍል ሁለት ፣ ሶስት፤ አራት እና አምስት ለቀረቡት ጥያቄዎች ከተሰጡት አማራጮች ውስጥ መልስ ነው ከሚሉት ቁጥር ስር (X) ምልክት ያድርጉ፤፤

ክፍል አንድ: የግለሰቡ ጠ ቅላላ መ ረጃ

1. ጾታ: ወንድ ☐   ሴት ☐
2. እድሜ: 11-15 ☐   16-20 ☐   21-25 ☐   26-30 ☐ 31 ና በላይ ☐
3. የትምህርት ደረጃ: 5-8 ☐   ዲፕሎማ ☐   ባችለር ☐   ቲጂዲቲ ☐   ሌላ ☐
4. ማዕረግ: ተማሪ ☐   መምህር ☐   ር/መ/ር/ ም/ር/መ/ር ☐   የክበባት ኮሚቴ ☐

ክፍል ሁለት፦ ይህ መጠይቅ ስለክበባት እንቅስቃሴ ያለን ግንዛቤ ለመረዳት ታስቦ የተዘጋጀ ነው፡፡ 8 ገላዮች ጥያቄዎች በሰንጠረዥ ውስጥ ይገኛሉ፡፡ ቀጥሎም የተሰጡት መለኪያዎች በመጠቀም በተሰጡት አማራጮች መልስ ነው ብለው የመረጡትን ቁጥር ፊት ለፊት የ (X) ምልክት ያድርጉ፡፡

ቁልፍ፦ በጥብ ቅ አልስማማም = 1   አልስማማም = 2   አልወሰንኩም= 3

እስማማለሁ= 4   በጥብቅ እስማማ ለሁ = 5

ተ.ቁ	መጠይቅ	1	2	3	4	5
1	የክበባት እንቅስቃሴ በተማሪዎች ትምህርት ቅበላ ላይ ከፍተኛ ሚና አለው					
2	ተማሪዎች በት/ቤታቸሁ በሚካሄደው ክበባተ እንቅስቃሴ እኩል አመለካከት አላቸው					
3	ክበባት የተማሪዎችን የወደፊት ማህበራዊ ህይወት ለማሳደግ ጠቃሚ ናቸው					
4	በክበባት የመምህራን ተማሪዎችን ማበረታታት በራስ የመተማመን ብቃት ያዳብራል					
5	በክበባት ውስጥ መሳተፍ የተማሪዎችን ማህበራዊ ክህሎት ያሳድጋል					
6	ስለ ክበባት እንቅስቃሴ ተማሪዎች ግልጽ ግንዛቤ አላቸው					
7	ሁሉም ተማሪዎች በክበባት እዉቀዉ ይሳተፋሉ					
8	በተወሰነ ክበብ ላይ መሳተፍ በቀለም ትምህርታችሁ ላይ የራሳቸው ዋጋ አላቸው					

ክፍል ሶስት፦ ይህ መጠይቅ ስለክበባት እንቅስቃሴ እቅድ ተገቢነት ለመረዳት ታስቦ የተዘጋጀ ነው፡፡ 7 ገላጭ ጥያቄዎች በሰንጠረዡ ውስጥ ይገኛሉ፡፡ ቀጥሎም የተሰጡት መለኪያዎች በመጠቀም በተሰጡት አማራጮች መልስ ነው ብለው የመረጡትን ቁጥር ፊት ለፊት የ (X) ምልክት ያድርጉ፡፡

ቁልፍ፦ በጣም አነስተኛ መጠን = 1 አነስተኛ መጠን = 2 መካከለኛ መጠን = 3 ከፍተኛ መጠን = 4 በጣም ከፍተኛ መጠን = 5

ተ.ቁ	መጠይቅ	1	2	3	4	5
1	በት/ት ቤታችሁ የክበባት እቅድ በምን ያህል መጠን በትብብር ተዘጋጅቷል					
2	በትምህርት ቤት ዉስጥ ክበባትን በግብዓት የመደገፍ ሁኔታ ምን ያህል ነዉ?					
3	በት/ት ቤታችሁ የክበባት እንቅስቃሴ ሁኔታ ሲታይ አፈፃፀሙ ምን ያህል ነው?					
4	ተማሪዎች በክበባት እንቅስቃሴ በተገቢው መጠን እንዲሳተፉ የቁሳቁስ አቅርቦት በት/ት ቤታችሁ ምን ያህል ተሟልቷል					
5	የክበባት አደረጃጀትና አመራር በት/ት ቤታችሁ ሲታይ ያለበት ደረጃ ምን ያህል ነዉ?					
6	የክበባት እቅድ በተገቢው ሁኔታ ታቅዶ ለተግባሪ አካላት ስልጠና የመሰጠቱ ሁኔታ በምን ያህል ነው?					
7	የትምህርት ቤቱ ክበባት በበጀት ተደግፈው እንቅስቃሴያቸው እንዲጎለብት የማድረጉ ሁኔታ ምን ያህል ነዉ?					

ክፍል አራት፦ ይህ መጠይቅ ስለ ክበባት እንቅስቃሴ ውጤታማ አተገባበር ለመረዳት ታስቦ የተዘጋጀ ነው። 9 ገላፅ ጥያቄዎች በሰንጠረዡ ውስጥ ይገኛሉ። ቀጥሎም የተሰጡት መለኪያዎች በመጠቀም ለተሰጡት አማራጮች መልስ ነው ብለው የመረጡትን ቁጥር ፊት ለፊት የ (X) ምልክት ያድርጉ።

ቁልፍ፦ በፍፁም = 1 አልፎ አልፎ = 2 አንዳንዴ = 3 በአብዛኛው = 4 ሁል ጊዜ = 5

ተ.ቁ	መጠይቅ	1	2	3	4	5
1	በትምህርት ቤታችሁ ክበባት ላይ በምን ያህል ድግግሞሽ እንቅስቃሴ ታደርጋላችሁ					
2	በትምህርት ቤታችሁ ክበባትን ለማስተባበር ምን ያህል እኩል እድል ታገኛላችሁ					
3	በትምህርት ቤታችሁ ክበባትን በተገቢ መልኩ ለመተግበር የሚያስችል ምን ያህል በቂ አቅርቦት አለ					
4	ት/ቤቱ ለክበባት ተሳትፎ ምን ያህል በቂ ጊዜ ያመቻቻል					
5	ለትምህርት ቤቱ ማህበረሰብ በትምህርት ቤት ደረጃ ምን ያህል የክበባት ስልጠና ይዘጋጃል					
6	ትምህርት ቤቱ የክበባትን ትግበራ ምን ያህል በበቂ ሁኔታ ይመራል					
7	ትምህርት ቤቱ ለክበባት ተሳታፊዎች ምን ያህል የማበረታቻ ሽልማት ያዘጋጃል					
8	ት/ቤቱ ስለ ክበባት እንቅስቃሴ ከነሬት ትምህርት ቤቶች ጋር ልምድ ልውውጥ ፕሮግራም ምን ያህል ያመቻቻል					
9	የክበባት እንቅስቃሴ በኮሚቴ አማካኝነት ምን ያህል እየተገመገመ ደረጃ ይሰጠዋል					

ክፍል አምስት፦ ይህ መጠይቅ የክበባት እንቅስቃሴ አተገባበር ተግዳሮቶችን ለመረዳት ታስቦ የተዘጋጀ ነው፡፡ 8 ገላጭ ጥያቄዎች በሰንጠረዡ ውስጥ ይገኛሉ፡፡ ቀጥሎም የተሰጡት መለኪያዎችን በመጠቀም በተሰጡት አማራጮች መልስ ነው ብለው ከመረጡት ቁጥር ፊት ለፊት የ (X) ምልክት ያድርጉ፡፡

ቁልፍ፦ በጣም ዝቅተኛ = 1 ዝቅተኛ= 2 መካከለኛ = 3 ከፍተኛ = 4 በጣም ከፍተኛ = 5

ተ.ቁ	መጠይቅ	1	2	3	4	5
1	ስለ ክበባት መመሪያና ደንቦች ለይቶ ለመረዳት ያላችሁ ደረጃ					
2	ለክበባት የሚዘጋጁ የስራ ቁሳቁሶች በበቂ ሁኔታ ለማስተግበር ያላቸው ደረጃ					
3	የክበባት የርስ በርስ ልምድ ልውውጥ የማድረግ ደረጃ					
4	የተማሪዎች በክበባት ላይ በንቃት ለመሳተፍ ያላቸው ፍላጎት					
5	በት/ቤቱ የሚታቀድ የክበባት እንቅስቃሴ አላማውን ግብ ለመምታት ያለው ተገቢነት					
6	የት/ቤት ክበባትን በተገቢው መንገድ የመምራት ብቃት					
7	የትምህርት ቤት አመራር ግምገማ ግብረ መልስ ገንቢ መሆን					
8	በቂ ያልሆነ የክበባት ቁሳቁስ የብዙ ተማሪዎችን የክበባት ተሳታፊ ይገታል					