



## Practices and challenges in implementing co-curricular activities in public secondary schools of East Shewa zone

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Abstract	Article Information
<p><i>This study investigated the practices and challenges of implementing co-curricular activities in secondary schools in the East Shewa Zone. The study employed a mixed research approach and descriptive survey design. In this study, 130 teachers and 336 students were selected through simple random sampling, and 12 principals and five supervisors were selected using a purposive sampling technique from six secondary schools. Data were collected via questionnaires from teachers and students, and semi-structured interviews were conducted with principals and supervisors to triangulate findings. The results of the study revealed that co-curricular activities were largely neglected in secondary schools. Most teachers, students, principals, and supervisors perceived that the current level of implementation was inadequate. School clubs lacked effectiveness, and team spirit among members was also weak. Key challenges included poor commitment from school management, exclusion of co-curricular activities from school plans, lack of initiation programs for students, and absence of regular monitoring systems for clubs. Additionally, the finding reveals that there is a statistically significant difference in the implementation of co-curricular activities across the schools. The commitment of school management and teachers was one of the major problems in the schools.</i></p>	<p><b>Article History:</b>  Received: 23-11-2024  Revised : 25-03-2025  Accepted : 30-06-2025</p> <p><b>Keywords:</b>  Co-Curricular, Practice and Challenges, Secondary School</p>
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## INTRODUCTION

Education is universally accepted as a major tool for the nation's moral, cultural, political, and socioeconomic development throughout the world (Carter et al., 2017). As stated by Ventista and Brown (2023), there are a variety of strategies through which learners gain education. For example, students gain some education from teachers, through their intellectual effort, and the other from fellow students. Students can also obtain knowledge and the necessary skills over time throughout their lives and develop holistic intellectual, physical, social, and moral development through experiences such as co-curricular activities, which are important to-

-strengthen learning beyond the academic curriculum. Students benefit from co-curricular activities in addition to what has been taught in schools.

As argued by Serpell (2021), in today's world, modern curriculum includes experiences acquired inside and outside the school environment. This is because the academic curriculum is the only program offered to learners before the modern curriculum is introduced to all levels of education. The modern curriculum encompasses a variety of activities and classes available in the class routine and outside the classroom. These are referred to as co-curricular/extracurricular activities, and they are

mostly voluntary; students and teachers are engaged in them. These activities are no longer looked upon as extras but as an integral part of the school program (Leek et al., 2024).

Co-curricular activities, as described by the Ethiopian Ministry of Education, are integrated into the curriculum and often referred to as "clubs," emphasizing their importance as extracurricular initiatives. These activities aim to foster creativity and productivity among students and are primarily conducted in school-based clubs (Mekuria et al., 2024). While scholars have varying perspectives on co-curricular activities, Channa et al. (2025) define them as supervised, monitored, and school-financed programs occurring outside regular class hours. These activities offer curriculum-related learning and character-building experiences, supplementing formal coursework by promoting the application of knowledge and skills through vocationally oriented settings. Co-curricular activities are voluntary, ungraded, and designed to enhance students' intellectual and practical capacities.

The implementation of co-curricular programs is often considered complex, requiring significant time, commitment, and the active participation of school leaders, coordinators, and other stakeholders. Clark et al. (2015) emphasize that the level of commitment among involved parties is more crucial than the specific activities themselves. Students participating in these programs, both within and outside the school, experience numerous benefits, including improved critical thinking, personal and social maturity, and stronger connections between academic and extracurricular pursuits (Hunt, 2005). By engaging in diverse club activities, students develop closer bonds with teachers, gain intellectual and physical capabilities, and deepen their involvement in their studies (Shu et al., 2024). Research findings highlight that effective co-curricular activities foster friendships, community, intellectual awareness, and academic success while strengthening students' connections to their schools. Mundelsee and Jurkowski (2021) note that students benefit from meaningful relationships with teachers and staff who are

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genuinely invested in their well-being. Furthermore, these activities can significantly enhance retention and engagement when integrated with academic programs. However, successful implementation requires substantial time, dedication from coordinators, and collaboration among various stakeholders (Clark et al., 2015). Schools with larger geographic coverage often show diverse participation, with active engagement among some students while others remain uninvolved.

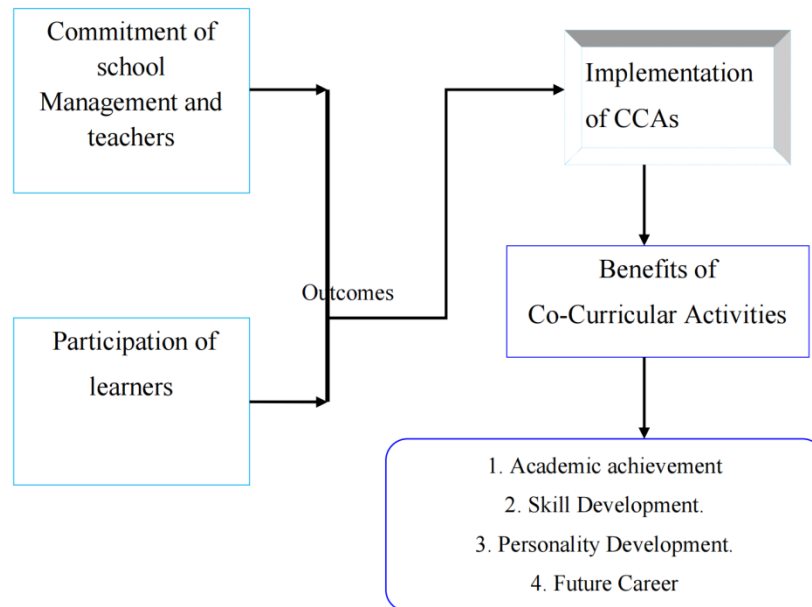
The effective implementation of extracurricular activities in schools is hindered by several factors, such as a lack of motivated teachers, inadequate continuous monitoring, student reluctance to participate, insufficient funding (no budget allocation), and shortages of necessary equipment. Additionally, students often perceive these activities as interfering with their academic studies, leading to reluctant participation when schools organize co-curricular programs (Shaffer, 2019). Despite these challenges, research findings suggest that participation in co-curricular activities positively influences students' academic achievement and the attainment of educational objectives.

Based on the researcher's knowledge, limited studies have explored the implementation of co-curricular activities in Ethiopian secondary schools. Muchemi et al. (2022) and Tesfaye (2018) confirmed that student participation and the overall status of co-curricular activities in secondary schools were unsatisfactory. Similarly, findings by Rahel (2012) highlighted issues such as material shortages, low participation of teachers and students, and inadequate prioritization by school administrators, despite plans for supportive supervision. Although the Ethiopian education system formally divides education into curricular and co-curricular activities, many researchers have noted that participation in co-curricular programs is not fully supported by schools. Moreover, the role of these activities in shaping students' self-concept and academic performance remains unclear to educators, parents, and students.

## Conceptual framework of the study

The conceptual framework shows that the commitment of school management and teachers (organizing, appointing the coordinator, planning, supplying resources, training & support, evaluation & appraisal, recording, acting as a role model to all, investing time, giving feedback to students actions,

*Sci. Technol. Arts Res. J., April. –June, 2025, 14(2), 01-14* building values, inspiring a vision of the partnership, and inviting all students to share dreams) and the participation of students in co-curricular activities, if well managed, can lead to improving the effectiveness of co-curricular activities in secondary schools.



**Figure 1.** *Conceptual framework of the study*

## Statement of the problem

To the best of the researcher's knowledge, there is a lack of studies specifically focusing on the practices and challenges of co-curricular activities in public secondary schools in the East Shewa Zone. Existing research has not adequately quantified the practices and challenges of these programs in the region. Recognizing this gap, the current study aims to assess the existing practices and challenges of co-curricular activities in selected public secondary schools in the East Shewa Zone of Oromia Regional State. By addressing this gap, the study seeks to provide insights and recommendations for improving co-curricular activity implementation.

## Research questions

To achieve the objectives, the study formulated key research questions to guide the investigation.

1. *What is the existing status of the practice of co-curricular activities in East Shewa secondary schools?*
2. *What is the commitment of school management and teachers to engage learners in co-curricular activities?*
3. *Is there a difference among secondary schools in the implementation of co-curricular activities?*
4. *What are the challenges affecting the implementation of co-curricular activities in East Shewa secondary schools?*

## MATERIALS AND METHODS

The researcher used a mixed research approach and descriptive research design. The research topics selected for this study were addressed through the collection and analysis of both quantitative and qualitative data. Consequently, a mixed research approach, more specifically, concurrent triangulation (qualitative and quantitative data

collection and analysis conducted at the same time), is dominated by quantitative analysis. The researcher's primary goal was to triangulate data collected from many sources to validate the findings through convergent answers. By doing this, the researcher hopes to get beyond the drawback of using just one data source and enable cross-validation across qualitative and quantitative data.

This hybrid method can be carried out sequentially, with one portion being conducted first and the other second, or concurrently, with both parts being conducted simultaneously. The sequence of the methodologies in the research design will depend on the rationale behind the researcher's choice (Glogowska et al., 2011). Simultaneously gathering both quantitative and qualitative data, the researcher then combines the findings to provide a thorough overview of the research problem.

The researcher has used a descriptive survey research design because the survey research method is "the systematic study of a small or large population to understand and be able to predict some characteristics or behavior of the population (Kim, 2016). The purpose of a descriptive survey study is to provide a picture of a situation, person, or event, or show how things are related to each other as they naturally occur. Thus, the researcher prefers the descriptive survey design to investigate the current situation that exists in the East Shewa Zone.

### **Sources of the data**

The target population for this study included secondary school teachers, school leaders (principals and vice principals), CRC supervisors, and students. To achieve the study's objectives, both primary and secondary data sources were utilized. Primary data were collected from school leaders, teachers, students, and supervisors from the sampled schools. Secondary data were gathered from various school documents, including minutes from different clubs, co-curricular plans, supervision reports, and other relevant information. The researcher employed simple random sampling

*Sci. Technol. Arts Res. J., April. –June, 2025, 14(2), 01-14* to select teachers and students and used a purposive sampling technique to select respondents from school principals and supervisors.

### **Data Gathering Tools**

#### **Questionnaires**

One of the most popular methods in research for gathering data from participants is a survey questionnaire (Coughlan et al., 2009). Islam et al. (2010) define a questionnaire as a set of questions about a particular topic or related set of topics that are distributed to a chosen group of people to collect information on a problem that is being considered. According to Hwang (2023), questionnaires are practical and helpful despite the risks involved in gathering data because they are reasonably priced, can guarantee anonymity (confidentiality), and can gather information from respondents quickly while preserving both confidentiality and freedom. A questionnaire is a list of inquiries about a certain topic or related collection of topics that is distributed to a chosen group of people to collect information.

For this study, two types of questionnaires were designed for selected grade nine and eleven students as well as teachers from the sampled schools. The questionnaires included both open-ended and closed-ended formats. The questionnaire is used to gather insights from teachers and students regarding the practices and challenges influencing the planning and implementation of co-curricular activities in secondary schools.

#### **Key Informants of the Interview**

In this research, semi-structured and open-ended interview questions were used in person-to-person interactions to allow participants to discuss topics in their own words. The semi-structured interview was also used to obtain qualitative data. Interviewing is essentially a qualitative data collection instrument (Kallio et al., 2016). Interviews provide a chance to simultaneously and methodically collect data on respondents' attitudes, perceptions, views, and experiences. The information obtained from the two questionnaires

was consolidated or triangulated in this study by interviewing supervisors and school administrators (directors) and paraphrasing their ideas in summary form.

### Method of Data Analysis and Interpretation

The researcher collected both quantitative and qualitative data from respondents using questionnaires, interviews, and document analysis. Employing a mixed-method approach, the data were analyzed using both descriptive and inferential statistical techniques. Qualitative data gathered through interviews were summarized by grouping respondents' ideas and interpreting them descriptively. For quantitative analysis, the researcher used one-way ANOVA, which allows for the comparison of the effects of independent variables on one or more groups by analyzing variations in the dependent variable (Dani et al., 2023). The purpose of this analysis is to determine

*Sci. Technol. Arts Res. J., April. –June, 2025, 14(2), 01-14* whether the differences between group means or the relationships among variables are significant beyond what might be expected in the total population (Dani et al., 2023). Specifically, one-way ANOVA was used to compare the means of samples or groups and draw inferences about population means. This method enabled the researcher to analyze differences among secondary schools in the implementation of co-curricular activities, particularly in student participation.

## RESULTS AND DISCUSSIONS

### Results

Table 1 presents an overview of the current status of co-curricular activities in secondary schools. Data collected from teachers and students show that participation in these activities as members was high, with mean scores of 4.08 (St. dev. = 0.72) and 4.02 (St. dev. = 0.83), respectively.

**Table 1**

*The existing status of co-curricular activities in secondary schools*

No.	Items	Respondents	N	Mean	Std. dev.
1	You have experience participating in clubs as a member.	Teachers	130	4.08	0.72
		Students	336	4.02	0.83
2	You have experience as a club leader in your school	Teachers	130	4.05	0.82
		Students	336	3.44	1.33
3	The school gives attention to clubs	Teachers	130	2.66	1.08
		Students	336	2.54	1.52
4	There is a cooperative spirit among school members to participate in school clubs	Teachers	130	2.32	1.41
		Students	336	2.83	1.40
5	The school clubs are working effectively	Teachers	130	2.54	1.16
		Students	336	2.43	1.17
6	The current practice of CCAs in schools is in good manner	Teachers	130	2.42	1.23
		Students	336	2.48	1.25
Valid N (listwise)/average			466	3.12	1.139

*Source: students and teacher survey, 2022*

*Mean value of  $\geq 4.50$  = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = Low and  $\leq 1.49$  = very low*

However, when analyzing their roles as leaders of co-curricular activities, the mean scores for teachers (Mean = 4.05, St. dev. = 0.82) and students (Mean = 3.44, St. dev. = 1.33) indicate that teachers had more leadership experience than students in these activities.

Qualitative data gathered through interviews with principals and supervisors revealed how schools encouraged and empowered teachers and students to participate in clubs as members and lead co-curricular activities. Schools typically employ strategies such as short announcements, facilitated



discussions with teachers and students, and formal assignments of teachers to lead various activities, often incorporating experienced students into leadership roles. Teachers also motivated students to join different co-curricular activities based on their interests.

Regarding the attention given to co-curricular activities, teachers reported an average mean score of 2.60 (St. dev. = 1.52), while students indicated a mean score of 2.54 (St. dev. = 1.52), both falling

*Sci. Technol. Arts Res. J., April. –June, 2025, 14(2), 01-14* within a medium range. This suggests that the importance given to these activities was below expectations. Another critical factor, team spirit, was also evaluated. Teachers scored a mean of 2.32 (St. dev. = 1.41), and students scored 2.83 (St. dev. = 1.40), with an overall average mean of 2.575, indicating a moderate level of collaboration and enthusiasm among school members to participate in co-curricular clubs.

**Table 2**

*The commitment of school management and teachers to engage learners in co-curricular activities*

No.	Items	Respondents	N	Mean	St. dev.
1	CCAs are included in the school plan	Teachers	130	2.26	1.19
		Students	336	2.18	1.08
2	School principals prepare an initiation program for students to initiate their participation	Teachers	130	1.52	1.04
		Students	336	2.22	1.02
3	Teachers lead clubs regularly and effectively	Teachers	130	1.98	1.09
		Students	336	2.01	1.21
4	Teachers support students when students participate in clubs	Teachers	130	1.78	1.14
		Students	336	3.00	1.48
5	The school administration allocates a budget for Clubs	Teachers	130	1.52	0.79
		Students	336	2.02	1.22
6	The teachers invite all students to share their dreams in clubs	Teachers	130	1.78	0.91
		Students	336	2.50	1.25
7	There is a regular monitoring system for clubs	Teachers	130	1.92	0.86
		Students	336	2.09	1.32
Valid N (listwise)			466	2.069	1.138

Source: students and teacher survey, 2022, Mean value of  $\geq 4.50$  = very high,  $3.50-4.49$  = high,  $2.50-3.49$  = moderate,  $1.50-2.49$  = Low, and  $\leq 1.49$  = very low

Table 2 presents items of commitment of school management and teachers to engage learners in co-curricular activities. Accordingly, on item 1 of Table 2, the data indicate that school principals included clubs/co-curricular activities in the school plan at a low level. The mean score of teachers (mean=2.26, St.dev.=1.19) and students (mean=2.18, St.dev.=1.08) and the average mean=2.22. This indicates that the commitment of the school management body to include clubs/co-curricular activities in the school plan was low in secondary schools. As indicated in Table 2, the school principals' commitment to preparing an

initiation program to encourage student participation was low. The mean score of teachers (mean=1.52, St.dev.=1.04) and students (mean=2.22, St.dev.=1.02) and the average mean=1.87. This indicates that the commitment of the school management body to prepare initiation programs for students to initiate their participation in co-curricular activities was low. In item 3 of Table 2, the finding of the study shows that teachers were not leading clubs effectively and regularly. The mean score of teachers (mean=1.98, st.dv=1.09) and students (mean=2.01, st.dv=1.21) is 2.25. The results indicate that the commitment of

teachers to lead clubs regularly and effectively was at a low level. On the other hand, in item 4 of Table 2, responses of teachers indicate that the support of teachers when students participate in clubs was at a low level, but the responses of students indicate that teachers moderately supported students in co-curricular activities. The mean score of teachers (mean=1.78, st.dev=1.14) and students (mean=3.00, st.dev=1.48) and the average mean=2.39. The results reveal that the commitment of teachers to support students when they participated in clubs was at a low level. Participants were also queried whether both respondents' responses showed that the school administration's allocation of a sufficient budget for co-curricular activities was low.

The mean score of teachers (mean=1.52, St.dev.=0.79) and students (mean=2.02, St.dev.=1.22) with the average mean=1.77. From the result, one can infer that the commitment of the school administration to allocate an adequate budget for co-curricular activities in secondary school was at a low level. Item 6 of Table 2, responses of teachers indicate that the implementation of teachers' invitation of all students to share their dreams in clubs was at a low level. However, the responses of students indicate

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that teachers inviting all students to share their dreams in clubs were moderately implemented. The mean score of teachers (mean=1.78, st.dv=0.91) and students (mean=2.50, st.dv=1.25) and the average mean=2.14.

The result shows that the commitment of teachers to invite all students to share their dreams in clubs was low level in secondary schools. Similarly, an interview was conducted with principals and supervisors regarding the commitment of teachers to engage learners in co-curricular activities. They explained that teachers were committed only to registering students as members of co-curricular activities rather than regularly leading, monitoring, and effectively acting as role models for students. In addition, teachers were not motivating and appreciating the student club members' work. On the other hand, the implementation of the monitoring system of co-curricular activities in the selected schools was found to be low. The mean score of teachers (mean=1.92, st.dv=0.86) and students (mean=2.09, st.dv=1.32) and the average mean=2.01. From the findings, one can deduce that the commitment of school leaders to monitor co-curricular activities regularly was low level in the secondary school.

**Table 3**

*Factors affecting the implementation of school co-curricular activities*

No	Items	Respondent	N	Mean	St. dev.
1	Budget/Financial problem	Teachers	130	4.15	1.16
		Students	336	3.84	1.14
2	Inadequate facilities and the absence of equipment can affect the effectiveness of clubs	Teachers	130	4.51	0.90
		Students	336	4.26	1.25
3	Lack of competition among students in their Clubs	Teachers	130	3.65	0.79
		Students	336	4.03	1.38
4	Lack of effective monitoring and guidance	Teachers	130	3.69	0.91
		Students	336	3.51	1.15
5	Lack of school management and teachers' commitment	Teachers	130	4.27	0.82
		Students	336	3.93	1.19
Valid N (listwise)			466	3.877	1.071

*Source: students and teachers survey, 2022*

*Mean value of  $\geq 4.50$  = very high,  $3.50-4.49$  = high,  $2.50-3.49$  = moderate,  $1.50-2.49$  = Low and  $\leq 1.49$  = very low*

An interview was conducted with principals and supervisors regarding the main support of principals/school management in co-curricular activities. They stated that the school administrators plan the relevant activities, recruit members, help to establish an executive committee for each club, monitor the activity of students and teachers in clubs, give directions, supply materials according to school resources, record the activity of clubs, and evaluate each of the clubs' activity at the end of each semester. Aligned with this, the researcher observed the official documents of co-curricular activities; in all sampled secondary schools, co-curricular activities were included in their annual plan of school plan. However, as a researcher observed from official document reviews, some clubs implemented in schools were not included in the annual plan of the schools. In addition, there were monitoring checklists, regular programs, and reports of co-curricular activities. However, the plan was not properly implemented in each sample secondary school. On the other hand, there was no supervision or feedback from the external body regarding the implementation of co-curricular activities in secondary schools.

Therefore, the interview results, document review results, and results obtained using questionnaires complement each other to some extent in engaging learners in co-curricular activities. In general, the quantitative and qualitative data indicate that the commitment of the school management body and teachers in the secondary school of the East Shewa Zone was at a moderate level.

Table 3 presents the factors influencing the implementation of co-curricular activities in schools. According to item 1 of Table 3, the data shows that insufficient funding or financial constraints significantly affect the execution of co-curricular activities. The mean scores for teachers ( $M = 4.15$ ,  $SD = 1.16$ ) and students ( $M = 3.84$ ,  $SD = 1.14$ ), with an average  $M = 3.995$ , indicate that financial issues have a substantial negative impact on the implementation of these activities in secondary schools.

Item 2 of Table 3 reveals that inadequate facilities and the lack of necessary equipment also hinder the effectiveness of co-curricular activities. The mean values for teachers ( $M = 4.51$ ,  $SD = 0.90$ ) and students ( $M = 4.26$ ,  $SD = 1.25$ ), with an average mean of 4.385, suggesting that the absence of proper facilities and equipment is a significant barrier to the successful implementation of co-curricular activities.

As shown in item 3, a lack of competition among students within their clubs negatively impacts the implementation of these activities. The mean scores for teachers ( $M = 3.65$ ,  $SD = 0.79$ ) and students ( $M = 4.03$ ,  $SD = 1.38$ ), with an average mean of 3.840, indicating that the absence of competition is a major factor affecting the effectiveness of co-curricular activities.

Item 4 highlights that the lack of effective monitoring and guidance in schools also harms the implementation of co-curricular activities. The mean values for teachers ( $M = 3.69$ ,  $SD = 0.91$ ) and students ( $M = 3.51$ ,  $SD = 1.15$ ), with an average mean of 3.60, suggest that ineffective oversight contributes to the challenges faced in implementing co-curricular activities at a high level in secondary schools.

Item 5 points out that insufficient school management and teachers' commitment can severely affect the implementation of co-curricular activities. The mean scores for teachers ( $M = 4.27$ ,  $SD = 0.82$ ) and students ( $M = 3.93$ ,  $SD = 1.19$ ), with an average mean of 4.04, indicate that a lack of commitment from both school management and teachers negatively impacts co-curricular activities.

The overall mean score of the respondents regarding the challenges affecting the implementation of co-curricular activities is 3.88 with a standard deviation of 1.07. This suggests that the factors discussed have a significant negative impact on the implementation of co-curricular activities in the East Shewa Zone Secondary Schools. From the findings, one can infer that there is a need for improvements in addressing the factors that hinder their success.

In interviews with principals and supervisors, the researcher identified key challenges, including



a lack of commitment from coordinators, insufficient budget and facilities, absence of incentives and rewards, inadequate external monitoring and feedback, limited teacher participation in leading clubs, lack of manuals and

guidelines, and insufficient awareness of co-curricular activities. The researchers also reviewed official documents related to co-curricular activities and found no budget allocation, manuals, or guidelines available.

**Table 4**

*Analyzes the differences among secondary schools in the East Shewa Zone regarding the implementation of co-curricular activities based on student participation.*

S.No	Item	Selected secondary Schools								One Way ANOVA	
			Bole	Bosat	Dhaka Bora	Godino Jitu	Koka Ejersa	Wonji	Total N		
		N	94	63	38	38	51	52	336	F-value	Sig
1	All students have participated in clubs in your school context	Mean	2.09	1.68	2.78	2.07	2.33	2.09	2.17	4.555	0.000
		St.dev	0.95	1.09	1.44	1.05	1.07	1.56	1.21		
2	Most of the students have participated in clubs in your school context	Mean	2.33	1.95	2.71	2.24	2.37	3.44	2.5	10.675	0.000
		St.dev	1.00	1.41	1.18	1.20	0.89	1.32	1.25		
3	Some students have participated in clubs in your school context	Mean	4.29	3.83	3.95	4.13	3.88	3.15	3.87	7.612	0.000
		St.dev	1.21	0.87	1.09	1.14	0.91	1.23	1.15		
4	Students write and read poems, do dramas, and show their talents in clubs	Mean	2.26	1.97	2.55	2.05	2.73	2.58	2.35	2.141	0.060
		St.dev	1.72	1.43	1.50	1.49	1.30	1.47	1.53		
5	Students are involved in Clubs, discussions, and decision-making processes by their interest	Mean	4.34	3.13	3.50	4.05	3.02	3.08	3.52	16.061	0.000
		St.dev	1.22	0.87	1.29	1.09	1.09	1.27	1.27		
6	In your school, the participation of students in Clubs is at a high level	Mean	2.39	2.13	3.13	2.37	2.67	2.90	2.59	6.457	0.000
		St.dev	0.93	0.91	1.91	1.00	0.95	1.33	1.08		
	Average	Mean	2.95	2.45	3.11	2.82	2.83	2.88	2.83	5.818	0.000
		St.dev	0.59	0.73	0.76	0.64	0.49	0.89	0.71		

Source: students and teacher survey, 2022

Table 4 indicates whether there are differences in the implementation of co-curricular activities for student participation across schools; a null hypothesis was formulated and tested at a 95% confidence level. The null hypothesis posits that

there is no statistically significant difference among the sampled secondary schools in their implementation of co-curricular activities regarding learner participation. The alternative hypothesis suggests that, among the various pairs

that can be formed from the six secondary schools, at least one pair will show a statistically significant difference in their implementation of co-curricular activities concerning student participation.

As stated in Table 4, a one-way ANOVA with a post-hoc test was performed using SPSS. The use

*Sci. Technol. Arts Res. J., April. –June, 2025, 14(2), 01-14* of one-way ANOVA was deemed appropriate as it is a parametric test designed to assess whether there are statistically significant differences between the means of two or more groups (Grech et al., 2018).

**Table 5**

*The results of the ANOVA test on the implementation of co-curricular activities concerning learner participation.*

Source of variance	Sum of Squares	Df	Mean Square	Alpha	F	P-value	Decision
Between Groups	13.587	5	2.717	0.05	5.818	0.000	Significant
Within Groups	154.130	330	0.467				
Total	167.717	335					

Source: Researcher's fieldwork, 2022

Table 5 shows that significant differences exist among the means of secondary schools in implementing co-curricular activities regarding the participation of the learners in the East Shawa Zone. This was because the p-value, which stood at 0.000, was less than the alpha value of 0.05. The critical value (5% level of significance) from the *F*-tables is  $F_{(5,330)} = 2.24$ , and since the *F*-value

(5.818) > 2.24 (*F*-critical value), we reject the null hypothesis at this level. Since ANOVA tells only that there is a significant difference among schools and doesn't identify how schools differ, conducting multiple comparison tests was necessary. Further analysis using Post Hoc Tukey (HSD) multiple comparison tests was conducted to identify the different pairs of schools.

**Table 6**

*Homogeneous Subsets- Tukey HSD <sup>a, b</sup>*

	Name of the school	N	Subset for alpha=0.05	
			1	2
Tukey HSD <sup>a, b</sup>	Bosat	63	2.4471	
	Godino Jitu	38	2.8202	2.8202
	Koka Ejersa	51	2.8333	2.8333
	Bole	94		2.8750
	Wonji	52		2.9504
	Dhaka Bora	38		3.1053
	Sig.		0.052	0.288

<sup>a</sup> Uses Harmonic Mean Sample Size = 50.855. <sup>b</sup> The group sizes are unequal. The harmonic mean of the group sizes is used.

Table 6 indicates that Bosat, Godino Jitu, and Koka Ejersa Secondary Schools were placed in the first subset due to their similar means, meaning there was no statistically significant difference between their scores. Likewise, Godino Jitu, Koka Ejersa,

Bole, Wonji, and Dhaka Bora Secondary Schools were grouped in a subset because their means were also similar, with no statistically significant differences.

Overall, Dhaka Bora, Wonji, and Bole Secondary Schools demonstrated the highest performance in implementing co-curricular activities regarding student participation, followed by Koka Ejersa and Godino Jitu. Bosat Secondary School showed the lowest performance in this regard. Statistically significant differences were observed between Bole, Wonji, Dhaka Bora, and Bosat Secondary Schools. However, no significant differences were found between Bole, Wonji, Dhaka Bora, Godino Jitu, and Koka Ejersa, nor between Bosat, Godino Jitu, and Koka Ejersa.

## **DISCUSSIONS**

This study examined practices and challenges in implementing co-curricular activities in public secondary schools of the East Shewa Zone. The study has focused on three research questions. The first research question aimed to examine the existing status of the practice of co-curricular activities in East Shewa secondary schools. The results of the study revealed that co-curricular activities were largely neglected in secondary schools. Most teachers, students, principals, and supervisors perceived the current level of implementation as inadequate. Educational administrators and teachers have to pay attention to the co-curricular activities that need to be available in the schools.

Some literature confirmed the complexity of the implementation of co-curricular programs on the ground because it requires the involvement of various bodies, more time, and high commitment from coordinators as well as administrators. As leaders, principals should discuss and provide incentives to increase the efficiency of the teachers implementing the program. The result of this study shows that the commitment of teachers to invite all students to share their dreams in clubs was low in secondary schools of the East Shewa Zone. Similarly, an interview was conducted with principals and supervisors regarding the commitment of teachers to engage learners in co-curricular activities. They explained that teachers were committed only to registering students as

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members of co-curricular activities rather than regularly leading, monitoring, and effectively acting as role models for students. In addition, teachers were not motivating and appreciating the student club members' work.

The implementation of co-curricular activities like participation and interest of teachers, school leaders, and students in co-curricular activities in East Shewa secondary schools was affected by a lack of school management and teachers' commitment, a lack of finance, inadequate facilities and absence of equipment, a lack of team spirit among the members of the co-curricular activities, a lack of incentives and rewards for teachers and students who participate in clubs, a lack of external monitoring and feedback, less interest of teachers to coordinate and participate in clubs, a lack of competition among students in their clubs, and a lack of effective monitoring and guidance.

The study also investigated whether there are differences or not among secondary schools in the implementation of co-curricular activities to student participation across schools in the East Shewa Zone. Post Hoc Tukey (HSD) multiple comparison tests were computed to identify the different pairs of schools. Accordingly, there was no statistically significant difference between Bosat, Godino Jitu, and Koka Ejersa Secondary in their scores. Dhaka Bora, Wonji, and Bole Secondary Schools demonstrated the highest performance in implementing co-curricular activities regarding student participation, followed by Koka Ejersa and Godino Jitu. Bosat Secondary School showed the lowest performance in this regard. Statistically significant differences were observed between Bole, Wonji, Dhaka Bora, and Bosat Secondary Schools. However, no significant differences were found between Bole, Wonji, Dhaka Bora, Godino Jitu, and Koka Ejersa, nor between Bosat, Godino Jitu, and Koka Ejersa.

## **CONCLUSIONS**

This study aimed to gather information and views of teachers, school principals, and students through questionnaires, interviews, and document reviews

from East Shewa Zone secondary schools. The study focused on the existing practices of co-curricular activities, the commitment of school management and teachers to engage learners in co-curricular activities, and challenges that impede co-curricular activities. The findings of the study show that setting up the co-curricular activities at the beginning of the year has been the primary activity of all schools before the implementation process. However, more attention was not given to it during the implementation. The majority of teachers, students, principals, and supervisors indicated that the existing status of co-curricular activities was low. There was no coordination and team spirit among school members to participate in school clubs, and the school clubs were not working effectively.

It can be concluded that the participation and interest of teachers, school leaders, and students in co-curricular activities were affected by a lack of school management and teachers' commitment, a lack of finance, inadequate facilities and an absence of equipment, a lack of team spirit among the members of the co-curricular activities, a lack of incentives and rewards for teachers and students who participate in clubs, a lack of external monitoring and feedback, less interest of teachers to coordinate and participate in clubs, a lack of competition among students in their clubs, and a lack of effective monitoring and guidance.

The commitment of school management and teachers to engage learners in co-curricular activities was low. In most of the sample schools, co-curricular activities were not included in the school plan, the school principal did not prepare an initiation program for students to encourage their participation, the school administration was not allocated a sufficient budget for co-curricular activities, the school principal did not appoint coordinators for each club, and there was no regular monitoring system of clubs. In general, the quantitative and qualitative findings indicate that there is a statistically significant difference among schools in the implementation of co-curricular activities.

## **Recommendations**

The study found that the lack of commitment of school management and teachers was one of the major problems in the schools. The Education officials or concerned body should follow, supervise, evaluate, give feedback, and make the right decision at the right time so that CCA co-curricular activities are organized properly and implemented effectively, and To enhance the scope of interest of the students and teachers, every secondary school management should conduct regularly monitoring and evaluating and then appraise and appreciate their participation in co-curricular activities, at least by giving thank you certificate at the end of each semester.

## **CRedit authorship contribution statement**

**Kebede Nemomsa:** Writing - Original Draft, Writing - Review & Editing, Formal analysis, **Gemechu Morka:** Investigation, Resources, Data curation and visualization.

## **Declaration of Competing Interest**

The author declares that there is no conflict of interest in the manuscript.

## **Ethical approval:**

This study was conducted with concern for the participants, with their willingness.

## **Data availability**

The data used in this research is available whenever it is requested.

## **Acknowledgments**

The authors thank the school principals, teachers, and students who participated in the study from the selected secondary schools.

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