Challenges and Impacts of Extracurricular Activities on Students: Implication for Secondary Schools in Addis Ababa Ethiopia

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Abstract - Education plays a vital part in the socialization of students into society. It serves as a cardinal principles of beneficial purpose of educating our students and getting them prepared to be creative adults in today’s dynamic social order. If we are to harvest the highest benefits that education has to provide to our students, persistent efforts to adjust and perk up the extracurricular activities need to be implemented in the secondary school educational setting. This research is aimed at studying challenge and impacts of extracurricular activities on students at secondary schools in Addis Ababa, Ethiopia. The researcher applied descriptive survey research design. Purposeful sampling method was used to select five principals. While random sampling method was used to select 100 teachers and 250 students from the five sample schools. Semi structured interview was used to collect data from the school principals and for teachers and students a questionnaire and focus group discussion were used. The study found that principals in the sample secondary schools do not have the additional time to give to the extracurricular activities. Teachers within the secondary school are aware and they understand the impacts of extracurricular activities that lead to positive student performance and its encouragements of entrepreneurial issues. It is concluded that, students in extracurricular activities often learn skills like teamwork, leadership, and time management that they may not learn in the classroom.

Keywords- Extracurricular Activities, Secondary Schools, Challenges And Impacts.

I. INTRODUCTION

To begin with, a fairly number of literature on formal school education provides compelling evidence as to the importance of school extracurricular activities. The findings in this field overwhelmingly address the crucial role of extra-curricular activities in bringing about a well rounded formal education. The primary goal bestowed to school education is to nurture the inner potential, habit and character of the learners. This goal is ultimately meant to bring the learner, a harmoniously developed human being. Thus as a result of this study, it could help the learners to be capable in delivering his civic duty with a problem solving aura.

In this context, being out of the normal teaching learning process, extracurricular activities presupposes of which act to be judged by the latter's grade score or academic credit. As such, the lack of mandatory nature in student's participation in extracurricular activities motivates them to participate in a much liberal and optimal exercise of useful school activities (Keerneth, R.B, et.al. (2013). Mean while others define extracurricular activities in terms of its intended purpose, Nelson I. T., V. P et.al. (2002: p 278). This outer involvement extends to broader community reach out.

The broader reach out implies that the principal goal of conducting extracurricular activities, as of necessity, canvasses the needs and interests of the individual learners, the institutions and the community at large Helfgot, (2005: p39). However, implementing a functional and sustainable extracurricular program is often a challenging endeavor for
most secondary school principals Flanagan (2006: p 4). This is because of multifaceted responsibility of the principals.

This makes the principals overstretched and their attention scattered across many problem areas. Needless to state, such a situation renders the issue of extra-curricular activities a not so important side-line issue in the dynamics of the school environment. In the majority of the cases, principals in secondary schools are shown to have little time to commit for the cascade of extracurricular activities. They found themselves to be overburdened with duties meant to improve academic achievements against which all evaluations are done. Ultimately such overly academic oriented environment creates a void in the whole system of extracurricular management Masteralexis, Barr, & hum, (2005: p13) A conducive school environment is noted to be one of the important factors in the holistic development of learners’ personality consisting of cognitive, social, emotional and physical aspects. It is, regrettable; however, that the experience of secondary schools for the most part remains aloof to active community life with fear of limited opportunities for interaction among learners.

On the valuing the importance of extracurricular programs on the part of secondary school principals, the fact on the ground reveals persistent neglect of these programs (Smith, Percy, & Malone (2001:p8.) On the other hand, Masteralexis, P., et.al, (2005:p13) observes that, principals are under regular pressure to perk up academic agenda so as to reinforce and sustain their overall performance in the secondary schools.

The major attribute of this pervasive pressure borne by school principals is attributed to improve and sustain their overall achievements and reputation. Asmal (2000:p3) pointed out that limited resources across the broad spectrum of provisioning (i.e. human, financial and infrastructural) to be one of the major factors hindering proper planning and organization of extracurricular activities. Given the complementary nature of extracurricular activities, they refer to tasks undertaken invalidation to the regular academic duties and they require specific commitments. In participating to an extracurricular activity a student must ensure whether his/her chosen type of extracurricular activity is in line with his/her interest.

The other important things for the students’ decision are time management. Accordingly, deciding on the optimal time management approach stand out to be one of the most important issues that have to be dealt by students prior to making any commitments.

Research found out that the effects of extracurricular activities on students overall individual development is determined both by the type of extracurricular programs they are involved and the level of participation thereto Eccles, (2003). Concerning the specific attributes which makes a school observation are made.

It can be concluded from this that, cultivating positive, supportive, relationship with people and social institutions promote healthy development. In line with this, organized activities, such as extracurricular activities can serve as a channel for healthy development. This is because, the support and opportunities that are reflected in extracurricular activities given wider room for a healthy development. Student participation in extra curriculum activities will make it more likely their respect for diversity, the will to play by the rules. Besides, it enhances their capacity to contribute as a member of a team in sports, scouting or clubs etc.

In addition, Fredrick & Ecces (2006) reported that extracurricular participation has a positive relationship with good academic outcomes, demonstrated by improved and increased educational aspiration. Gardner, M., et.al (2008) noted that, participation in organized activities during high school is positively associated with educational, civic and to some extent, occupational success in young adulthood. Further, Participation in extracurricular activities is reliably and certainly connected with decent school presence, and good appearance in school is frequently associated with a higher academic achievement (Olson, 2008). Therefore, this study attempted to investigate the challenge and impacts of extracurricular activities on students in selected secondary schools in Addis Ababa, Ethiopia.

**II. STATEMENT OF THE STUDY**

In the context of secondary school when offering extracurricular activities there have naturally been impacts and challenges. Hence, the problem to be studied is the deterioration of extracurricular activities in the secondary schools. The impact is participation may contribute students’ achievement and future success. The challenge is inadequate facilities, lack of trained human resource in the field and financial recourses.

In this regard, lack of such a research study has left no information for key stake holders of school on challenges and impacts of extracurricular activities. It is thus necessary to study if instructional processes are conducted in ways that promote impacts of extracurricular activity and to reduce its
challenges and attract more students to participate. Thus, the study attempted to answer the following basic questions.

III. OBJECTIVE

In order to guide the research process, the researcher formulated the following research objective:

1. To identify the challenges of extracurricular activities in the sample secondary schools.
2. To analyze the impacts of extracurricular activities in the sample secondary schools in Addis Ababa.

IV. METHODOLOGY

The study deployed descriptive survey design. The design adopted was appropriate because it enabled the researcher to collect information on the subject of the study in its current state, Kothari, (2008). It also gathered extensive amount of information for large group of individuals in short time span. The design is also concerned with describing the characteristics of an event, community or region, providing data about the population or items being studied by only describing the who, what, how, when and where of a situation at a given time and providing a systematic description that is as factual and as accurate as possible, Amin, M. E. (2005). The study also employed mixed method approach.

The instruments for primary data collection were questionnaires, focus group discussion and semi structured interview. On the other hand, secondary sources incorporated; Journals extracurricular articles, and books. Data was analyzed using descriptive statistics to see the mean and SD. In Addis Ababa city administration, there are ten sub-cities, out of this ten sub-cities five sub-cities were selected by using simple random sampling the questionnaires and out of five sub-cities five secondary schools were selected. Simple random sampling method was used to arrive at 100 teachers out of the population of 300 teachers (25 teachers from each sample schools) and 250 students’ respondents out of the population of 400 students, a total of 10 sections from five schools (i.e. five section each from grade nine and ten). The principals, teachers and students were selected since they are key stakeholders and possess’ extraordinary knowledge in the study making their contribution very significance.

In the interview, the principals were asked to give their insight on the trend of extracurricular activities that they had experienced. This broadens the researchers understanding of the principals activities. The interview was conducted to have a description about what secondary school extracurricular activities is, how teachers and students get involved in it, how the school management provides support and constraints regarding the smooth exercise of extracurricular activities in the sample secondary schools.

Another aim of the interview was to further clarify and complement the quantitative and qualitative data solicited through other data gathering instruments such as questionnaire and FGD.

The aim of the interview was to further clarify and to complement the quantitative and qualitative data gained from other data gathering instruments such as questionnaire, and FGD. This enabled the researcher to collect fresh and first hand information regarding the challenges and impacts of extracurricular activities on students.

Interview and FGD guide have been constructed to tap the perception of all respondents on 6 items focusing on the design process of challenges and impacts of extracurricular activities. The interview and FGD were conducted on a face to-face basis. Both the interview and FGD have been conducted in local language Amharic to make communication easier. The transcribed materials were carefully translated from English in to Amharic.

The questionnaire items consisted of statements regards from impact of extracurricular activities to challenges of extracurricular activities. In regards to impacts of extracurricular activities; the items included; extracurricular activity leads to positive student development lesson learned from clubs are used to improve students’ academic achievement, extracurricular activities not only enhance learning, but they also seek to educate inspire and encourage entrepreneurial skills. While in the challenges category, items included: the scarcity of resource to run extracurricular activity, in our secondary school management gives less value to the importance of extracurricular activity program and resources such as computer and printer are not provided for clubs in our schools.

In administering the questionnaire and the process of dealing with it, the participants were explained that there was no readymade right or wrong answers to the questions. Further the confidentiality of their response was fully granted. In ensuring the confidentiality, the participants were told that they are not required to write their names, they have option not to participate and their responses are used for the research purpose only.
V. DATA SOURCE

The data for this study were collected from primary and secondary sources. These are necessary to supplement primary data and to help in the design of research questions (Myers, 2009). In order to get firsthand information, primary data were collected from 100 teachers, 250 students and five principals from the five sample secondary schools, by using questionnaires, interviews and FGD. While secondary sources integrated; Journals, extracurricular articles, and books were referred.

VI. DATA COLLECTION INSTRUMENTS

In this study, the researcher used three types of data collection instruments namely; questionnaire, semi structured interview guide, and FGD. According to Creswell, (2003: p220-225), using more than one data collecting techniques has an advantage to combine the strengths and minimize the weakness of instruments. In light of this, this study uses three types of instruments that are questionnaire; FGD and interview to collect the necessary data from the informants.

The questionnaire ranged from impacts of extracurricular activities (i.e. extracurricular activity leads to positive student development, lesson learned from clubs are used to improve students’ academic achievement, extracurricular activities not only enhance learning, but they also seeks to educate, inspire and encourages entrepreneurial interest) and challenges of extracurricular activities on students (There is a scarcity of resource to run extracurricular activity in our school, secondary school management gives less value to the importance of extracurricular program and resource like computer and printer are not provided for clubs in our schools).

The researcher got an introduction letter from Addis Ababa University department of curriculum and instruction and thereafter applied for a research permit from the city government of Addis Ababa education bureau. Once the permit was granted, the researcher arranged appointments with the sample school principals to administer the questionnaire. The respondents were assured of confidentiality after which they were given enough time to fill in the questionnaire, after which the researcher collected the filled questionnaire.

A. Pilot study

The pilot study was carried out in Aedey Ababa secondary school which was not included in the sample study to measure the validity and reliability of the instrument. The purpose of this pilot study was to scrutinize the suitability of the items in the questionnaire and to make necessary modification based on the obtained feedback from respondents. Nonetheless, the pilot test result did not show major defect on the developed questionnaires. Hence, only few amendments were made on questionnaires before the final questionnaire was prepared.

Furthermore, reliability estimating total closed-ended items was computed using SPSS version 23, in order to know the internal consistency of the questionnaire. As a result, the reliability estimates for the total items using Cronbach alpha were found to be 0.731 for teachers and 0.795 for students’ closed-ended items. According to Cohen, (2007:506) a reliability coefficient is greater than 0.90 considered to be very highly reliable, 0.80-0.90 highly reliable, 0.70-0.79 reliable, 0.60- 0.69 minimally reliable and less than 0.60 unacceptably low reliable. Therefore, the reliability of the questionnaire was considered as reliable.

B. Data Quality

The quality of the data was observed at different levels and included the followings: due emphasis was given to questionnaire designing to capture the objectives of the study, logically sequenced, free of scientific terms and non-leading structured questionnaire and pre-tested on 5% of teachers in government secondary schools of Addis Ababa city government education bureau.

C. Presentation and Interpretation of Data

In this part the analysis and interpretation of data collection from the respondents are briefly presented. Most of the data gathered were interpreted, analyzed and followed by discussions. For the sake of convenience related questions were managed together. Responses of the school principal’s interviews were incorporated to substantiate the data obtained from students and teachers.

In this study, the quantitative data gathered through questionnaires were categorized, tallied and tabulated. The data were analyzed using descriptive statistics to show the mean and SD to provide better understanding of the findings. The data obtained through semi structured interview questions were grouped into themes based on the basic research questions and were described into following the discussion of quantitative data. Finally, the qualitative data were analyzed using narrative description. The code was recorded on the interview sheet for principal interviewees whereas for FGD teachers for FGD, students.
D. Ethical Clearances

The research followed the ethical standards of American Psychology Association (APA). After permission was secured from the city-government of Addis Ababa education bureau, the respective schools, verbal consent was obtained from each participant.

Then, the objective of the study was explained to all of them in their local language Amharic and the right to withdraw from the study at any time was also communicated. Anonymity and confidentiality of the information were also assured and privacy of each respondent was maintained throughout the data collection process.

VII. RESULT AND DISCUSSION

Two teachers out of 100 teachers and three students out of 250 participants who volunteered in the study failed to complete their questionnaires; properly and thus were dropped from the study. The final sample considered in the study consists of 98 teachers and 247 students’ at a 98% response rate.

Table 1 Impact of Extracurricular Activities

<table>
<thead>
<tr>
<th>N Items</th>
<th>N Teachers</th>
<th>N Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>1 Extracurricular activity leads to positive student development</td>
<td>96</td>
<td>3.5208</td>
</tr>
<tr>
<td>2 Lessons learned from clubs activity are used to improve students' academic achievement</td>
<td>96</td>
<td>4.3750</td>
</tr>
<tr>
<td>3 Extracurricular activities not only enhance learning, but they also seek to educate, inspire and encourage entrepreneurial interest</td>
<td>96</td>
<td>4.0104</td>
</tr>
</tbody>
</table>

As indicated in table 1, item 1, the mean and SD scores in relation to item 1 (extracurricular activity leads to positive student development) were teachers mean 3.5208 and SD 1.29760 and students mean 4.6195 and SD .49651 respectively. This shows that both teacher and student respondents have of the opinion that extracurricular activity is useful for positive student development.

In regards to the mean and SD scores of responses towards the item "lessons learned from club activity are used to improve students' academic achievement.” Table 1, item 2 were shown to be teachers mean 4.3750 and SD .48666, while students mean stood out 3.9636 and SD .78779 respectively. This proves that both teacher and student respondents feel that lessons learned from club activities are useful input to enhance student academic achievements.

The mean and SD scores for item 3 of table 1 were presented teachers mean 4.0104 and SD 1.10019, while students mean 2.8947 and SD 1.40450 respectively. Unlike the previous cases (item 1 and 2), these figures shows that teacher respondents consider extracurricular activities as important for entrepreneurial practices. Whereas the statistics for the students reveal that student respondents are oblivion as to the importance of entrepreneurial practice and its relationship with extracurricular activities.

From these, one can conclude that sensitizing all secondary school teaching staff on the positive impacts of extracurricular activities (in terms of enhanced student development, lesson learned from extracurricular activity and its promotion of entrepreneurial abilities) need to be an urgent concern.

The following few paragraphs present the respective insight of students, teachers and principals reflected during FGD and interview on extracurricular activities.

Students FGD participant 11, raised concern that they have not been provided with the required attention from the school community. The students said that they have no one to share their worries and concern regarding extracurricular
activities in their respective schools. Given the overall school community wide utility to be fetched from student’s curricular activity, teachers’ and the school management should lend a hand in the latter's effort for effective extracurricular activities.

On top of this, the concerned secondary schools need to arrange awareness training on extracurricular activities for teaching staff members. As such training on awareness rising should be subsumed into the ongoing continuous professional development program being conducted in secondary schools. Bringing extracurricular activities at the centre of the program is useful to improve student’s active engagement in school affairs.

On the other hand, responses from teacher FGD6 revealed that a balanced conduct of extracurricular activities with academic learning will enable students to improve their self-esteem. Further, develop school spirit and have a good interaction with the adults of their respective community.

Besides, teacher FGD7 underscored that student participation in extracurricular activities was shown to have a positive impact to improve social and academic achievement. Compared to less positive after school options for teens, organized activities so that such an extracurricular activities can boost healthy personal development. This is because of the greater likelihood of mutual support and friendship opportunities present in an extracurricular atmosphere. Furthermore, students participating in structural activities are more likely to respect the rules and contribute as industrious member of a given team. Such sense of esprit de corps is often reflected in various extracurricular clubs as HIV/AIDS, science, environment etc. Finally, involvement in extracurricular activities foster students attitude towards entrepreneurial inclination.

Whereas, principal interviewee1,2,3,4 indicated that the expedient progress towards extracurricular activities can be achieved through the development and use of situation specific, culturally relevant and pedagogically sound resource materials. Best practices from extracurricular activities are valuable inputs for invigorating students for real life work endeavors improvement of the quality of learning and instilling national citizenship attitude.

Furthermore, lessons learned from extracurricular activities encourage teachers and students to understand general concepts and applying them to particular school contexts.

As concluding remark principal5 said that we know that extracurricular activities will enhance the development levels of students and provide multiple opportunities and support learner to engage with extracurricular activities.

From the above presented response of principal interviewees, it can be concluded that pedagogically responsive teaching and extracurricular activities are useful for participating and action oriented, teaching learning process. Moreover, considering pedagogically responsive teaching and extracurricular activities side by side is instrument to nurture critical thinking in both teachers and students.

That being said, regardless of the huge benefit derived for extracurricular activities, students should also be mindful of the burden associated to involvement in the activities in terms of greater responsibility and time commitment. As such, evidence suggested that one of the greatest challenges facing students participating in extracurricular activities is that of effective time management and maintaining a fine balance between extracurricular activities and classroom duties.

Thus, by way of summary we can say that extracurricular activities play a pivotal role in shaping the future of students. Accordingly, teachers and students should do almost effort to get the best out of each involvement in extracurricular activities.

Among the major benefits of extracurricular activities are reducing the amount of school dropouts, improving student academic achievement and helping students mental maturity. In this regard, studies have found out that extracurricular activities result in a positive change of personality for students.
Table 2 Challenge of Extracurricular Activities

<table>
<thead>
<tr>
<th>N</th>
<th>Items</th>
<th>N Teachers</th>
<th>N Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>There is a scarcity of resource to run extracurricular activity in our school</td>
<td>96</td>
<td>3.8021</td>
</tr>
<tr>
<td>2</td>
<td>Secondary school management gives less value to the importance of extracurricular program</td>
<td>96</td>
<td>3.6146</td>
</tr>
<tr>
<td>3</td>
<td>Resource like computer and printer are not provided for clubs in our schools</td>
<td>96</td>
<td>3.7917</td>
</tr>
</tbody>
</table>

As can be described from item 1 of table 2 the mean and SD scores of teachers and students for the statement "There is a scarcity of resources to run extracurricular activity in our school" were teachers mean 3.8021 and SD 1.12034, while students mean -2.5870 and SD 1.07044 respectively. This shows that teachers are in agreement to the statement whereas students are in disagreement to it.

In regards to item 2 (secondary school management gives less value to the importance of extracurricular program), the mean and SD scores for teachers and student respondents were teachers mean 3.6146 and SD 1.14588, while students mean 2.9717 and SD 1.34769. This shows that teachers consider the importance accorded to extracurricular activities by the school management were not enough. By contrast, student’s statistics is indicative of the fact that they are not aware of the situation.

The mean and SD scores of teacher and student mean 3.7917 and SD 1.19575, while for that students mean 3.6640 and SD 1.21493. This means, both teachers and students consider that there is both shortage of resources in their responsive schools. As to the challenges of implementing extracurricular activities, principal interviews cited, several bottlenecks exhibited in their schools.

However, the major constraints were lack of budget, lack of training and trained teachers to lead extracurricular activities, teacher over load, interest of students for participation etc. From this, it can be recommended that the challenges faced can be addressed through delivering competent leadership by the school management. Side by side the willingness of both teachers and students for active participation in extracurricular clubs will be of paramount importance to solve the problems.

Teachers FGD participant, on their part indicated that the resource based approach to deal with extracurricular activities is useful to implement extracurricular activities of the school. According to them this approach supports the smooth implementation through the interaction of teachers, students and parents or guardians stressed that provision of the necessary materials for student’s extracurricular activities is incumbent upon the school management.

Reaffirming the concern raised by teachers, student FGD emphasized that the management in the concerned secondary schools should strive in selecting the appropriate resource to carry out particular extracurricular activities. In this context, principal interviewees reminded that in selecting extracurricular resources, both the school management and teachers should evaluate available resources in the school.

Teacher FGD participants stated that in many secondary schools, the learning environment is uninviting for extracurricular activities. According to them, the school management gives less attention to the extracurricular activities and the resources invested is minimal consequently. The standard of extracurricular activities operating in many of the secondary schools in Addis Ababa is very poor. Because of all these challenges both teachers and students in the secondary schools have no interest in extracurricular activities. By way of recommendation, teacher FGD participants said that earmarking budget for equipments as well as determining participation procedures for extracurricular activities in the secondary schools is vital.

Counting on the challenges faced by them student FGD has the following concern: As the beginning of the school's
academic calendar different clubs get launched and all of us participate as per our interests. Nevertheless, our involvement often proves short-lived as we no longer able to pursue our activities just after one or two meetings and that no one gives us attention. No one encourage us to participate in extracurricular activities. This is really discouraging and the primary reason why we lose interest to participate in extracurricular activities.

From the above presented student FGD response, we can argue that for extracurricular activity to be anything real, school management and teachers should take proactive measures improving the situation. In particular, they should focus on encouraging each and every interested student specially students with disabilities to participate in extracurricular activities. Students with disabilities and students in inclusive classrooms have a limited opportunity to engage with other students. Secondary schools students being involving in extracurricular activities offer a unique opportunity for developing relationship with peers. The skills to be developed include effective communication, management skills and teachers’ facilitation skills on the conduct of extracurricular activities. Regrettably, however, in the present atmosphere in the concerned secondary schools there is no way of recognizing and applying the skills.

In this section, the major findings of the study are briefly summarized below on the basis of the analysis and interpretation of data:

**Findings in regards to the impacts of extracurricular activities**

1. The study found that, the secondary schools community has awareness on the notion of extracurricular activities and its impacts on the overall performance of students. Almost all of the principals, teachers and students have defined extracurricular activities as activities done outside of the class, like sport and arts clubs (literature, drama etc.) and academic clubs such as science and environmental clubs etc.

2. It was found that, extracurricular activities were noted to be instrumental in assisting students for self-discovery. Further, it enhances their role as meaningful follower of a leader and be a valuable team player who can contribute positively for collective team work.

3. As to the academic performance, findings indicated that, involvement in extracurricular activities can enhance students’ brain function. It helps them also to concentrate and manage their time better, all of which contributes for higher grades. In fact most students confirmed that their involvement in extracurricular activities have helped them to build stamina and endurance during tense situations such as studying for exams and sitting on exams.

4. Finally, extracurricular activities are also found to have a positive impact on students’ social opportunities and encouragement of entrepreneurial interests. As a result, the opportunity to enlarge their social network and experiences for sharing real world skills such as goal setting, time management problem solving leadership and public speaking skills. Which are valuable inputs for the optimum conduct of entrepreneurial tasks.

5. In spite of the aforementioned benefits occurring from extracurricular activities, most principals in the secondary schools do not have the extra time to bestow for cascading student involvement in extracurricular activities. In the majority of the cases secondary school principals are concerned in dealing with routine administrative tasks and the proper enforcement of school rules and regulations.

**Findings in regards to the challenges of extracurricular activities**

1. The study findings reveal that the smooth conduct of extracurricular activities in the concerned secondary schools was affected by three major bottlenecks: Lack of adequate resources, lack of interest and lack of trained manpower.

2. The first challenge hindering the proper conduct of extracurricular activities in the concerned schools were found to be scarcity of budget. Ear mark budget, for purchasing equipment and material used as an input for activities in different extracurricular clubs such as science club, environmental club etc. Here it was noted that both the education bureau and the school management remained relevant to allocate enough financial resources necessary to buy materials useful to
conduct different extracurricular clubs. Moreover, as most students, are from poor economic background, their parents were not in a position to make consistent financial contributions to their respective extracurricular clubs.

3. The second serious challenge affecting the proper functionality of extracurricular clubs was found out to be lack of interest from teachers and students. Teachers in most cases being overstretched in the routine instructional duties, they do not give the expected attention to lead and organize extracurricular activities. Further, a few teachers shun from organizing extracurricular clubs because doing the same will not entail special incentives for their effort. On the part of students, many of them believe that involving in extracurricular activities would derail their attention from focusing on their proper academic pursuit.

4. Finally, yet another challenge affecting the smooth conduct of extracurricular activities in the sample high schools was found to be lack of specially trained teachers. Teachers who are equipped with the requisite skills to organize and lead extracurricular activities. In most cases extracurricular clubs are organized simply out of mere enthusiasm on the part of individual teachers, who have neither the skill nor the time to effectively lead extracurricular activities in a consistent manner.

VIII. CONCLUSION

Even though partaking in extra-curricular activities at the school level has great advantage; the school community should also know that engaging students in extra-curricular activities also needs more responsibility and commitments. One of the major challenges many schools have is a shortage of resource. Besides, the principals and teachers give less value to the importance of extracurricular activities.

Principals, teachers and parents are therefore grateful to inspire themselves and all other stakeholders to contribute to the awareness of a feasible extracurricular activities agenda at school. The school community in general should ensure that their educational setting is sympathetic of all academic and extracurricular activities.

School programs are contributing to enviable learning practice for all students. The major value of extracurricular activities participation and the challenges facing secondary schools relate to offering encouraging opportunities with inadequate resources and make the most of these inadequate resources optimally. In light of the findings of the study, the researcher identified the following major recommendations.

RECOMMENDATIONS

The recommendation of the study is that the school management in association with the local education bureau should fulfill the financial and material resource for extracurricular activity program. Furthermore, on the other hand, hearten teachers to seek for any possible means to induce students to take part in extracurricular activities.

1. The schools should offer training for teachers on extracurricular activities management to enhance the awareness of teachers’.
2. Teachers after receiving a thorough training on extracurricular activities should also plan carefully when organizing extracurricular activities. They should let the students know about the significance nature and content of the club. In particular, they should create a conducive atmosphere to enhance the students interest to participate in extracurricular activities.
3. The school management should clarify rules and regulation as to how to run extracurricular activities and how clubs are organized to the school teachers and students. Furthermore, copies of extracurricular guidelines should be offered to the school club members.
4. The school management should also give regard for disability students to participate in extracurricular activities.
5. The local education office in collaboration with the community should give due attention to fulfill the financial and material resource of academic and extracurricular program equally.

REFERENCE


