

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

*Attitude of Grade Twelve Students and Teachers
towards Civic and Ethical Education: The Case of
Selected Preparatory Schools of Gamo-Gofa Zone*

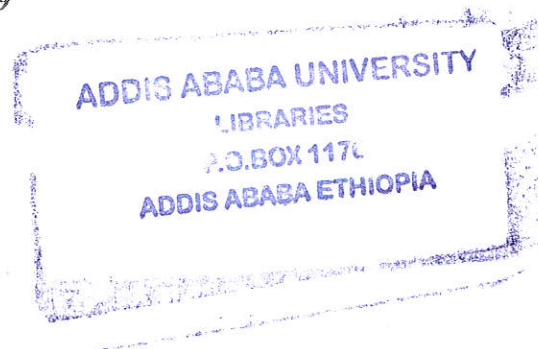
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Addis Ababa

June/2009



**Attitude of Grade Twelve Students and Teachers
Towards Civic and Ethical Education in Selected
Preparatory Schools of Gamo-Gofa Zone**

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Declaration

I, the undersigned, hereby declared that this thesis is original work done under the guidance of Ato Akalewold Esthete, and has not been presented in any other university. All sources of materials used for this thesis have been fully acknowledged.

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Table of Contents

	<i>Page</i>
<i>Acknowledgement</i>	<i>i</i>
<i>Table of contents</i>	<i>ii</i>
<i>Abbreviations</i>	<i>vii</i>
<i>Abstract</i>	<i>viii</i>
CHAPTER ONE	
1. Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the study.....	4
1.4 Research questions.....	5
1.5 Significances of the study.....	5
1.6 Delimitation of the study.....	6
1.7 Limitation of the study.....	6
1.8 Definition of terms.....	6
1.9 Organization of the study.....	7
CHAPTER TWO	
2. Review of Literature.....	9
2.1 Concepts and Theories Related to Attitude.....	9
2.1.1 Definition and concept of attitude.....	9
2.1.2 The nature of attitude.....	10
2.1.3 Formation and change of attitude.....	10
2.1.4 The impact of attitude on learning.....	12
2.1.5 School climate and development of good attitude.....	12
2.2 The Concept of Civics and Ethical Education.....	16

2.2.1	The origin and development of civics and ethics.....	18
2.2.2	The role of civics and ethical education.....	19
2.2.3	The rationale of civics education.....	21
2.3	Factors affecting civics participation.....	22
2.3.1	School related factors.....	22
2.3.1.1	School Administration.....	22
2.3.1.2	Appropriate teaching method.....	23
2.3.1.3	Political attitude and perception of Good citizenship.....	24
2.3.2	Non-school related factors.....	26
2.4	Practices of civics & ethical education in Ethiopia.....	28
CHAPTRE THREE		
3.	Research Design and Methodology.....	31
3.1	Research design.....	31
3.2	Sources of data.....	31
3.3	Population of the study and sample size.....	32
3.4	Sampling procedure.....	34
3.5	Data gathering instruments.....	37
3.5.1	Questionnaire.....	37
3.5.2	Interview.....	38
3.5.3	Class-room observation.....	39
3.5.4	Document analysis.....	39
3.6	Data management	39

CHAPTRE FOUR

4. Presentation, Analysis, and Discussion of Results.....	41
4.1 Characteristics of sample population.....	41
4.2 Attitude towards the subject civics and ethics.....	43
4.2.1 Teachers' attitude towards civics and ethical edu.....	43
4.2.2 Students' attitude towards civics and ethics.....	46
4.2.2.1 Gap between theory learned and reality.....	49
4.2.2.2 The rationale of civics.....	50
4.3 Good citizenship: The mission of civic education.....	51
4.3.1 Teachers and students perception about character Of good citizenship.....	51
4.3.1.1 Teachers' perception	52
4.3.1.2 Students' perception.....	53
4.4 School practices and learning experiences.....	55
4.4.1 Teaching methods.....	56
4.4.2 Teachers' role model.....	60
4.5 Students participation.....	61
4.5.1 Students' political participation.....	61
4.5.2 Students' social participation.....	63

CHAPTR FIVE

5. Summery, Conclusion, and Recommendation.....	65
5.1 Summery of findings.....	65

5.2 Conclusion of the study	68
5.3 Recommendation of the study	71
Reference	73
<i>Appendix 'A'</i>	
<i>Appendix 'B'</i>	
<i>Appendix 'C'</i>	
<i>Appendix 'D'</i>	
<i>Appendix 'E'</i>	
<i>Appendix 'F'</i>	
<i>Appendix 'G'</i>	
<i>Appendix 'H'</i>	
<i>Appendix 'I'</i>	

LIST OF TABLES

Table1. Proportionate sample size of students and teachers	35
Table2. Back ground information of respondents.....	41
Table3. Teachers’ response on attitude towards civics and ethical education.....	43
Table4. Students’ response favoring the subject civics & ethics.....	47
Table5. Students’ response about inclusion of political contents in civics lesson.	48
Table6. Students’ response regarding miss-match between theory learned and In classroom and the reality outside.....	49
Table7. Students’ response regarding the role of civic education in producing Party members.....	50
Table8. Rank table order for teachers’ response on character of good citizen.....	52
Table9. Students response regarding character of good citizen.....	54
Table10. Types of teaching method used by teachers.....	56
Table11. Students response on suitability of teaching method.....	59
Table12. Students response regarding teachers’ role model on character Formation.....	60
Table13. Students response regarding their involvement in political activities....	62
Table14. Students response regarding their involvement in social activities.....	63

Abbreviation

ICDR	Institute of Curriculum Development and Research
ESDP	Educational Sector Development Program
EMPDA	Educational Materials Production and Distribution Agency
FDRE	Federal Democratic Republic of Ethiopia
MOE	Ministry of Education
MOI	Ministry of Information
NETP	New Educational Training Policy
PMG	Provisional Military Government
TGE	Transitional Government of Ethiopia
TESO	Teachers Education System Overhaul
SNNPR	Southern Nations Nationalities and Peoples Region

Abstract

The purpose of the study was to know the attitude or like/dislike of grade-twelve teachers and students towards the subject civics and ethical education in some selected preparatory schools of Gamo Gofa zone, Region S.N.N.P.R.

To this end a qualitative research of descriptive survey method was employed. Data was collected from all civics and ethical education teachers in sample schools, which were twenty-seven in number using available sampling technique. Two- hundred and eight grade-twelve students were selected as a source of information by using stratified random sampling technique. Instruments such as questionnaire, interview, class-room observation and document analysis were used to collect data. Data analysis was made using frequencies, tables, mean score values, percentage, rank order tables and descriptive statements.

According to the findings of the study, both teachers and students' attitude toward the subject civics and ethical education found to be positive, and they responded to favor civics more if it was made free from politics. Teachers perceived character of good citizen from moral point of view where as students from political point of view. The study showed lack of student's involvement in political and social participation due to awareness problem, lack of time and suitable condition. It disclosed teachers' tendency to deemphasize the pedagogical values of teaching methods such as debate dialogue learning through community service project, and panel discussion which were the prominent strategies in civics teaching..

Based on the findings, to improve students attitude the creation of participatory school environment, teachers' encouragement and organization of suitable teaching strategies, careful selection of co-curricular activities and community service projects, involving students in debate and dialogue, school leaders' relentless contact with local administration parents and stake holders were recommended.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND

Education is a means by which we acquire knowledge develop skill and change attitude. It is a tool by which we transmit important social values custom and culture from generation to generation (MoE 2002b). Since it is a means to bring about change and improve the economic and social well being of a society the need to invest on education is a vital issue because every society needs to endure its existence. Concerning this in Student Text Book of Grade-Twelve Civic education (MoE 2002, 22) stated the following:

...there are social needs that necessitate and shape education in general and civic education in particular. Society is always concerned with the well being and future of the young. This is because it is through the young and new generation that society perpetuate itself.”

The main concern of civic and ethical education is to bring up citizens who respect human rights, stand for the well-being of people as well as for equality justice and peace endowed with democratic culture and discipline (MOE, 2002:7). Thus, the success of building the system of democracy is the attribute of training the youth in civics and ethical education.

According to Tocqueville, as sited in Branson (1998) it is a must to educate young's to shape their attitude in order to make them good citizen by getting adequate civic

knowledge civic skill and attitude. Thus, it could help them to maintain their role and understanding as a participative and productive democratic citizen.

Branson further stated that shaping student's interest towards civic and ethical education is prime importance. This was so because societies have kin interests in the way their young people were better prepared how to learn to take part in the civic life and become good citizen. This implies that the better implemented civic education prepares citizens for better practice of democracy and thus civics and ethical education nowadays becomes the main concern of nations to farther develop the already existing culture.

Moreover, Burstyn (1996) added that civic and ethical education should not only serve the purpose of political socialization but also develop the moral values and attitude of individuals. As Brain Walk Man, sited in Dawit (2000), moral has something to do with the ways an individual behaves towards to others. It is concerned with questions of judgments about what is right and wrong, about the nature of good life and how best to practice it, are the ethical or moral concern. Meron Tilahun (2006:242) further verifies moral and a good life as follows.

“A moral may refer to a particular principle, usually as an informal and general summery with respect to a moral principle, as it is applied in a given human situation. Morality can thus also be seen as a collection of beliefs as to what constitutes a good life. A good life in my context does not mean a merely collection of visions and regulations of an ideal life. A good life accordingly is an actual human life through which various institutional structures and their alleged activities in a society working harmony with each other and give birth to progress and development as a whole.

This implies that morality is not only some thing that refers to what is good or bad but also individuals' capacity to work harmoniously with others in the society to bring about change and progress.

Thus morality is part of civics and ethical education. The attitude that students developed towards the subject civic and ethical education may range from positive to extremely negative, so the concern of this study was to know and understand this gap and the current status of attitude of students and teachers towards civics and ethical education.

1.2. Statement of the problem

As Feldman (1998) described, attitude is a state of readiness to respond to a certain situations, person's, objects or ideas in a consistent manner based on what has been learned. They are socially formed in a certain social group. Attitudes have their own effect upon the process of learning. Trow (1960) discovered students' truancy and lack of motivation in class participation as symptoms of students' unfavorable attitude. Therefore, the attitude developed towards the subject civics and ethical education can affect in attracting students' attention and interest.

The Ethiopian government, in its various policy documents indicated its dissatisfaction about the poor state of the way civic education was conceptualized and implemented by education actors (Akalewold 2005). It revealed that nowadays the attribute to the failure of character formation in schools in general and youths' reluctance to carry out their civic responsibility in particular is perhaps the result of the problem of interest and attitude (MOI 2002a, Akalewold, 2004)

From the researcher first hand experience as civics and history teacher and observation, students in schools were blamed for their ethical and moral behaviors, concern for their social and political responsibilities, and perceptions that they had about their citizenry right and obligation (MoE, 2002). On the other hand teachers also criticized for being not playing appropriate role model for their students, the meager attention they give to their professional ethics. Schools were criticized for practices that they actually experience to materialize the subject.

Thus, these are some of the eventual factors which initiated the researcher to undertake the study. Because attitude refers to characteristics such as: individual

feelings, interests, appreciation, values, commitment, opinions, and beliefs (Secored 1964, and Aiken 1988).

The study was confined particularly to grade twelve students and teachers because at this level at least students can satisfactorily express their feeling, interest, and attitude. They were considered to be better informed and with appropriate understanding about the subject civics and ethics than students of the lower grades because they had many years of experience.

Although it was very difficult to measure attitude, the study particularly intended to know the level of attitude of students and teachers through understanding their perception about the character of good citizenship, looking at school practices involved to develop behavior and attitude formation, and students' socio-political participation. The study was the first attempt to survey and treat the problem in the locality and can serve the purpose of improving students' interest.

1.3 Objectives of the study.

1. To identify the level of attitude (like or dislike) of grade-twelve students and teachers towards the subject civic and ethical education and to reveal actual school practices enhanced to improve students attitude and civic responsibilities.
2. To show the way in improving the situation in building good citizenship character and in making them become active participant in all socio-political life of the society.
3. To show how private and public characteristics such as: civic responsibilities, civic competence, self discipline, respect to human rights and to the rule of law can be developed.
4. To show the way how students can carry out their obligation and duty, recognize their political right and responsibility, to be fair to others, and to show kindness and give service to the community.

1.4 Research Questions:

To this end the following research questions were formulated:-

1. What was the level of attitude of grade twelve students and teachers towards the subject civic and ethical education?
2. How do students and teachers perceive characteristics of good citizenship and the importance of political participation?
3. To what extent school practices and teaching methods used were related to the prescribed civics and ethical education syllabus?
4. What was the level of political and social participation of students within and out-of school context?

1.5 Significance of the study

This study focused on the attitude of grade-twelve students and teachers towards the subject civic and ethical education in relation with good citizenship character and the problem affecting their disposition towards it. Therefore, it was hoped that the study would have the following significances:

1. It acquaint concerned bodies in the education sector (Teachers, Students, Principals, Supervisors and curriculum expertise) with essential information about the attitude of students and teachers towards civic and ethical education.
2. It could help teachers and educators to plan and organize activities in which students participate in school and in the community and to improve the provision of civic education.
3. It may also help students to have positive attitude and farther more take part in solving practical civic problems in their future life.

4. It could also help as valuable source to serve those who are interested to make further research studies in the area.

1.6 Delimitation of the Study:

Delimiting the scope of the study further helps in determining the size of the sample to be studied (Pagoso, et al, p.46). This study was confined to the three preparatory schools of Gamo Gofa zone. This was done due to lack of financial resources and time constraints which would require if the study was undertaken in all preparatory schools of the zone. The study was delimited to students and teachers of grade twelve level.

1.7 Limitation of the study:

The schedule of the program to undertake the research work and the time allotted to collect data in the respected preparatory schools found to be inconvenient. It was around the end of first semester time. Therefore, many of the student and teacher respondents of the chosen preparatory schools were preoccupied by their exam tasks. This burden may have caused limitation effect on data collection as they responded hastily. Furthermore, much of collected information's about students' achievement result reflected only the case of their first semester performance.

1.8 Definition of terms

Attitude:- in this study attitude refers to the feelings, likes or dislikes that students and teachers have towards the subject civics and ethical education.

Interest: Refers to the feeling of curiosity or concern that teachers and students have about the subject

Civics: refers to citizens or of citizens. It studies the rights and responsibilities of citizens

Ethics: refers to a branch of philosophy that deals with human actions from the moral point of view.

Good Citizenship: denotes citizens who are well informed, equipped with necessary knowledge, skills for active and responsible participation in public and who have developed democratic behaviors.

Civic competence: denotes the capacity to participate effectively in political and social affairs of the society.

Civic responsibility: refers to the commitment in fulfilling the obligation of citizenship tasks

1.9 Organization of the study

This study was organized in five chapters. The first chapter deals with the introductory remarks of the study in which problems related to attitude of civic and ethical education and about character of good citizenship were raised. Thus, chapter one includes background information, statement of the problem, significances of the study, research questions, objectives of the study, limitation and delimitation of the study and definition of terms.

Chapter two included review of related literature where theoretical argumentations related to the problem were organized. It presented the purposes, concept of civics and ethical education, concepts related to attitude, school environment, development of good attitude, and practices of civics and ethical education in Ethiopia.

Chapter three was devoted to the research design and methodology where procedures for sampling, techniques for selection of sample population, data gathering instruments and methods of data analysis were described and treated in detail.

Chapter four served the purpose of how data were interpreted and analyzed to give appropriate answers for the basic questions raised. In doing so, attempts were made to refer to those theoretical studies sited in the literature part for further argumentation. It consisted of characteristics of sample population, teachers and students' attitude towards the subject, perception teachers and students about character of good citizen, school practices and experience, Students social and political participation.

Finally, in chapter five findings were summarized and conclusions forwarded. Recommendations that supposed to help solve the problems were also suggested based on the findings and conclusions made.

CHAPTER TWO

2. Literature Review

2.1 Concepts and Theories Related to Attitude.

2.1.1 Definition and concepts of Attitude.

Attitude as (Morgan et al, 1981) defined, is learned predisposition to behave in a consistent evaluation manner towards a person, a group of people, an object or group of objects. Attitude implies (likes/dislikes) or (favorable/unfavorable evaluation) or inner felt, which is likely to affect one's response towards a person or an object concerned (Ibid).

Attitude is a set of readiness based on past experience, which guide bias or other influences of our behavior (Caldwell 1996). It is a predisposition or readiness to respond to certain situations, person, object or ideas in a consistent manner what has been learned and has become one's typical mode of responses (Freeman 1955).

The above definition shows that attitudes are the result of the combination of beliefs, feelings, evaluations etc. and are socially formed. They reflect stable mental conditions which are related toward an idea, object or a person. They actually express hates and attractions, likes or dislikes etc.

If an attitude object, as disclosed by Hilgard (1957), is not uncovered to a free discussion it will lead to wrong conclusion or prejudice. According to AliYimer (2005:52), when attitude is accompanied by excessive emotions, it often leads to neurotic type of response result i.e. an actual complex (superiority or inferiority complex).

2.1.2 The Nature of Attitude.

Various psychologists define attitude in different forms but the general concept remains the same. Actually, the term used to refer such characteristics of individual feelings, interests, appreciation, values, commitments, opinions and beliefs (Secored 1964, and Aiken 1988).

According to these scholars the concept of attitude has a slight difference with that of interest, value or opinion. As to Traverse (1963) sited in Assebe (1997) interest referred to preference for activities, which implies approval or disapproval, while attitude refers to a positive or negative avoidance of ideas and objects. Both terms involve the concept of rejection or acceptance and some kind of feeling.

Value and attitude are highly interrelated. Value refer to particular activities and objects which are important and worthy to the given society (Harni shefeger 1994). An opinion is a specific reaction to certain occurrences of situation, but attitude is more general in its reaction towards the event or people. Opinion predominately contains elements of knowledge (cognitive), and it lacks affective components. Secored, (1964) and Aiken, (1988) argue that people could be aware of their opinion but they may not be fully conscious enough of their attitude.

2.1.3 Formation and Change of Attitude:

Attitudes are learned, they represent the learned characteristics of an individual. It is formed through the interaction with certain events, persons, group etc. (Sherif 1962). All attitudes, however, develop according to the general principles that social psychologists have discovered about their formation, maintenance and change principles (Feldman 1996).

The formation of attitude is further determined by many factors, among which, contacts with knowledge about the situation, culture, religion, suppressions, beliefs etc. are the important ones (Tadesse 1991). The majority attitude of most people may have formed in schools or at home. They may have formed based on what other people informed about (Johnes, 1984). In addition, facts and ides expressed in books,

watching TV, mass media, individual ability and experiences have an impact on the formation of attitude.

As we grow older according to Hilgard (1957), we become predisposed to experiences and emotions in relation to person, object, and ideas that have become important to us through our individual experience. That is the mildest form of affective coloring aroused by simple preferences, that later becomes organized, into patterns of preferences called attitude. There are four common conditions suggested by Allport, (1953) as cited in Hilgard, (1956). These conditions are – (1) Responses learned in the process of growing – such as being raised at home, (2) Individualization of experiences, which later become sharpened so that some attitudes become more specific as the individual grows, (3) The influence of some dramatic experiences that may have a lasting influence and may generalize to a related stimuli, (4) Adoption of ready made attitude which are picked up through imitation.

One can develop favorable attitude with in short period of time but this attitude may prefer to be maintain in distance when a shady cause occurs (Dandapani, 2001). When once attitude are formed and long stayed, they are extremely resistant to change. On the other hand, attitudes are based on information because our lives are full of opportunities for attitudinal change.

Change of attitude occurs in the contest of existing interpersonal relationship, group membership, and particular situations and in the span of various time periods. Individuals can be persuaded to change or modify their attitudes where the change process involves elements of communication such as source, message, channel and receiver. Daniel (2000) and Morgan, et al (1986) cited in AliYimer, (2005).

According to Gilbert, et al (1998), there are three ways in which the process of attitude change can take place. It is more similar to their formation that the individual has to pass through the stage of attention, comprehension, retention, and action. And these are-

1. Direct experience with the attitude object: which refers to a prolonged contact for it can favorably modify negative attitude.

2. Develop persuasive communication: which increase general knowledge about the attitude object. Novelty, accuracy and relevancy of information disseminated with actual practices can be key factors in changing attitude (Gilbert et al, 1998)
3. Forced compliance: this refers to induced behavioral change, (For example, to reduce the distance, punishing adult is expected to change his original attitude towards belief in the legal human rights of the child.

2.1.4 The Impact of Attitude on Learning

Attitudes have their own effect upon the process of learning. It can either facilitate or hinder learning. Trow (1960), has also discovered that students truancy and lack of motivation in class participation, as a symptoms of students' unfavorable attitude.

Learning is related to attitude, what is learned in class depends on the attitude of the learner. Educationists believe that students attitude toward the teacher, the school and various subjects are primarily important in the teaching learning process (Beaumont 1949). As school experiences show different students may come to school with certain different attitudes. But the fundamental concern of schools is shaping or developing attitudes that are desirable in the society. Therefore, teachers must understand the emotion, attitudes and interest of their students in order to provide effective classroom instruction.

2.1.5 School Climate and Development of Good Attitude.

The task of producing good citizens for the purpose of building d democratic society should be the primary assignment of the government on power. To materialize this task young people need to be brought up in democratic school climate and learn democratically. This is so because students learn the values and principle of democracy primarily in the school environment such as participatory school administration, class room instruction, peer relation, and from home community interaction (Dawit 2006/38). Therefore, school climate, which could contribute to

citizenship education, should involve fair and collaborative school administration, effective curriculum treatment, which enable student to acquire knowledge and develop skills and attitude require for democratic society. Moreover, community service programs, adequate instructional methods and methodology, co curricular activities are suppose to be vital issues to be focused.

It is believed that in good citizenship building, theories and principles of learning suggest that knowledge alone is insufficient bases (Dawit, 2006). Cognitive theories from Aristotle and Rousseau till Piaget and Dewey, argue that for effective learning direct experiences and reflection are essential (Wade 1997,P 26) because learning occurs as individual student actively interact with their environment through direct exposure. Rienow R, (1952) extends this idea that direct involvement in certain activities, help students develop skill of solving community problem, and there by develop a sense of responsibility, confidence and satisfaction for helping their own people setting. Regarding community service contribution, Jarolimek et al, suggested and which is quoted by Dawit (2005) reads the following-

The real test of social studies program comes in the out of school lives of children. If the school has provided them new insights, improved skills and increased civic mindedness, such learning should be apparent in their out-of school behavior now as a student and later as adults. One way to help bridge citizenship learning in school with citizenship experiences in the community and in the world is through community service activities,

In general, according to Dawit lemma, knowledge and skills theoretically learned in class room would be clear if skills improved, civic attitude develop, and when student engaged in different activities in the out of school community. In doing so, they actually involve in planning, implementing and reflecting the situation they have been engaged in. Thus, teachers can improve students' civic competence by this way. One of the important aspects of community service learning is that students can have

opportunity to understand the real problems of the society and the need of collective effort in solving problems.

Primarily, educators believe that the contribution of community service learning is multidimensional among which/development of students academic skills, problems solving skills, critical thinking, ethical development, civic responsibility, political efficacy, tolerance, and acceptance of diversity, used to minimize disciplinary problems, and improve enthusiasm for school.

The other contribution of community service learning extends beyond students effects i.e. to the teacher-student relationship and to the atmosphere of the whole school. Teacher-student relationship changes democratically when student recognize that they are partners in learning and not passive recipient of factual knowledge (M C Person, 1984)

The benefit of communities extends when environments are cleaned, trees are planted, and river water quality is improved. In the long term in community service learning, students come to feel themselves as community minded citizens and on the other hand communities come to see youth as one of voluble resources. As students become matured they begin different activities to include in local and national election voting, running for office, and on other meaningful social and political life of the community.

Secondly, employing participatory instructional methods and methodology are prime importance. In the classroom climate, the instructional methods employed are perhaps the most decisive factors in preparing participatory citizens (Dawit, 2005:39). In relation to this Gibson (1965:30) as cited in Dawit noted that-

“To help students gain the understanding, skills attitudes, and values necessary for citizenship in democracy...More direct approaches are needed.”

Donald Warren in Burstyn (1996) has indicated that, understanding and appreciation of democratic values and processes are strongly influenced by the teaching methods and classroom procedures that students encounter in all their courses, and they

become interested in political participation as a result of pedagogical strategies that solicit inquiry and invite them to analyze content (Ibid, P.129).The method of student centered approach is recommendable to be employed in all subjects and civic education, which will develop experiences of participatory skills in the socio-political arenas of their later adulthood life.

Suitable pedagogical strategy stimulates interest towards the subject they learn. Dewey advocates that engaging students in meaningful cooperative activity is a prime vehicle for learning. Therefore, effective teaching method in a particular teaching order imposed upon or the systematic presentation of activities, the way how teaching is to be done, and the principle of procedures based on rules and regulations when effectively implemented by teachers can actively stimulate student' interest.

Thirdly, good civic education is attentive to the informal curriculum. One of the informal curriculum in which students participate is an extra / co- curricular activities that a school provides. Preparation of young's for citizenship role need all students involvement in clubs and different co curricular activities .These activities run by students help them to develop a sense of team work, which is guided by the rules established to govern their activities and there by learn respect for law and order they have set(Torney-purta,2005 P.8)

According to Branson (1998), a research has constantly reveled that co-curricular activities have positive effects on student's civic personalities. Branson sited in (Dawit 2006, P.41) argues that students who participate in co-curricular activities are more motivated to learn, and more self confident, and exhibit greater leadership qualities. Therefore, co-curricular activities provide chances for students to learn in decision making and group work, which each member made to learn the role, that one has to play in a sense of common good.

Lastly, an important practice for good civic education is building democratic school administration. In order to produce good citizens for democratic society, young people need to be brought up in democratic school climate and learn democratically (Ibid, P.38). Basically one of the characteristic features of democratic administration is its less regard for hierarchical structure, legal forms and processes. It insists on

cooperative teamwork and largely participate its members in decision-making process.

To integrate civic learning, school leaders, teachers, staff members and students should work together through different curriculum activities and project works. Thus school administrations, which facilitate such an interactive practices, reveal an important task for the development of citizenship building (Barber et al, 2005). School administrations and classroom climates should be democratic communities where students and teachers are able to participate in decision making, to materialize collective leadership that affect their daily school life. It is in such circumstances that students get opportunities to develop skills, able to present their opinions, listen to others idea, and understand the basic social and moral values on which democracy is instilled. This implies that with out participatory school governance it is very difficult to prepare the kind of citizen we aspire to produce. Hence, an open, cooperative, and participatory school climate contribute in the preparation of active, informed and responsible citizens (Dawit 2006, P.39)

2.2 The Concept of Civic and ethical Education.

The word 'civic' is derived from Latin word 'civis' that means 'a citizen'. Another Latin word 'civitas' mans city-state. Both these words may have given birth to the social sciences known as 'civics'. As the ancient history of Rome and Greece confirm, the two great states governed various affairs with the help of the rules formed by the then citizens of the time. They had their small city-states known as 'civitas'. Afterwards the word 'civics' and 'civitas' came to be seen in English language and the words such as 'citizen' and 'city' came into being.(Kassaye 2001, Assegdew 2005, Alamrew 2005).

According to Meron (2006), the history of civic dates back to the earliest theories of citizenship in ancient time and civics as a discipline of knowledge deals with day-to-day affairs of the state and its citizens late after the time of the renaissance.

Quigley (1991), disclosed that civics as the study of the history and literature from classical to contemporary political thinkers. Dr. E.M. White defines civics as

useful branch of human knowledge, which deals with every thing (social, intellectual, economical, political, and even religious aspects), pertaining to citizenship, past, present and future, local, national and international.

This definition of civics lays more stress on the social life of citizens. In the context of social relationship, it is clear that there are many duties to be performed and correspondingly many sites to be respected. Therefore, according to the above definition it is mainly with these senses of relation that civics is conceived.

In modern times with the whole world becoming a single unit, the need for world fraternity has enormously increased and so civics has assumed greater importance in the field of study.

In the words of F.J. Gould cited in Merone (2006), civics is the study of institutions, habits spirits, activities and sentiments which provide an individual responsibility irrespective of gender, with a moral force to play his duties and to enjoy a sense of belongingness with an organization.

In words of A.T. Shah, civics is that branch of human knowledge which deals with rights and duties of man living as a member or a group of people politically organized. Some thinkers considered civics as a science while others consider it as an art only. But civics is a science, which implies a systematized body of knowledge or study of knowledge that deals with citizenship study and as well an art whose practical application of knowledge needs certain skill. Keeping this in view we find that civics is both an art and a science.

The main concern of civic and ethical education is to teach citizens the value and principles of democracy and civic competence. Branson (1998), described that civic competence is the capacity to participate effectively in political and social affairs of the society. Where as civic responsibility is the commitment to fulfill the obligation of citizenship tasks. Schools may be said to have fulfilled their central and chief missions when they only succeed to transmit to the growing generation the political, social, and economic values of the society and their

community, and there by produce citizens capable of playing a positive role in their community by large (MOE 2002).

Therefore, basically civics is a study of government and means of administering public trusts, or theory of governance as applied public institutions with respect to their relations to the public. It is usually considered as a branch of applied ethics and is certainly a part of politics. Within any given political or moral tradition, civics refers to education in the obligations and rights of citizens, which is enshrined under that tradition (Merone 2006:343).

2.2.1 The Origin and Development of Civic and Ethics

The Greek city state of Athens is said to be the first to originate civic education. Civic education has similar development to that of democracy. Accordingly, civics education in ancient Athenian time considered to be a political engagement (Ibid). In ancient Greece, to be a citizen means to be politician. It involves direct and active participation in the public affairs of Greek city-states. Through times, this enabled to develop modern civic education (Junedi 2005).

Consequently, the education system by the time in Athens facilitated the development of responsible citizens and laid the foundations for modern educational practices. The Aristotelian period was the earliest time to begin civic participation. Aristotle pronounced that the primary mission of education in general was to produce a good and virtuous citizen for the polis. Later under the emperors of ancient Rome, the persisting citizenship education distributed over some parts of the world along with the expansion of Roman Empire.

According to Alamrew (2005) cited in Junedi (2006), those social revolutions, which took place in, some western countries like Britain (1688), America (1776) and the French revolution of (1789) contributed a lot for the growth of modern civic education. These revolutions subsequently emerged with modern democratic concepts and, therefore, paved the way for advanced civic education in Europe and the world.

Farther more, ethical thoughts also began in ancient Greece. The pioneer of this idea was said to be Socrates around the fifth-century B.C. According to the then Greece philosophy men who carry out their duties as citizen were considered as good man. In the medieval period, ethical thoughts developed by the Christian church. The standards of right and wrong had become obeying the Bible or God's law as it was recorded in the holly book. In the later period of renaissance the old ethical thoughts purified and scholars and thinkers attempted to establish ethical code based on rationalism.

2.2.2 The Role of Civic and Ethical Education:

The major role of civic and ethical education is to produce 'good citizen'. A good citizen, as explained by (Akalewold, 2005) – is a citizen who understands properly the problem of their country, understand their citizenry obligation to make personal contribution equipped with good ethical and democratic culture. In shaping citizens to the best of this purpose, MOI (2002a, P.52) discloses that it is the obligation of any government to acquaint his citizens with good civic and ethical values. There is no government in the world with out the intention of shaping citizens according to its constitution.

Among additional missions of civic and ethical education specified by (MOE 2002a: iii) cited in (Akalewold, 2005) were to create capacity that helps them understand government priorities, the nature of the law, political and economic problems of their community and international political directions. He continues saying that, students should learn about the constitution, democratic system building, citizen rights and obligation. In general, they have to strengthen their perceptions of social values, knowledge and skills which is to be cultivated through various means.

Good citizen, in liberal view, is one who has adopted certain rules and standards of public behavior that are useful in providing for the orderly accommodation of private interest in the public realm (Battistoni 1985, and C.Wade 1997, P.6). As it can be clearly understood, the focus of liberal democratic view is to maintain the interest and freedom of individuals. They farther explains that governments

should protect those rights, because individuals participate in politics only when their private interest is insured

On the other hand, according to (Dawit 2006, P. 19) in participatory democracy, it is believed that society has a common bond and mutual interest in which both collective and individual rights are fulfilled. It involves the creation of obligatory demands, social sense of interdependence and recognition of political responsibility.

In general, the most important aim of teaching civic education is to produce ideal citizens i.e. to imbibe in students mined all the qualities of an ideal citizen who:

- Believe in equality of opportunity for all people.
- Respects values and defends basic human rights.
- Respects law and its various agencies.
- Understands democratic principles.
- Put general welfare above individual interest.
- Exercises his right of vote freely.
- Accepts his civic responsibility and discharges them to the best of his capacity.
- Realizes the necessary connection of education and democracy.
- Assumes a personal responsibility for the wise of natural resources.
- Understands cultures and ways of life other than his own.
- Supports all efforts to prevent war, but is always ready to defend his mother country against tyranny and aggression.
- Cultivates qualities of character and personality that requires a high value in his culture.
- Recognizes taxes as payment for community services and pays them promptly.
- Is a responsible family member and assures his full responsibility for maintaining civic standards of his neighborhoods and community (MOI, 2002b).

In relation to this, it is evident that democratic citizen should have the understanding and the intellectual integrity to sift truth from false hood, facts from propaganda, to

reject the dangerous appeal of fanaticism and prejudice. He must develop a scientific attitude of mind to think objectively and base his conclusions on tested data. He should have an open mind receptive to new ideas and not confined within one prison wall of out-moded customs, traditions and beliefs. He should neither reject the old because it is old nor accept the new because it is new, but shall dispassionately examine both and courageously reject whatever arrests the faces of justice and progress .

2.2.3 The Rationale of Civic Education.

The rationale of providing civic and ethical education at all grade level in general and in secondary schools in particular is to maintain their civic knowledge, skill and change their civic attitude and behavior. This mission of civic and ethical education is the corner stone to make citizens politically active and participative in all walks of their social life.

For civic education, to fulfill its societal mission, among others, it must include civic knowledge, civic skill and civic virtue. Civic knowledge comprises concepts, principles procedures, etc. based on how the society is organized and functions. Civic skills refer to the ability that citizens require to put the theory in to action being as active member of the community. Contrary civic virtue refers to the character, disposition, commitment and attitude that citizens possess which is essential to carry out their civic responsibility. (MoE 2002a, P.26).

According to Branson (1998) a good civic education enables students to enjoy their rights and freedom, makes them to respect freedom of others, enables them consciously discharge their duty and responsibility, respect the rule of law, and try to solve the problem of the society.

Consequently, the acquisition of civic knowledge and civic skills cannot alone be helpful in practice, if the appropriate attitudes are not developed. Therefore, civic education should help students develop suitable behavior and attitude, personal and public characters that matter the willingness of citizens to act in public affairs. (Dawit 2006:21).

Civic knowledge taught and developed in schools affirms both changes in behavior and attitude, (like/dislike) of the subject and the lesson. Subsequently, students' attitude toward various subjects and to the teacher and the school is primarily very important in the learning situation (Traverse 1963, Beaumont 1949).

2.3 Factors Affecting Civic Participation.

The interest of students in civic participation may be eroded due to different factors. Students' attitude on participation usually depends on special circumstance of different areas and societies. However, as cited in (Dawit 2006, P.25) the major problems can be drawn as disclosed by different literature,(Davies et al,1999; Wade 1997; Lickona et al,1992; and Mortimer et al, 2002) grouped in to school related factors and non-school related factors.

2.3.1 School Related Factors:

Nowadays many students are observed lacking interest to participate in any public political and social civic affairs. As many of the research studies which are pointed out above attempted to disclose, these days youths are not only lacking interest in civic participation but they may have also lack adequate knowledge and skill to deal with. This is largely because of students' school experience such as- school administration, inappropriate teaching method of the subject civics, students and teacher's perception about good citizenship and their political attitude.

2.3.1.1 School administration:

In school administration where there is no democracy one cannot think of teaching suitable democracy because they are not democratic by themselves. The rigid top-down hierarchical administration in schools doesn't allow members of the school to participate in the decision making process about various activities. So students have no opportunity to exercise their rights and responsibilities and to learn to reflect their opinion (Dawit 2006, P.26). That is why educators have indicated that civic education in school is much more than what goes on beyond the classroom.

There is widespread agreement among motivational researchers (Maehr & Anderman, 1993; Maehr & Fyans, 1989; Maehr and & Midgley, 1991, 1996) that some aspects of school democratic culture can make a school a place where teachers feel positive about their work and students are motivated to learn. Positive school culture is associated with high student motivation and achievement, improved teacher collaboration, and improved attitudes of teachers toward their jobs (Stolp & Smith, 1995).cited in (B.Kerry. 2004 P.407).

In fact it must be noted that, according to (Torney etal, 2005) students develop participatory skills in social and political life when they are educated in positive school climate that provides them supportive school environment and positive interaction among all its members. Positive school environment allows group openness, collaboration, cooperative atmosphere, which are consistent with school citizenship mission and goals. Even though, a hierarchy has its own importance it is necessary to facilitate activities for management but the ways of doing things, the rules and regulations must be accepted by all school members in such a way that it allow cooperative decisions and actions. (Ibid).

In other words according to Dawit (2006, P.27), the formation of a positive school climate for civic involvement requires the shared recognition and commitment of the school community members. The school climate and its administration, needs to be open and nurturing to foster a sense of responsibility and efficacy among students and staff. Hence bridge must be built between teachers, students, and administration in which they can interact, make collective decisions and implementation so that students develop participatory skills, confidence and sense of responsibility.

2.3.1.2 Appropriate teaching method:

It is necessary through sound civic education program, among others, that good citizens are shaped. Good citizens: those abided by the rule of law, enjoy their rights and freedoms and respect those of others, consciously discharge their duties and responsibilities, and lead meaningful and purposive lives. Moreover, informed, comptent and responsible citizens are instrumental for the progress of their country and for the maintenance of international peace and stability at large. One of the major

problems for lack of interests and skills in young people to exercise citizenship roles in participating in their schools and community's social and political affairs is the way students are trained in the school. The types of teaching methods selected and employed have a considerable impact in preparing student for participatory citizens. The traditional authoritarian approach has still remained to be a serious barrier in the cultivation of active, informed and effective citizens (Kelle in Burstyn, 1996)

Freire in his work "The pedagogy of the oppressed" argue the banking concept of education. In this traditional method of teaching approach, as to Freire, students are depositories and teachers are depositors. This traditional method fails to call students involvement in all their learning tasks and are unable to explore their environment through enquiry method. It rejects the ability of students to be source of knowledge through various exposures to variety of learning activities.

Kellen in Burstyne (1996, P: 62) commented that, what I see today as anti-democratic educational practices are authoritarian pedagogy and methodology embedded in education of all level. As opposed to Dewey's progressive movement in education the pedagogy of the oppressors is the predominant practice of education nowadays. This type of education carried out by teachers would leave students to be inactive; In relation to this Paulo Freire recommended that a careful analysis of the teacher and student relationship at any level inside the school reveals its fundamentally narrating character. This leads the students to memorize the narrated subject. Unless students are given opportunities within their class room and school to live democratically and actively participate in their learning, they will not become active, participatory citizens in the wider society in the future.(Burstyn,1997). Generally, authoritarian teaching method or teacher-centered traditional method discourages cooperative learning in which students develop nurturing and caring out behavior and establish supportive relationships within and between groups.

2.3.1.3 Political Attitude and Perception of Good Citizenship:

According to research studies carried out by some scholars Ian Davies et al,(1999)and Berman (1997) there exists differences in perception of teachers and students about the notion of good citizenship. Some teachers and students are identified that for them

being good citizenship means doing the “right thing” according to a formal list of values and behavior of the society. Some equated good citizenship with good person: being honest, trust worthy or good friend. Their notion of a good citizen according to Berman rarely had a social and political dimension. But some research reports (Gross, 1991; Davis, 1999 and Berman, 1997) found that students and teachers generally have a notion of non-participatory and non-governmental definition about good citizenship. Contrary, according to Donald Warner cited in Burnstyn (1996) good citizens; on American political responsibilities are informed participants. They seek evidence, analyze issues, devote time to civic duties, and demonstrate willingness to defer self and immediate interest to achieve common and long term welfare.

MOE,(2002,P.7) states the character of good citizens as: those who possess the capacity and able to solve the problem of the society; those who can take care of and utilize resource wisely; trained in various skills by raising the private and social benefits; respect human rights and stand for the well being of people as well as for equality justice and peace; differentiate harmful practice from useful ones; who seek and stand for truth; appreciate the development and dissemination of science and technology.

Therefore, such kind of wrong perception and understanding of teachers and students about good citizenship, out of the framework of the definition of concerned authorities may have been the source for the cause of the poor civic and political participation of students

Good citizenship as the general objective of education in our country, Akalewold (2005, P.52) revealed the notion of the government as follows:

“... no matter the system produces adequately trained engineers and doctors with probably excellent proficiency and knowledge, if they lack appropriate democratic personal qualities and good citizenship characteristics then it will be incompetent. “

In addition to the problem of understanding, the concept of good citizenship according to Dawit (2006, P.31): the unwillingness of teachers to encourage students to discuss and engage them in civic activities particularly in political issues due to their wrong attitude towards politics is another hindering factor for youth's lack of interest in civic participation. Intact, educators tend to shy away from political engagement themselves feeling that this kind of activity is not appropriate (Berman 1977, P: 182).

As to Franklin Patterson, cited in McClendon (1996) teachers often dislike to resist the external influence and help their student participate in politics and controversial discussions in which they exercise diverse opinion. Thus, the author generalizes that in conditions where administrators and teachers tend to avoid themselves away from political world, they cannot encourage their students to exercise participatory skills in the school

Since the purpose of civic and ethical education is to produce a citizen with a personality and a mind of his own without being biased by the interest of one or the other group, teachers must indoctrinate their students in favor of democratic system. Therefore, instead of favoring the out look of one or the other political party teachers need to devote in teaching their students the democratic values and principles equally important for all groups. Moreover, he generalizes that teachers need to be convinced, that dialogue and debate on controversial issues are pedagogical methods for the development of skills, required in political participation. They also need to know how to manage conflict in balanced way. Conflict must be considered as creative rather than destructive.

2.3.2 Non- School Related Factors.

2.3.2.1 Individualism:

Donald Warner, who reviewed from opinion and attitude survey, argues that high schools and collage students seems to be more committed to personal goals and to material rewards than to social concern. The growth of individualistic behavior or the

thing of selfishness may also emanate from inappropriate ethical value that binds society.

Alex de Tocqueville (1969) as cited in Wade (1997), the growth of individualistic behavior would turn citizens away from a vigorous civic life in the public sphere towards individual concern for wealth and happiness in the private sphere. One of the major objectives of high school and collage student rather than civic consideration is to satisfy their private interest materially. But, says Levine, material mindedness would likely lead them to privatism, which is a detachment from the community and an actual manifestation of selfishness. On the basis of his study Lickona et al (1992) concluded that, most students goal in higher institution is to make money, have better status and live well; not to improve their world as they find it. Levine discussed the same issue in Berman (1997, P: 3) that students express strong optimism about their own personal future but, were pessimistic about the future of their country and the world. Therefore, most young persons nowadays, as to his conclusion tend to be less or no concerned about their country and common values. The dominant principle on their part seems to be private satisfaction and self interest which either manifested due to moral problem or economic factors. Purple (1989) in (Wade 1997)

2.3.2.2 External School Environment:

What are conditions that are needed for every student to learn to become competent citizen in the basic civic skills; to accept citizenship responsibilities and to be come a person of character? Researchers suggest that the answer is difficult to achieve but easy to understand, i.e. simply to put, the conditions for effective teaching and learning civic competence are best when the ecology for learning is in balance. As to the scholars the ecology for learning civic responsibilities consist the family, neighborhood, the community, institutions and the government in which the student dwells.

The aim of preparing young people in schools to realize civic personality can not only be achieved when school climate creates enabling learning conditions, but also when the external environment invites for participatory and collaborative efforts in which students are involved in community service.

However, in most cases school external environment doesn't fully invite and help to serve the purpose of materializing civic education. In relation to the problem of school external environment Berman (1997) commented that what government requires schools to teach in civic education and what is being done in reality at different level of government structures are inconsistent.

2.4 Practices of Civic and Ethical Education in Ethiopia.

Civics and ethical education have been practiced in different countries. Each country has its own objectives because each country possesses its own historical circumstances and philosophical outlook and kind of society it aspires to build. Citizenship education depends on the kind of community which citizens are supposed to be the member. (Davis, 1991)

According to Akalewold (2005, P.39) in Ethiopia, it was very difficult to trace back the existence of civic education as an independent subject. Though it is difficult to trace the exact beginning, some forms of moral education were provided in Amharic during the time of the monarchy. In Ethiopia the name, content and methods of teaching civic education have been changing from time to time. For example, the previous two Ethiopian governments used the term Moral and Political education respectively. Actually, the contents that were supposed to be taught in schools were greatly affected by the deep-rooted religion practice and political values (Merone 2006)

However, the first form of civic education was attempted by the monarchy under the title moral education and texts were prepared for this purpose. (Merone, 2006, P.250). The subject was used to instill legitimacy to the *Seyume Egziabeher* nature of the king's power and more importantly to strengthen what is termed by Markakis (1979) as "the greatest wisdom is submission to the king (Girma cited in Akalewold 2005).

This moral education, according to Merone, (2006) aimed at spreading the idea of the perpetual rule of the feudal lords. It took the lead in including the values and tints of Ethiopian Orthodox Church and the system of absolute monarchy. In order to pursue

this objective Orthodox Christian moral teaching were given in almost all schools of the country by priests.

In the early 70s, Merone continued, civic education had been offered as a component part of the history course at grade-eight under the chapter entitled 'Civics'. The basic aim of this study was to acquaint students to the imperial rule of constitutional monarchy. In the chapters vital elements for the individual and societal development of various life, citizen's entitlements and rights through international legal persons, like the League of Nations were discussed.

After the fall of the monarchy, 'Political Education' became a compulsory subject in the early years of the Provisional Military Government (1974-1991), out of its' commitment and concern to expand anti-feudal, anti-imperialist and anti-capitalist education and to provide ideology of education in an organized way at all levels of education (PMGE 1983:179) sited in Akalewold (2005).The recommendation of the then government to organize contents as sited in the same reference reads the following:

To identify and organize contents related to the themes of the subject teachers should use the report and recommendations of the 11th regular meeting of WPE ,including Beherawi Segno's 4th regular meeting reports and its' recommendations.(Akalewold,2005:40)

Teachers further recommended to select and enrich the content of the subject with related articles from various sources such as *Serto- Ader, Meskerem- Metsiet Addis- Zemen, Yezareitu- Ethiopia*, , and *The Ethiopian Heralded gazettas* (MOE sited in Akalewold 2005). In principle, according to Merone (2006:249) a good curriculum that aimed at the production of good citizen should emphasis on students and societal need. However, most of the time, the interest of governments was being prioritized over the needs of students when curricula of such types are designed.

According to Merone, the fundamental objective of this political education was to maintain socialist ideology. The government introduced this program at various levels in the Ethiopian schools system beginning from grade-four. However, both moral and political courses can not be taken as Civic education because both of them did not fundamentally take and deal with people's right, freedom and duties.

Following the fall of the military government newly designed civic education was introduced in the Ethiopian educational system along with the introduction of the 1994 Educational and Training Policy. The newly designed civic education considered those problems encountered in the past. Therefore, Civics education now was not at all a tool for religious indoctrination (Ibid). There is a great difference between the previous two types of curricula and the current in terms of objective, content and methodology.

Tekeste (1993) disclosed that, the new government through the promulgation of education and training policy committed to teach democracy and democratic principles as a new element of educational policy and the institute ICDR translated educational objectives in to curriculum objectives. Thus, civic issues integrated in environmental science in grades 1-4 and social studies in grades 5-8.(Meron, 2006) After three years of implementation of the subject in secondary schools, as to Akalewold (2005),the Ethiopian government indicated its concern with the way citizen education was implemented by actors within and without the education sector (MOI,2002a), and subscribed the need to reform the subject.

The government of FDRE in its various policy documents (MOI 2002a; MOE 2002a,b, 2004, FDRE 2004) indicated the poor way of implementation and conceptualization of civic and ethical education. In line with the dissatisfaction of the government, the role of civic education was evaluated and the new revised curriculum policy '*What values should citizens develop?*' was produced (MOI as sited in Akalewold, 2005:41). Moreover, Merone (2006:251) concluded that though the objective of the curriculum seemed good, but it doesn't meet the academic capacity and level of many Ethiopian students. Therefore, questioned the need to seriously account student's places in order to achieve something at least.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter was concerned with precisions and steps that were used in the task of looking for appropriate tools, techniques and to reasonable methods appeared in addressing the research problem. Its main aim was to know the level of attitude of grade-twelve students and teachers towards the subject civic and ethical education in the zone. Thus, it contains the sampling design, type of data gathering instruments, procedures of how data were collected and method of data analysis

3.1 Research Design

Hence, the study was about the attitude (like / dislike) of students and teachers that exhibits, beliefs that prevails and trained that developed so far, a *descriptive survey* design was employed (Kohl,2006), because it could better describe their current disposition or attitude of teachers and students towards the subject. Descriptive research design was a fact finding study with adequate and accurate interpretation of the findings. It describes with emphasis what actually exists such as: current conditions, practices, situations, or any phenomena (Best John, 1970, Manuel and Medel, 1976: p.25) consequently, the results of the study could easily be used for preferable prediction and possible formulation and generalization of the problem due to its high degree of sample representative ness (Lokesh Koul, 2006).

3.2 Sources of Data

Once after target populations were known, research questions help in determining what to look for in selected schools and in the development of

instruments of data collection. In this study the sources of data actually used were civics and ethical education classrooms, civics and ethical education teachers, grade twelve students, principals, department heads, and documents in those three preparatory sample schools. They were considered as ample source of information to the study.

3.3 Population of the study and Sample size.

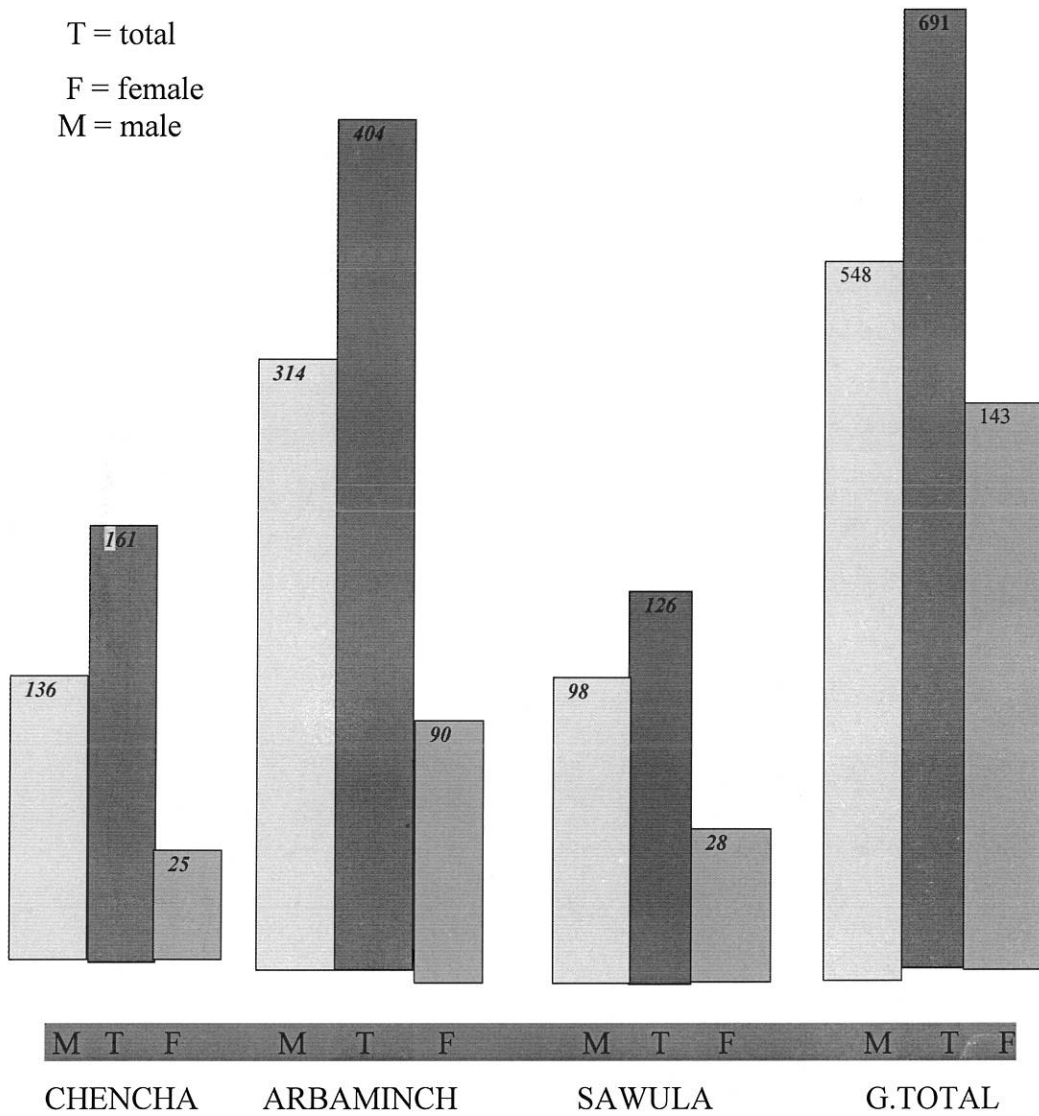
Population of the study is aggregation of elements from which the sample is actually selected. Samples are elements or peoples who were selected to participate or to be subjects in the study (Manuel and Medel, 1976). As far as the sample sizes of teacher directors and department heads were concerned, because their number is quite small and easy to manipulate, all directors of the respected schools and department heads of civics and ethical education teachers were included in the study.

As Fig.1 below depicts about student population, there were five-hundred-forty-eight male, and one hundred-forty-three female students, totally six-hundred-ninety-one student population at grade-twelve level in the academic year 2008/9 in the respected preparatory schools. By looking at the homogeneity of this student population the researcher determined the sample size of students to be thirty percent of the actual population. The size nearly equal to the result (33%) which is found when calculated by using Pogoso's sample size computation formula i.e. $(n = N/ 1+ Nc^2)$.

Fig. 1 Population of grade-twelve students in sample schools

Key:

T = total
 F = female
 M = male



3.4. Sampling Procedure

Since the study was confined to address the level of attitude of grade-twelve students and teachers towards the subject civics and ethical education, primarily sample schools were determined by using *convenient sampling* technique. Once after sample schools and population of interest (students, teachers, directors, and department heads) were known and selected it was found practically difficult to include all students to serve the purpose. Therefore, a complete list of students was taken to arrange sample frame, then *stratified simple random sampling* technique was employed to collect representatives from each school and sample elements were selected because the number of students varies in each sample school.

Thus, (30%) of the total population of students from each preparatory school was calculated to give equal proportion to their actual size. Therefore, (105 male and 103 female) altogether 208 students were selected from the three preparatory schools.

In terms of stream difference samples determined were 117 students from Natural science stream (59 male and 58 female), 91 students from Social science stream (46 male and 45 female). This accounted the total number of the sample size to be 208 students.

Regarding teachers population since their number in those three schools were small and quite manageable all twenty-seven teachers (25 male and 2 female) teaching the subjects civics and history were included by available sampling method, because they teach both subjects

In addition to this, three principal from each preparatory school and three civic department heads were selected purposely for more and additional information. Furthermore, table-one clearly summarizes the size of sample population in number and percentile in the three preparatory schools.

Table 3. 1, Proportionate sample size of students and actual number of sample teachers from respected schools

Sample Schools		Number of Sample Students									Teachers		
		Natural science			Social science			Total			M	F	T
		M	F	T	M	F	T	M	F	T			
<i>Chencha</i>	N	17	16	33	8	8	16	25	24	49	7	1	8
	%	8.4	7.6	15.9	3.8	3.8	7.6	12.3	11.5	23.5	-	-	-
<i>Arba-Minch</i>	N	34	34	68	27	26	53	60	61	121	10	0	10
	%	16.3	16.3	32.7	12.9	12.4	25.5	28.8	29.2	58.2	-	-	-
<i>Sawula</i>	N	8	8	16	11	11	22	19	15	38	8	1	9
	%	3.8	3.8	7.7	5.3	5.3	10.5	9.4	9.1	18.2	-	-	-
<i>Total</i>	N	59	58	117	46	45	91	105	103	208	25	2	27
	%	28.5	27.5	56.3	22.1	21.6	43.7	50.6	49.4	100	92.5	7.5	100

N= Proportionate

%=Percentage

There are four preparatory schools in the zone nowadays but three Preparatory schools were considered as important source of data and sample schools namely Arbaminch preparatory school, Chenchu preparatory school, and Sawl preparatory school. The above three preparatory schools, out of the four were selected because primarily, to determine the target population to be involved in the study sample schools should be specified. Secondly, it has believed that the large size of student and teacher population that they consisted could serve the purpose. Thirdly, the possible experience that they possessed through a number of years and their proximity to transport accessibility were the main reason

As the main research questions recognized the level of attitude of teachers and students towards the subject civics and ethical education, civics classrooms considered and decided to serve as another source of data and expected suitable to be able to collect information about the teaching method employed by teachers in the provision of the subject through classroom observation

Grade twelve students, civics and history teachers who teach the subject civics and ethics were considered as the main data source. They were expected to show cumulative wisdom of their previous grades and they believed to have better understanding about the subject they learned so far than other class students, and could reflect their real understandings when they fill the questionnaires.

Concerning teachers, since there was few civics and ethical education teachers in those respected schools dealing the subject civics and ethics at this grade level, to get more information about teachers attitude all social science teachers teaching subjects civics and history were focused upon.

School directors and department heads were used as the source of information because they are close to the teaching-learning process both in academic and administrative aspects. Therefore, their role as a source of data is very

important to consider. In addition to the formal interview they could also serve through informal discussion about the methods of teaching, perception, interest, and attitude of both teachers and students towards the subject civics and ethical education

3.5 Data Gathering Instruments

In this study the instruments used to gather the required information included *questionnaire, interview, observation, and documentary analysis.*

Questionnaires were commonly used in behavioral or social researches and in the measurement of attitude and opinion. The principal way of collecting information for the study was through questionnaire. This was because of the nature of the problem under investigation and the large sample size of students which was actually needed to be treated. To support and enrich the information required, class-room observations were conducted because class-room observations unlike other instruments of data collection tools can be used during the paramount events of instruction through classroom supervision (Congolese, 1991:47) In addition interviews and documentary analysis were also used.

3.5.1 Questionnaire

Questionnaire was the most important tool used in gathering data from large sample size. It widely used in educational research to obtain information about certain conditions and practices and to enquire into opinion and attitude of an individual or group (K.Lokesh, 2006). In this study closed ended and open ended questions were included to collect information from students. Open ended questions were included because to give respondents breathing room and to have a say of their own feeling freely.

Two kinds of questionnaires were used, one for teachers and the other for students. The questionnaire for teachers had five parts. It was prepared and

administered in English because all preparatory school teachers were above diploma level and could easily manage it. It was distributed to the respected teachers before hand and was collected after two days. All questionnaires were returned.

The first part of the questionnaire was concerned with teachers back ground information. The second part was about attitude of teachers. The third part dealt with their perception about the characteristics of good citizenship. The fourth part focused on actual school practices and instructional methods meant to materialize good civic responsibilities. The fifth part was about co-curricular activities related to citizenship development which were included in the actual teaching learning process.

The questionnaire for students comprises four parts. The first part was about their back ground. The second part was about their disposition to the subject. The third part reflected questions about characteristics of good citizenship while the fourth part dealt with their social and political participation in the community. It was prepared in *Amharic* because to give students a chance to explain their opinion clearly. Sample elements were collected in a class and orientation was given on how to fill the questionnaire. The questionnaire was collected at the spot after its completion to avoid any lose or return.

3.5.2 Interview

Interview was the other instruments used to collect data in this study. The major way in which a qualitative evaluator seeks to understand the attitude, feelings, and knowledge of people in programs or events is through in-depth interviewing (K. Lookesh, 2006) In this study interview was used to get information from directors because their number was quite small and their position was very important to describe the educational program being implementing in the schools. Department heads were also interviewed because they have the greatest say to clarify programs and club activities being held in

schools. This instrument mainly consisted of questions about the role of civics and ethical education in producing good citizenship and about hindering factors which affect the effective provision of the subject. Some additional questions were also asked on how teachers involve their students in socio-political activities within the classroom and out of the classroom. It was prepared in English but translated in to Amharic before hand and progressed. Then, the transcription soon translated in to English. It was held in the offices of the principals just after the end of classes for an hour.

3.5.3 Classroom Observation

Classroom observation was the other tool used to gather data concerning the teaching method and approaches employed by teachers in classes. Student centered teaching methods have greatest advantage to attract the interest and attitude of the learners (Freire, 1972). Therefore, it was very necessary to observe civics classes if how effectively student center approaches were employed. In each three schools two civics and ethical education classes, one from natural and the other from social stream were supervised for two rounds. A total of twelve periods were observed using the classroom observation check-list.

3.5.4 Documentary Analysis

Moreover, their first semester results from the score lists were looked upon to evaluate their performance. Beside this, documents related to the planning and implementation of co-curricular activity, student council body, and action plans designed for community service project and reports submitted on activity performance were contacted using a check-list.

3.6 Data Management.

All the data collected for this study were organized and managed separately for each instruments in a way appropriate for analysis. Methods of data analysis were selected and utilized depending on the research methodology

employed. The data gathered with the above motioned instruments were presented in two forms and analyzed using *descriptive and inferential* statistics. Data collected through questionnaire were tallied, tabulated and quantitatively interpreted with the help of tables, figures, graphs and percentiles.

The other type of presentation included data collected through open ended questionnaire interview and classroom observation. Since these responses were mostly qualitative in nature and provides in-depth and detailed information they were carefully described and narrated to support the analysis of the study qualitatively. These data help to understand in-depth the elements of attitude, value and experiences (Patton 1882, p.28). Thus, results were thematically organized and presented based on sample characteristics, attitude, school experience and on students socio-political participation.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter included the presentation and analysis of data collected through questionnaire, interview class-room observation and documentary analysis. The chapter was organized in thematic approach and focused on characteristics of sample population, attitude towards the subject civics and ethics, perception and characteristics of good citizen, school practices and experiences, students civic participation, challenges and attitude formation.

4.1 Characteristics of Sample Population

In order to give clear image about the sample subjects involved in the study some of their major characteristics pertinent to the study were presented below in the table.

Table 2, Background information of respondents

	Respondents characteristic	Directors		D. Heads		Teachers		Students	
		No	%	No.	%	No.	%	No	%
1	Sex								
	Male	3	100	3	100	25	92.5	105	50.6
	Female	-	-	-	-	2	7.4	103	49.4
2	Qualification								
	M.A.	-	-	-	-				
	Degree	3	100	3	100	20	74.0	-	-
	Diploma	-	-	-	-	7	25.9	-	-
3	Major								
	Civics	-	-	-	-	0	0	-	-
	History	-	-	3	100	20	74.0	-	-
	Others	-	-	-	-	7	25.9	-	-
4	Minor								
	Civics	-	-	-	-	6	-	-	-
	History	-	-	-	-	5	-	-	-
	Others	-	-	-	-	11	-	-	-
5	Experience								
	(1 – 5)	2	66			10	37	-	-
	(6- 10)	1	33	2	66	5	18.5	-	-
	(11-15)	-	-			0	0	-	-
	(Above 16)	-	-	1	33	12	44.4	-	-
6	Ag								
	(21-25)	-	-	-	-	-	-	188	90
	(26-30)	1	33.3	2	66	-	3.3	20	9.6
	(31-35)	2	66.	1	3	17	63.4	-	-
	Above 35	-	-	-	-	.9	33.3	-	-

As shown on *Table 2*, above, concerning head masters, all directors of the respected schools were male. On the other hand twenty-five of teacher respondents (92.5%) were male, where as only two (7.4%) were female teachers. This indicated that the number of female teacher teaching the subject civics and ethical education were by far less than that of male teachers.

In order to keep the balance of the gender issue who participated in the study, equal numbers of male and female students were assigned for each class. Regarding principals' qualification and merit, all directors of the three preparatory schools were first degree holders but the standard was above master degree. Concerning teachers twenty (74%) were first degree holders, while seven of them (26%) were diploma graduate. However, the new revised directive (MoE, 2008:30) for the implementation of civics and ethical education suggests the qualification of teachers for preparatory class to be above first degree level.

When major and minor area of study was concerned Twenty (74%), teachers teaching the subject civics in all those three schools were found to be history major while seven teachers (26%) teaching the subject civics and ethics were graduates of other subject area such as geography. Again, six teachers (22.3%) qualified in civics as their minor area of study and consequently there were teachers (3.7%) who neither trained in civics and ethics as a major nor trained as a minor field of study.

As to the age of student respondents, one-hundred and eighty-eight students (90%) were between age range (21-25) years while twenty (9.6%) of them were in the age range (26-30) years. When teachers were concerned eight-teen teachers (66.7%) found between the age range (31-35) and nine teachers (33.3%) were above 35 year.

Concerning work experience two (75%) of the directors had served as a principal only for one year where as the remaining one (25%) served for six years. When, the experience of teachers was considered fifteen teachers

(55.6%) had teaching experience less than ten years, but twelve teachers (44.5%) had service above sixteen years. Thus, relatively more teachers belonged to service year below ten years.

4.2 Attitude towards the subject civics and ethics

This section of the study deals with responses given by teachers and students about their attitude towards civics and ethical education. Concerning teachers' response, table three with seven item question was summarized and discussed. The second part included responses given by students. They were asked whether they favor or not the subject civics and ethical education with other related questions. Their responses summarized and discussed in table 3 and 4.

4.2.1 Teachers' Attitude towards Civic and Ethical Education.

Attitudes are learned, they represent the learned characteristics of individuals (Sherif 1962). The formation of attitude is determined by many factors among which contact with knowledge about the situation, culture religion, suppressions, beliefs are important ones (Tadesse 1991).

Table 3: Teachers response on attitude towards civics and ethical education

S N	Question Items		Responses		
			3	2	1
1	I like teaching civics more than any other subject	f	20	3	4
		%	44	11.1	14.8
2	I would like to continue teaching civic in the future	f	18	5	4
		%	66.6	18.5	14.8
3	I would like to favor civics if it is made free from politics	f	20	1	6
		%	74	3.7	22.2
4	A civic teacher should never teach political issues in class to avoid risk	f	8	4	15
		%	29.4	14.8	55.5
5	I don't trust lessons about constitution in civic because it is part of politics	f	1	3	23
		%	3.7	11.1	85.1
6	I hate civics because the reality out side and the theory inside the class does not match	f	12	2	13
		%	44.4	7.4	48.5
7	I have been assigned as civic teacher simply because of lack teacher with out interest	f	5	3	19
		%	18.5	11.1	70.3

Therefore, teachers' questionnaire included seven item question regarding attitudinal issues raised towards the subject civics and ethical education being arranged in three level rating scale (1= disagree, 2=undecided, 3 agree).

Responses for rating scale 'agree' was taken as positive attitude, responses for 'undecided' as neutral and 'disagree' as negative attitude.

Teachers were asked if they like teaching civics and ethical education in preparatory schools or not. Thus, twenty (74%) teachers responded that they liked teaching the subject and have favorable attitude towards it, (11%) of the respondents remained neutral where, as four (14.8%) mentioned that their attitude towards the subject as negative. However, majority of teacher's showed positive attitude.

As teachers' response about their interest to continue teaching civics and ethics in the future concerned, eighteen (67%) of them would like to continue teaching the subject in the future, while five (18.5%) teachers undecided and four (14.8%) respondents do not have any intention to continue teaching the subject in the future. Thus, the majority decides to continue teaching civics and ethics in the future.

Teachers were also asked if they could favor the subject civics more if it was made free from politics. Twenty (74%), of the respondents strongly agreed to favor civics and ethical education more if it was made free from politics. One (3.7%) of them failed to decide, while six (22.2%) of the respondents rejected the idea to favor civics if it was made free from politics. Therefore, quite sizeable number of teacher respondents showed their opinion that they would like to favor the subject more if it was made free from politics.

Meron (2006, 343) described that civic education is a branch of applied ethics and certainly is part of politics. However, some school teachers do not accept the political nature of the subject civics and ethical education. As the result large portion (74%) of teacher respondents showed their opinion in favoring the subject civics and ethics more if it was made free from politics.

The questionnaire stated about the exclusion of political issues in civic lessons to avoid risk. As the result, eight (29.4%) of the respondents supported the rejection of political issues to avoid risk while fifteen (55.5%) respondents supported the inclusion with out voiding political issues. The remaining four (14.8%) respondents failed to take part. Therefore, majority of teachers believed the inclusion of political issues in civics class. This indicated that few teachers fear to take hold of political issues in class considering threats and risks that they could face possibly.

However, there seems to be controversies in comparing opinions with previous responses, because in the preceding part item-one, majority of teacher respondents showed their opinion to favor the subject more if civics was made free from political issues, while in item-four majority of respondents found civic lessons to be comfortable with political issues. In general the rational here was that, teachers consciously understand and recognized the importance of politics but it has to do with out including in civic and ethical lessons, for it could possibly create political risk. Their tendency here was not to reject teaching political issues completely, but it has to do in some other fields of study.

The place of constitution in civics and ethical education received different opinions in Ethiopia (MoI 2002). Some teachers deemphasize the provision of lessons about the constitution while others support its provision. As teachers opinion about lessons of the constitution was concerned, twenty-three (85%) of the respondents agreed on the provision of lessons about constitution, and three (11%) undecided and the remaining on (3%) teacher showed their distrust about contents of the constitution to be included in civic lesson. Therefore, almost all respondents agreed with contents of constitutional issue in civics and ethical classes. Constitutions, either in their written or unwritten form are supreme laws in societies they operate. The political structure, power distribution, functions and duties of state emanates from the constitution.

Therefore, teachers responded the inclusion of contents about the constitution in the curriculum in order to produce a competent citizen who virtually recognizes the general rule of his country.

According to Berman (1997) in most cases school external environments may not fully help to serve the purpose of materializing civics education. What governments require schools to teach and what is being done in reality are inconsistent. Thus, teachers were asked to show their opinion that they hate the subject civics because the theory they teach in class and the reality outside the class does not match.

As the result twelve (44.4%) teachers strongly agreed that there existed inconvenient situations and miss-matches between theories learned and the objective reality prevailing in the locality. Two (7.4%) teachers remained undecided, and thirteen (48.5%) teachers respondent confirmed that relatively there were convenient external school environment.

According to Traverse (1963), cited in Assebe (1997), interest refers to preferences for activities which imply approval or disapproval. Therefore interest is a motive force for work. In some schools, when there appears shortage of civics teachers, the management assigns teachers without their interest.

Thus, civics teachers were asked if they have been assigned to teach civics without their interest. As far as the responses for this question were regard, nineteen (70.3%) of teachers responded as they were assigned to teach civics and ethical education by their own interest while three (11.1%) undecided and five (18.5%) of teacher respondents showed that they were assigned to teach the subject due to lack of teacher without their interest.

4.2.2 Students Attitude towards Civics and Ethical Education.

Interest of students toward a subject may be affected by different factors among which teaching method, teachers' efficiency and encouragement were

important; Students were asked if they favor the subject civic and ethical education. As a result almost all, one-hundred and ninety-nine (95.7%) students showed positive interest towards the subject, while very insignificant number of students disagree with the statement The other eight, (3.8%) respondents failed to decide as shown in table 4.

Table 4, Students' response favoring the subject civics and ethics

Item	Streams		R E S E N S P O N S E S						Total Number of Respondents	
			Agree		Undecided		Disagree		f	%
			f	%	f	%	f	%		
Do you agree that you favor the subject civics and ethical Education?	Natural Science	M	56	26.9	3	-	-	-	59	28.3
		F	57	27.4	1	-	-	-	58	27.8
		T	113	54.3	4	1.9	-	-	117	56.3
	Social Science	M	44	21.1	2	0.9	-	-	46	22.1
		F	42	19.7	2	0.9	1	0.4	45	21.6
		T	86	39.9	4	1.9	1	0.4	91	43.7
	Grand Total	M	100	48.1	5	2.4	-	-	105	50.5
		F	99	45.5	3	1.4	1	0.4	103	49.5
		T	199	95.7	8	3.8	1	0.4	103	100

In comparison, the number of natural science student who favored the subject, one-hundred-thirteen (54.3%) was greater than that of social science students, eighty-six (39.9%). This indicated that natural science students seem more attracted by the subject than social science students.

The major concern of teaching civic education was to indoctrinate the principles of democracy. Thus, political contents such as the constitution, rule of law, and democracy were included in the subject.

Table 5, Students response about the inclusion of political contents in civic and ethical lessons

Streams		R E S E N S P O N S E S						Total number of Respondents	
		Agree		Undecided		Disagree			
		f	%	F	%	f	%	f	%
Natural Science	M	29	13.9	6	2.9	24	11.5	59	28.3
	F	22	10.5	8	3.8	28	13.4	58	27.8
	T	51	24.4	14	6.7	52	24.9	117	56.3
Social Science	M	17	8.2	6	2.9	23	11.0	46	22.1
	F	23	11.0	7	3.3	15	7.2	45	21.6
	T	40	19.2	13	6.2	38	18.2	91	43.7
Grand Total	M	46	22.1	12	5.8	47	22.7	105	50.5
	F	45	21.6	15	7.2	43	20.6	103	49.5
	T	91	43.7	27	13.0	90	43.3	208	100

Table 5, above depicted student's response about the inclusion of political contents in civics and ethical lessons. Almost half, ninety-one (43.7%) of grade twelve students agree the inclusion of political contents in civic classes while the other ninety (43.3%) respondents disagree. This showed that not insignificant number of grade-twelve students have disregarded political issues thinking as it was a dirty game.

In comparison, the number of natural science students who disregarded political contents in civic class was fifty-one (24.4%), and was greater than that of the thirty-eight (18.2%) students of social sciences. This indicated that more natural science students seem to neglect political contents.

4.2.2.1 Gap between theories learned in class and reality out side

Table 6, below shows the responses of student opinion regarding miss-much between theories learned in class and the reality prevailing out side. Students were asked whether there is miss match or a gap between theories and principles of democracy learned in civic classes and the objective reality outside the class-room environment.

Table 6, Students response regarding miss-match between the theories learned in class and the reality out side

Item	Streams		R E S E N S P O N S E S						Total number of Respondents	
			Agree		Undecided		Disagree			
			F	%	f	%	f	%	f	%
There is a gap between theories learned in class-room and the reality out side.	Natural Science	M	26	12.4	6	2.9	27	12.9	59	28.3
		F	24	11.5	5	2.4	29	13.9	58	27.8
		T	50	23.9	11	5.3	56	26.8	117	56.1
	Social Science	M	21	10.0	2	0.9	23	11.0	46	22.0
		F	17	8.2	4	1.9	24	11.5	45	21.6
		T	38	18.2	6	2.9	47	22.5	91	43.6
	Grand Total	M	47	22.7	8	3.8	50	24.0	105	50.5
		F	41	19.9	9	4.3	53	25.4	103	49.4
		T	88	42.4	17	8.1	103	49	208	99.9

As shown on the table, eighty-eight (42.4%) of the students confirmed that there is no gap between the theories they learn in class and the way people exercise democratic principles in their day to day walk of life. On the other hand relatively larger numbers of respondents' a hundred and three (49.4%) students don't agree the harmony between the learned theories in class and the practical implementation out side in the community and in the locality.

As Purple (1989) sited in Wade (1997) the aim of preparing young people in schools to realize civic personality can not only be achieved when a school climate creates

enabling learning condition but also when the external environment invites for participation and collaborative efforts in which students are involved. However, most external school environment may not fully help to serve this purpose. In fact there could not be as such an absolute environment where all principles and theories of democracy were safely and satisfactorily exercised. But in school environment where there is dictatorial school administration, where there is experiences of undemocratic class monitor and student council body election, in the community where there is unjust and unfair inequality corruption and male-administration the realization of positive attitude towards the subject may face difficulty.

4.2.2.2 The rationale of civic education in building loyal party members

The task of producing good citizen for the purpose of building a democratic society should be the primary task of the government on power (MoE, 2006). But the purpose of civic and ethical education should be indoctrinating students the principles of democracy not preparing party functionaries. Therefore teachers need to devote in teaching democratic values and principles which equally can serve all political groups.

Table 7, Students response regarding the role of civic education in producing part member

Item	Streams		R E S P O N S E S						Total number of Respondents	
			Agree		Undecided		Disagree		f	%
			F	%	f	%	f	%		
Civics lessons in Ethiopia was designed to produce loyal party members.	Natural Science	M	10	4.8	8	3.8	41	11.6	59	28.3
		F	8	3.8	9	4.3	41	19.6	58	27.8
		T	18	8.6	17	8.1	82	39.3	117	56.16
	Social Science	M	3	1.4	5	2.4	38	18.2	46	22
		F	4	1.9	7	3.3	34	16.3	45	21.6
		T	7	3.3	12	5.7	72	34.5	91	43.6
	Grand Total	M	13	6.2	13	6.2	79	37.9	105	50.5
		F	12	5.7	16	7.6	75	36.0	103	49.4
		T	25	12.0	29	13.9	154	73.9	208	99.9

Therefore, students were asked to respond if the subject civic and ethical education provided in their schools, particularly aimed to produce party members or not. As the result, students' responses on *table 7above* depicted that majority of the respondents' one hundred and fifty-four (73.9%) students disagreed with the aim and purpose of the subject to produce loyal party members. Twenty-five (12%) of respondents agreed that the provision of civics and ethical education aimed at producing party functionaries, while the rest twenty-nine (13.9%) reserved from taking any decision.

4.3 Good citizenship: The mission of Civics and Ethical Education

In its role of good citizenship building, civic education help to develop beliefs habits good behavior skill and attitude that should enable students to become a useful member of the society. As MoE, (2006:35) stated the primary mission of schools is to produce politically active and responsible citizen. Generally, students should learn about the basic principles of democracy and the constitution of their country. Here the main problem that schools face to day is the problem of '*what*' and '*how*' to teach, lessons on democracy and the constitution. Students should be taught '*how to elect*' but not '*who to elect*'. The right to elect should be left to the individual's decision. Eventually, lessons should emphasize on enhancing democratic principles and should be organized in a participative approach because the society or the community is the laboratory where the theory of democracy is to be exercised. Moreover, schools may have said to have fulfilled their central and chief mission only when they succeed to transmit to the growing generation the political, social, and economic values in a suitable manner.

4.3.1 Teachers and Students Perception about Character of Good Citizen

There is a direct relationship between personal belief and ones practices (Worku, 1995). Studying teachers and students perceptions about good citizen

character would help us to understand its implication for the actual practices that takes place in the provision of civic education and attitude formation.

4.3.1.1 Teachers perception towards characteristics of good citizen

This part of the study focused on teachers' perception towards the characteristics of good citizenship. In *table 6* below the rank order scores for each item was arranged. Responses for rating scales '*strongly agree*' and '*agree*' were considered as positive and '*disagree*' and '*strongly disagree*' were as negative attitude. It included mean scores and combined frequencies and percentage for each item.

Table 8, Rank order table scores for teachers' response on characteristics of Good citizenship

No	Items	Mean	Combined Response of 'SA' and 'A'	
			f	%
1	Strong morality with good behavior	4.67	26	96.2
2	A good knowledge of world community and global responsibility	4.63	26	96.2
3	Belief in equality and concern for others	4.70	26	96.2
4	Knowledge of good understanding about government structure and function	4.52	25	92.5
5	One who understands current political issues	4.56	25	92.5
6	Advocator of democratic principles	4.59	25	92.5
7	Active participant in any socio-political affairs	4.56	25	92.5
8	Good questioning ability to understand the truth	4.70	24	88.8
9	A tolerant person with the ability of conflict resolving	4.59	24	88.8
10	He who deeply concerned to his family	4.04	23	85.1
11	Accept civic responsibility	4.52	22	81.4
12	One who loves his country more than others	4.00	20	74.0
13	One who respects the constitution	4.26	19	70.3
14	One who accept power of authorities and directly put in to practice	2.81	10	48.1

Average mean 4.36

This could help the reader to identify important characteristic qualities of good citizenship as perceived by the respondents. The average mean calculated was 4.36. Items with mean score above the average were interpreted as items perceived as good character, while those less than average were considered as items perceived less important characteristics in building good citizenship. These items were taken and slightly adopted from (MoE 2002 P.7, Dawit 2006)

Hence, as indicated in table 8, Ninety-six percent of teacher respondents believe that qualities such as strong morality and good behavior, a good knowledge of world community and concern for global responsibility, concern for others and belief in equality, were perceived as the important characteristics of good citizenship. Their mean score value calculated were 4.67, 4.63, and 4.70, respectively.

On the other hand teacher respondents showed that characteristic qualities such as respect to the constitution and accepting the power of authorities and willingness to put their orders directly in to practices were marked as the least characteristics with the mean value below the average. The mean scores calculated for these two items were 4.26 and 2.81 respectively. Actually, teachers perceive character of good citizen from moral point of view.

4.3.1.2 Students Perception about Good Citizen Character

Table 9, depicts response of students' perception regarding the quality of good citizenship. Identifying what students think about characteristics of good citizen can provide a reasonable starting point to address a range of issue related to their attitude. To know students perception about characteristics of good citizenship they were asked to indicate their opinion to the extent how far they could agree, disagree or undecided about it.

Table 9, Students responses regarding characteristics of good citizenship

No.	I t e m s	Mean	Combine Responses Of 'SA' and 'A'	
			f	%
1	Respect to the constitution and to the rule of law	44.88	101	97
2	Advocator of democratic principles	4.76	93	95
3	Concern for others and belief in equality	4.78	98	94
4	Tolerant and good ability to resolve conflicts	4.89	98	94
5	Ability to understand the reality and truth	4.66	97	93
6	Good knowledge about government structure and function	4.52	91	94
7	One who loves his country more than others	4.38	90	87
8	Active participant in any community affair	4.31	87	83
9	Accept power of authority	4.13	83	79
10	Good knowledge about current political issue	4.16	82	78
	Average Mean	4.54		

Lists of items on five point scale was summarized in rank order score based on mean, percent and frequency of combined responses for 'strongly agrees' and 'agree' only. The mean average value found was 4.54. Therefore,

characteristics with item value greater than the average mean were perceived as more accepted items by the respondents, while those found less than the average mean were considered to be less accepted.

Table nine, above depicted students' perception regarding the quality of good citizenship. Characteristics such as respect to the constitution and to the rule of law, advocacy to democratic principles, concern for others, and tolerances to resolve conflicts were perceived by students as good qualities with mean values above the average. Active participation in community affairs, accepting power of authorities, and knowledge about current political issues were the least perceived characteristics.

In general, teachers perceived good citizenship character from moral point of view, where as students recognize from political point of view. This was because teachers prioritize the quality of strong morality with good behavior by response of (96.2%), while students gave due recognition to respect the constitution by response rate of (97%).

4.4 School Practices and Learning Experiences

It was well known that the type of learning experiences and the amount of students' exposure to learning activities determine the development of a required behavior (Dawit, 2006). The aim of civic education is to produce a participatory citizenship. One of the major problems for lack of interest and skills in young people to exercise citizenship roles by participating in their schools and community's social and political affairs was the way students trained in schools (MoE, 2006). Here, teaching methods, teachers' role models and clubs and co-curricular activities were the major issues of the agenda.

4.4.1 Teaching Methods

Subsequently, teacher respondents were asked to if teaching methods in table ten were involved in their daily teaching practice. The responses were arranged in mean value rank order as follow

Table 10,, Types of methods or activities used by teachers

N o	I t e m s		R s p o n s e s				
			Always	Often	Some times	Not at all	Mean
1	Organizing lessons on club and co-curricular activities c	f	6	6	15	-	2.67
		%	22.2	22.2	55.5	-	-
2	Organizing lessons on cooperative learning method	f	5	8	12	2	2.59
		%	18.5	29.5	44.4	7.4	-
3	Giving home take assignment And group work	f	3	8	14	2	2.44
		%	11.10	29.6	51.8	7.4	-
4	Teaching by problem solving method	f	5	6	10	6	2.37
		%	18.5	22.2	37	22.2	-
5	Providing individual activities and class work	f	1	7	19	-	2.33
		%	3.7	25.9	70.3	-	-
6	Involving students in decision making process	f	2	5	13	7	2.07
		%	7.4	18.5	48.1	25.9	
7	Teaching through community Project	f	2	4	12	9	1.96
		%	7.4	14.8	44.4	33.7	-
8	Debating and dialoguing on Sensitive political issues.	f	1	6	10	10	1.81
		%	3.7	22.2	37.0	37.0	-

Average mean value 2.28

The large and list valued responses were focused up on and discussed. The average mean value calculated for all items was 2.28. Practices with average mean value greater than calculated mean was decided to be important practices as perceived by teachers and less than the average were considered less important practices.

As scholars noted, contribution of cooperative learning approach and club activities enhances pro-social behavior mutual respect and concern for others

and develop personal confidence. Moreover, it provides students a chance for directing planning and executing collaborative projects (Agrowal 2006). This reminds that cooperative learning approach should consciously be prepared for the purpose of producing a participative effective and responsible citizen. Responses to item-one of organizing clubs and co curricular activities on table ten, showed that fifteen(55.5%) of teachers coordinated students in guiding club activities for 'some times', six(22.2%) of respondents deal 'often', and the rest six teachers carried out 'always'.

In an attempt to observe the way how suitable teaching methods applied in regular classes, two civic class sessions from each sample schools were supervised by the researcher for two rounds. According to the class-room observation check list, few teachers in all three schools except those who tried to provide individual and group activities, most part of the their teaching time was devoted to plasma instruction and teachers lecture method.

This clearly showed that majority of students remained passive and the purpose of bringing change in civic behavior, attitude and skill was doomed to a failure because civic skills, behavior, and knowledge can not be well maintained in teaching with out student participation. This in turn would strongly affect students' interest and attitude because when they always engage in routine chalk-talk approach through out the period they will lose their appetite and will be forced to divert their attention and interest negatively towards to the subject.

On the other hand students were expected to plan club activities by their own, but in documentary analysis in turn teachers were found doing this for students. Hoverer, in all cases one can safely say that necessary attention was not given to club activities due to lack of strong leadership and follow up. Farther more even though, teachers have good opportunity to link their lessons with club activities they were not used this opportunity

As responses about organizing lessons on cooperative learning methods showed, among the entire respondent five (18.5%) teachers depicted that they organized cooperative learning method 'always', the other eight (29.6%) teachers managed 'often' and twelve (44.4%) respondents done 'some time' where as two (2.7%) teacher organized 'not at all'. This showed that teacher deemphasized cooperative learning activities.

In order to see the function of club activities and to reveal commitments of the school administration and teachers, documentary analysis were made to know whether action plans made were put in to practice or performances reported. The documents showed that most of the clubs had their own annual action plan. But, in most clubs there were nothing done and reported, except membership registration for some clubs such as Mini-media Anti-HIV/AIDS and Sports club. According to teachers' response the two least valued teaching practices were teaching through community service project and provision of debate and dialogue on current political issues.

Regarding the involvement of teaching through community service project method was concerned, quite few number of teachers only two (7.4%) included the method in their class 'always', four (14.8%) of them practiced 'often', twelve (44.4%) teachers managed for 'some times' as conditions were suitable, and the rest nine (33.7%) never did at all. Majority of teachers practiced the method when ever there is suitable time. Therefore it was not given necessary attention. When students were involved in various community service project activities, they would get opportunities to gain practical knowledge and develop participative skills as they try to apply them in the actual situation. As the result of this involvement, they would come to feel more as part of their community. They would also have a better understanding of the community's problem and their roles in solving them.

Subsequently, only one teacher responded that he used debating and dialogue method ‘always’ in class. The other six (22%) teachers used the method dialogue and debate ‘often’. Consequently ten (37%) of the respondents involved the teaching method ‘sometimes’. The rest ten (37%) never included dialogue and debating method in their teaching activities. Therefore, quite large number of teachers did not involve the method in teaching civic lessons. On the other hand in the open ended item questionnaire, teachers were asked to express their opinion about how to make the subject interesting. They recommended the need to apply student centered teaching strategy. But however, teachers for what ever reasons did not employ this teaching method in civics and ethical education. This was also confirmed by the class-room observation where among twelve classroom supervision none was found except plasma instruction.

Table 11, Students response on the suitability of actual teaching methods of civic and ethical education

<i>Streams</i>		<i>R E S E N S P O N S E S</i>						<i>Total number of Respondents</i>	
		<i>Agree</i>		<i>Undecided</i>		<i>Disagree</i>			
		<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Natural Science	M	39	18.7	11	5.2	9	4.3	59	28.3
	F	34	16.3	10	4.8	14	6.7	58	27.8
	T	73	35.0	21	10.8	23	11.0	117	56.16
Social Science	M	27	12.9	14	6.7	5	2.4	46	22
	F	25	12.0	12	5.7	8	3.8	45	21.6
	T	52	24.9	26	12.4	13	6.2	91	43.6
Grand Total	M	66	31.6	25	12.0	14	6.7	105	50.5
	F	59	28.3	22	10.5	22	10.5	103	49.4
	T	125	60.0	47	22.5	36	17.2	208	99.9

Students were also asked about how far the teaching method and approach used in the subject civics and ethical education classes were suitable and participatory. Thus, as students response about participatory teaching method showed, one hundred and twenty-five (60%) students agreed up on the suitability of the teaching method used in civics class. Thirty-six (17.2%) respondents objected its participatory nature and the rest (22.5%) of the respondents were found to be neutral.

4.4.2 Teachers Role Model

In order to make young people effective, active, and responsive democratic citizens, teachers should play good role models in all walk of life and in personal behavior from which students can learn a lot. When civics and ethical education teachers become more exemplary and make their teaching participatory students attitude towards the subject will increase

Table 12, Students response regarding teachers' role model in character formation

Item	Streams		R E S E N S P O N S E S						Total number of Respondents	
			Agree		Undecided		Disagree			
			f	%	F	%	f	%	f	%
Civic & ethics teachers played vital role mode in the locality	Natural Science	M	31	14.9	8	3.8	20	9.6	59	28.3
		F	33	25.8	7	3.4	18	8.6	58	27.8
		T	64	30.7	15	7.2	38	18.2	117	56.1
	Social Science	M	23	11.0	6	2.9	17	8.2	46	22.0
		F	24	11.5	3	1.4	18	8.6	45	21.6
		T	47	22.5	9	4.3	35	16.8	91	43.6
	Grand Total	M	54	25.9	14	6.7	37	17.7	105	50.5
		F	57	27.3	10	4.8	36	17.3	103	49.5
		T	111	53.2	24	11.5	73	35.0	208	100

The attitude of most students towards a certain subjects may have formed in school or at home (Assebe 1997). Thus, teachers can play the major role in characteristic formation. Students were asked about the role model of teachers in character formation. Thus, sizable number of students, one-hundred-one (53%) of them responded that, civics teachers in the locality played important role model. Seventy-three (35%) of students which were not so much in number responded negatively and the other twenty-four (12%) respondents were unable to decided over it. Therefore, this disclosed that almost half of teachers were left to be brought to the status of good role model.

4.5 Students Participation

Students who actively participate in all school practices were more likely to be successive in their future socio-political and civic life. In order to make students involve in civic participation, they need to have the necessary skill and knowledge and exercise it in the actual community life. The Ethiopian government in its various policy document stated about the issue as follows “... no matter the system produces adequately trained engineers and doctors with probably excellent efficiency and knowledge, if it lack good civic participation and appropriate democratic personality and character then it will be incompetent”. Thus, participation is very vital.

4.5.1 Students Political Participation

According to Merone (2006, 343) civics education is concerned as a branch of applied ethics and certainly is part of politics. Thus students were asked about their political participation. A five point rating scale for (5=Always involved, 4=Some times involved, 3=Not involved, 2=No suitable condition to involve and 1=No need of involvement) was used. List of political activities that the researcher thought relatively simple to be undertaken by student was prepared and rank order table for combined responses of ‘Always’ and ‘Some times’

was arranged including the mean for each item and the average mean for all the items.

Table 13, Students response regarding their involvement in political activities

No	I t e m s	Mean	Combine responses of 'A' and 'S'	
			f	%
1	Participating in public meeting	4.21	80	77
2	Concern for others and struggle for equality	4.16	65	63
3	Preventing criminal doings	3.82	64	63
4	Giving suggestions for the improvement of school rules and regulation	3.87	63	61
5	Struggle against corruption	3.85	51	49
6	Participating in mass demonstration	3.57	50	74
7	Involvement in student council body	3.70	49	47
8	Taking part in local peace securing committee	3.89	48	41
9	Involvement in local government election	3.14	35	33
10	Involvement in national government election	3.25	18	17

Average mean 3.80

Table 13 above depicted the extent of students' political participation. Combined frequencies and percentiles for item responses 'All the time' and 'Some time' is calculated and shown. The mean average value for all the items founded to be 3.80. Therefore, items with mean values above the average were considered as activities greatly involved while mean value less than the average were least involved.

Consequently, most involved activities were- Participating in public meeting; Concern for others and struggle for equality; Struggle against criminal doings; Giving suggestion to school regulations; and struggle for corruption. The mean for each item shows 4.21, 4.16, 3.82, 3.87 and 3.85 respectively. On the other hand least involved activities include- Participation in mass

demonstration; Involvement in student council body election; Taking part in community peace keeping committee; Involvement in local government body election; and Involvement in national government body election. Mean values – 3.57, 3.70, 3.98, 3.14, and 3.13 were found to each item respectively. Besides this, sizable number of students failed to participate in local and notional government body election. According to their response on open ended questions the reason for these failures could be justify on three major problems. These are: 1) a possible negative attitude that they could developed towards politics.2) lack of chance and opportunity to be involved. 3) Lack of understanding and awareness problem. Therefore, students were very poor in political participations such as local and national government elections.

4.5.2 Students Social Participation

As students involve in different social practices they come to feel themselves as community minded citizens and on the other hand communities come to see youth as one of voluble resources.

Table 14, Students response regarding their involvement in social affairs

No	I t e m s	Mean	Combine responses Of 'A' and 'S'	
			f	%
1	Respecting teachers and elders	4.86	101	97
2	Drinking water cleaning service to the community	3.34	90	87
3	Participation in established school clubs	4.03	78	75
4	Giving free service in school library	4.10	75	72
5	Taking part in Anti-HIV/AIDS club	3.97	74	71
6	Obeying rules of any community services	3.80	65	63
7	Returning lost properties to owner	3.74	59	58
8	Preventing wild fire and forest depilation	3.72	57	55
9	Helping poor and taking care of olds	3.46	56	54
10	Involvement in illiteracy campaign program	3.67	54	53

Average mean 3.86

Table 14, above shows the involvement rate of students in some selected social activities which the researcher thought simple to be undertaken in a rank order table. The rank order table was shown for combined response of 'Always' and 'Sometimes' in frequency and percentile. The mean for each item was indicated on the table and the average mean for all items calculated to be 3.86.

According to their response, items such as Respecting teachers and elders, giving service to the community, participating in established school club were regarded as most involved activities. Their mean average value calculated was 4.82, 3.34, and 4.03, respectively. Consequently, items such as- preventing wild fire and forest protection, helping poor and taking care of olds and participating in illiteracy campaign program were least involved activities.

CHAPTER FIVE

5. Summery, Conclusion, and Recommendation.

The objective of this study was to identify the level of attitude of grade-twelve students and teachers towards civics and ethical education in selected preparatory schools of Gamo Goffa Zone. This chapter included the summery of the findings, conclusion and the recommendation made by the study. Major findings which were summarized had already been assessed before hand and then followed by the conclusion. Finally, recommendations pertinent to the problem were suggested based on the basic questions formulated.

1. What was the level of attitude of grade twelve students and teachers towards the subject civics and ethical education?
2. How did students and teachers perceive the characteristics of good citizenship?
- 3 To what extent school practice and teaching methods used were related to the prescriptions of civic and ethical education syllabus?
- 4 What was the level of political and social participation of students within and out-of- school context?

Questionnaire, interview, and observation were used to collect data from twenty-seven school teachers, two-hundred and eight, grade twelve students, three directors, three department heads, and three civics teachers of the respective schools. Findings obtained from the analyzed data showed the following result.

5.1 Summery of Findings:

Findings of the study had already been assessed in terms of students and teachers attitude towards civics and ethical education, their perception about the characteristics of good citizenship, suitable teaching method used by

teachers to manipulate civics and ethical education syllabus, and the level of political and social participation of students within and out-of the school context.

1. As the data implied majority 74% of teacher and 96% of student respondents' showed positive attitude towards the subject, and again sizable number 67% of teachers showed their willing to continue teaching civics and ethical education in the future.
2. Most teachers 74% favored civics if it was made free from politics, while 56% of teacher responded to deal with political contents in civics class with out considering the risk. Similarly, most teachers 85%, teaching civics trusted lesson contents about the constitution. Almost half 48% of them also revealed that they were assigned to teach civics based on their own interest, merit, and service.
3. Regarding the characteristic quality of good citizenship, 96% of teachers perceived quality of good citizenship from moral point of view, where as 97% of student respondents perceived good citizenship character in light of political point of view. For example, teachers emphasized more on strong morality and students' emphasis was more on respect to the constitution and rule of law.
4. Regarding teaching method, 60% of students responded that the teaching method employed by civics and ethical education teachers in their respected schools were suitable. Learning activities like organizing lessons on clubs, and co-curricular activities, cooperative learning, home take assignments, problem solving method, individual activities, and class works, were prioritized by teacher respondents and were perceived as valuable school practices for citizenship development.

The attitude of most students towards a particular subject may have been formed in school or at home. This was to say that teachers and administrators and other responsible adults should show good role model from which students could learn a lot and follow the same pattern. Therefore, teachers could play the major role in characteristic and attitude formation. According to the result of the data collected 53% of students responded that civics teachers in their respected school reflected good role model.

5. Clubs and co-curricular activities provide students a chance for developing pro-social behavior, mutual respect, concern for others, and personal confidence. Accordingly, 55.5% of teachers responded that they '*some times*' involved in planning and coordinating clubs and co-curricular activities, though no tangible activities were carried out and performances reported in sample schools except membership registration.
6. As the study revealed the rate of students' involvement in programs such as: illiteracy campaign, helping poor and taking care of olds, preventing wild fire and forest depletion, and concern for public properties were found to be the least involved activities below the calculated average mean value of 3.86 respectively.
7. In political participation results showed that, students' interest to involve in national and local government election was found to be the least practice below the calculated average means value of 3.80,
8. Actually, in most cases school external environment may not fully invite and help to serve the purpose of materializing civics and ethical education. Thus, in the study almost half 49% of student respondents disagree the existence of the gap between what was learned in class and the real situations out side, and on the other side majority of teachers 48.5% supported the same idea. In principle,

schools were not the place where party ideologies were indoctrinated. Here, the primary aim of civics and ethical education was to teach citizens the principles of democracy. As a government has a responsibility to educate citizens in civics and ethics, citizens have the right to be or not to be party member. Thus, as students' responses depicted majority of respondents 73.9% disagree that the current civics and ethical education course in Ethiopia, by its content and method, doesn't serve the purpose of preparing citizens to be loyal party members.

5.2 Conclusion of the study:

Attitude is a set of readiness based on past experiences which guide bias or other influences of our behavior. It is the result of the combination of beliefs, feelings, evaluations etc. and is socially formed. It reflects stable mental conditions which are related toward an idea, object or a person (Caldwell 1996, Morgan 1981, and Hilgard 1957). Thus, basing on the research questions the findings were concluded as follows

- Most teachers and students showed positive attitude towards civics and ethical education. Teachers' showed their willing to continue teaching the subject even in the future. Half of students agree the inclusion of political contents in civic lessons, but majority of teachers and not small size of student respondents decided civics to be free from politics. It was clear that teachers obviously and consciously understand and recognized the importance of politics but they need it to do with out being included in civic and ethical lessons, for it could possibly create

political risk. But, the case of students seems to be an awareness problem.

- According to Ian Davies et al,(1999) and Berman (1997) there exists differences in perception of teachers and students about the notion of good citizenship. Some teachers and students were identified that for them being good citizenship means doing the “right thing” according to a formal list of values and behavior of the society. Some equated good citizenship with good person: being honest, trust worthy or good friend. Their notion of a good citizen according to Berman rarely had a social and political dimension. But some research reports (Gross, 1991; Davis, 1999 and Berman, 1997) found that students and teachers generally have a notion of non participatory and non governmental definition about good citizenship. Contrary, according to Donald Warner cited in Burnstyn (1996) good citizens; on American political responsibilities were informed participants. They seek evidence, analyze issues, devote time to civic duties, and demonstrate willingness to defer self and immediate interest to achieve common and long term welfare

MOE,(2002,P.7) states the character of good citizens as: those who possess the capacity and able to solve the problem of the society; those who can take care of and utilize resource wisely; trained in various skills by raising the private and social benefits; respect human rights and stand for the well being of people as well as for equality justice and peace; differentiate harmful practice from useful ones; who seek and stand for truth; appreciate the development and dissemination of science and technology. More over, Burstyne (1996) added that civic and ethical education not only serves the purpose of political socialization but also develop

the moral values. Therefore, civic and ethics is concerned all social political moral and ethical values of the society. But according to the finding, majority of teachers perceived good citizen character from moral point of view and students from political point of view. This could happen to be so, on the side of students because of the problem of understanding.

- The method of teaching is also very important factor for civic attitude and characteristic formation. The type of teaching method selected and employed by teachers has a considerable impact in preparing students to be participative citizen. Instead of using the old traditional teaching method teachers should alternatively try to use different student centered approach such as debate, dialogue, panel discussion, demonstration, and problem solving method, which particularly can serve the purpose of civics education. Thus, students' interest could be maintained and the positive attitude will be built. But these teaching methods were seemingly enough found to be deemphasized by majority of teachers in their civic classes and school practices used to teach civics syllabus were revealed as unsuitably employed.
- Interest of students in social and political participation may be eroded due to different factors. Students' attitude on participation usually depends on special circumstance of different areas and societies. However, as cited in (Dawit 2006, P.25) the major problems can be drawn as disclosed by different literature, (Davies et al, 1999; Wade 1997; Lickona et al, 1992: and Mortimer et al, 2002) grouped in to school related factors and non-school related factors. The study showed that students' involvement in social and political activities within and out-of school context found to be the least. As the respondents showed their opinion in

open ended questions, the reason for this failure was found to be lack of time, lack of chance, and opportunity to be involved, and lack of understanding and awareness problem.

- The aim of preparing young people to realize civic personality should not be the only task of the teacher. The schools, the family, the community and the government, have equal share and responsibility. More over, theories and principles learned in classrooms should be put in to practice. Thus, the laboratory is the community. Therefore, in a family where there was male chauvinism, in the school where there was undemocratic administration, in the society where there was unjust legal order, inequality, and corruption, one can not think of citizens positive attitude development. Therefore, the external school climate should be permissive to the effective development of civic character formation and behavior. Thus, the match between the theories learned in class and the reality outside the class should be harmonious.

5.3 Recommendation of the study:

Based on the findings to improve the level of attitude of teachers and students towards civic and ethical education, maintain their perception about character of good citizenship, to improve the teaching methods and students' socio-political participation the following recommendations were forwarded.

- ❖ To improve the level of attitude of students the school management, primarily needs to hold the vision of creating participatory environment first and then exercise in the school and in the community by involving students and teachers.
- ❖ Teachers should carefully identify, select, and organize teaching strategies by focusing on student center approach and learning

activities that could help their students to participate more and create conducive teaching learning environment which greatly contribute to the development of positive attitude formation towards the subject civics and ethical education.

- ❖ It is very essential to organize, practice and follow up co-curricular activities by preparing check-list because they can contribute to the development of students' behavior, attitude formation, critical thinking, reflection, and interest which is important to build characteristic of good citizen.
- ❖ It is advisable to involve students in panel discussion, debate, and dialogue on contemporary socio-political issues once in a week after class which are an essential practice in civics and ethical education training, for it helps to develop the characteristic behavior of democratic personality.
- ❖ It was found vital to school leadership to make relentless efforts to establish close relationship with political, community leaders, and parents to design programs and discuss on issues of how to improve student attitude and provision of civic education by arranging programs at parents' day. This may create common understanding concerning about the political dimension of civics education and can reduce the risks that teachers blame for and develop confidence to express their opinion which in turn may create suitable internal and external environment.

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Appendix A

Addis Ababa University Post graduate Program Department of Teachers Education and Curriculum Studies.

I: Questionnaire to be filled out by teachers.

A. Introduction

The questionnaire is set to collect information from grade-twelve students and teachers about their opinion and attitude towards the subject civic and ethical education. The information you give are very important to conduct a survey study and forward a constructive suggestions to the improvement of attitudinal change if there is any in the provision of the subject civic and ethical education.

Indicate your response about this basic information by writing "X" on the blank space provided. It is not necessary to write your names. I would like to thank in advance for your cooperation to fill the questionnaire, which may consume your voluble time.

B. Basic Information

Sex: Male _____ Female _____

Qualification: Diploma _____ Degree _____ MA. _____ Other, specify _____

Service Year: (1-5) _____ (6-10) _____ (11-15) _____ (above 16) _____

Subject you graduated: Major _____ Minor _____

Subject you are teaching know _____

Teaching load per week _____

C. Instruction

Five alternative rating scales follow each statement in the questionnaire. These five point scales are indicated by abbreviations as follows below. After reading each item you are supposed to respond your opinion by putting a thick mark (√) in one of the box given among.

SA = Strongly Agree

Ag = Agree

Un = Undecided

Dg = Disagree

SD = Strongly Disagree

I. These are possible suggestions to know the attitude and interest of teachers toward the subject civic and ethical education.

No	Items	SA Strongly Agree	Ag Agree	Un Undecided	Dg Disagree	SD Strongly I Disagree
1	<i>I like teaching civic more than any other subject</i>					
2	<i>I would like to continue teaching civic and ethics in the f</i>					
3	<i>If civic is made free from politics I would like to favor other subject.</i>					
4	<i>A civic teacher should never teach political issues in cla</i>					
5	<i>I don't trust lesson about constitution in civic becau politics</i>					
6	<i>I hate civic because the reality out side the class and the do not match.</i>					
7	<i>I have been assigned as civic teacher simply because of with out interest.</i>					

II. Which among the following imply the characteristics of good citizenship?

No	Items	SA Strongly agree	Ag Agree	Un Undecided	Dg Disagree	SD Strongly Disagree
1	<i>Accept power of authorities and put directly in to practice</i>					
2	<i>Strong morality and good ethical behavior.</i>					
3	<i>Good questioning ability to understand the reality.</i>					
4	<i>Knowledge of good understanding about government s function.</i>					
5	<i>A tolerant with the ability of resolving conflicts wise fully</i>					
6	<i>A good knowledge of world community and global respon</i>					
7	<i>One who understands the current political issue in t around the world.</i>					
8	<i>Concerned for others and believes in equality.</i>					
9	<i>Advocator of democratic principles.</i>					
10	<i>One who loves his country above all other countries</i>					

11	Active participant in any socio-political affair of the society					
12	One who respects the constitution of the country as it is.					
13	Accept civic responsibilities when given and discharge them					
14	He who is deeply concerned for his family.					

III. Which school practices are meant to materialize for good civic responsibility?

No	Item	SA Strongly	Ag Agree	Un Undecided	Dg Disagree	SD Strongly
1	Teaching about the constitution by providing individual class work activity					
2	Civic teaching by organizing and participating student service project					
3	Teaching the traditional history of the society through interactive method					
4	Arranging debate dialogue & panel discussion on social issues.					
5	Organizing lessons on cooperative learning activities through problem solving method					
6	Encouraging them to take part in local political activities and in group					
7	Involving students in decision making process by giving them to decide over controversial issues.					
8	Organizing clubs where students can practice and show their talents					

IV. Indicate whether the following are included in your regular civic instructional method or not.

No	Items	Always	Often	Some ti	Not At all
1	Providing ample individual activities and class-works				
2	Teaching through community service projects.				
3	Teaching by problem solving or inquiry method.				
4	Debating and dialoguing on sensitive political issues.				
5	Organizing lessons on cooperative learning activities.				
6	Teaching through home take assignments and group work				
7	Making them to decide through teachers led opinion.				
8	Encourage in civic participation through club activities				

V. Write possible reasons you think could make teachers and students dislike the subject civic and ethical education? -----

Vi. What strategies do you think should be devised at the school level to make the subject interesting? -----

Vii. What factors do you think affect the successful implementation of the subject at your school level? -----

Appendix B (Amharic)

በአዲስ አበባ ዩኒቨርሲቲ ድህረ-ምረቃ ፕሮግራም ሥነ-ትምህርት ኮሌጅ የካሪክለም ዲፓርትመንት።

ሰነድዎች የተዘጋጀ የጽሑፍ መጠይቅ።

ሀ/ መግቢያ:

ይህ የጽሑፍ መጠይቅ ብቁ ዜጎችን ከማፍራት አኳያ በመሰናዶ ሁለተኛ ደረጃ ትምህርት ቤቶች የሚሰጠው የሥነ-ዜጋና የሥነ-ምግባር ትምህርትን በተመለከተ በተለይም በጋሞጎፋ ዞን የሚገኙ የ12ኛ ክፍል ተማሪዎችና የመምህራን ዝንባሌዎችን ያህል እንደሆነ ለመገንዘብ የሚያስችል ዳሳሽ ጥናት ለማካሄድ ከፍተኛ ጠቀሚታ አለው። ስለዚህ መጠይቁን በመሙላት ትብብር እንድታደርጉልን በአካክብሮት እየጠየቅን ለሚታጠፉት ጊዜና ጉልበት በቅድሚያ ምስጋና እናቀርባለን።

ለ/መሠረታዊ መረጃዎች:

ከዚህ በታች የተመለከቱትን መረጃዎች ለመመለስ 'X' ምልክት በተሰጠው በጸ በታ ላይ ለማስቀመጥ መልስ(ሽ)።

ጾታ- ወንድ ሴት-

ዕድሜ- ከ(10-15) ከ(15-20) ከ(21 ዓመት በላይ)

የት/መስጫ ሳይንስ ሶሻል ሳይንስ

ሐ/ ማስተወሻ:

በእያንዳንዱ መጠይቅ ግርጌ ለመልስ የተዘጋጀና ዝንባሌአችሁን የሚትገልጹበት ዓረፍተ-ነገሮች ተዘጋጅተዋል። ለእያንዳንዱ ዓረፍተ-ነገር በተሰጡ የመልስ አማራጮች ዙሪያ ሀሳብዎን ከተዘጋጀት ክፍት ሣጥኖች በአንዱ ላይ ብቻ '√' ምልክት በመጻፍ አመልክቱ።

II. ከሚከተሉት የዝንግሌ አንደኛዎቻቸው በየትኛው ትስግሳህ/ዝ

ተ. ቁ.	ታሳቢ የዝንግሌ አንደኛዎቻቸው::	እስግግላሁ	መወሰን አልቻልኩም	አሌሁም
1	ለትምህርቱ ከፍተኛ ፍቅርና ዝንግሌ አለኝ::			
2	የመምህራን ጥሩ ምሳሌ መሆን ት/ቱን እንዲወድ አድርጎኛል			
3	ትምህርቱ የፖለቲካ ይዘት ስለአለው አልፈቅደውም			
4	በክፍል ውስጥ ስለፖለቲካ ማንሳትና መማር በፍጹም ተገቢ አይመስለኝም ሂደቱም			
5	ለትምህርቱ ያለኝ ጥሩ ዝንግሌና ፍቅር ከክፍል ወጭ የማይወድ የዲሞክራሲ መርሆች ትክክለኛ ትግበራ ስለሚያስደስተኝ ነው::			
6	ትምህርቱ ዜጎች የአንድ ፖለቲካ ፓርቲ ደጋፊ እንዲሆኑ ታቅዶ የሚለጥ ትምህርት ስለሆነ ጠቀሜታዊ አይታየኝም::			
7	የት/ት አሰጣጡ ዜጌ አባታፊና አዝናኝ በመሆኑ ከሌሎች ትምህርቶች ሁሉ ሁልጊዜ በ.			

III. ብቁ የሆነዬጋ ሊኖሩት ከሚገባ መሰረቶች የትኞች መሆን እንደሌላቸው አመልክት

ተ. ቁ.	የብቁ ዜጋ መሰረቶች	በሆኖ	ሊኖራቸው	አይኖሩም	ሆኖ	ሊኖራቸው	አይኖሩም
1	የአገሩን ሕገመንግስት የሚያከብር						
2	አገሩን ከሌሎች አገሮች አብልጦ የሚወድ						
3	ለዲሞክራሲ መሪዎች ተገዢ የሆነ						
4	ለሰው ልጅ እኩልነትና ደህንነት የሚቆረቆር						
5	የወቅቱን የፖለቲካ አዝማሚያ የሚያወቅ						
6	ትዕግስተኛና ልዩነቶችን የማቻልና የማስታረቅ ችሎታ ያለው						
7	በሰ መንግስት አወቃቀርና አሠራር ገንዘብ ያለው						
8	አገሩን ነገር ጠይቆ ጠገቅቆ የመረዳት ችሎታ ያለው						
9	የሰላይ ጋራውን መመሪያና ትዕዛዝ ሁሉ በትግትና ተቀባይ የሚከወን						
10	በየትኛውም የፖለቲካና ማህበራዊ አይወት ውስጥ በፍላጎቱ ገብቶ የሚሳተፍ						

ዚህ ማህበራዊ ተግባራዊ ድጋፍ እንዲሰጥ ወይም የተሳተፈ መወገድን አመልክቶ

ተ. ቁ.	ሀ/ ማህበራዊ ተግባራዊ ድጋፍ	ገቢ ጊዜ	ሰላምተኛነት	አገልግሎት	አገልግሎት	አገልግሎት	አገልግሎት	አገልግሎት
1	የደብዳቤና አረጋግጫ ስለ መጠገን መንከባከብ							
2	በተለያዩ የትምህርት ክፍሎች ውስጥ መሳተፍ							
3	ኤች.አይ.ቪ ኤድስን ጎበኝተው እንዲገነዘቡ በማድረግ ሥራ ተግባራዊ							
4	ማይምገትን በማጥፋት በሚደረገው የመሠረተ ትምህርት ዘመቻ ተግባር							
5	በአካባቢው የደን ቃጠሎ መከላከልና የአሳት ማጥፋት ሥራ ተግባር ላይ							
6	ወደቀውና ጠፍተው የሚገኙ ንብረቶችን ለገቢ ለቤታቸው በመመለስ ረገድ							
7	በቤተ-መጽሐፍ ነጻ አገልግሎት መስጠትና እገዛ ማድረግ							
8	በየትኛውም ማህበራዊ አገልግሎት ተረፎ የመጠገን ማስጠበቅ							
9	የትምህርትን ደንበኞች አዘወትሮ መልሰስ							
10	የአካባቢ ቆይታ ለማስጠበቅ በማቃጠል ሥራ							

ተ. ቁ.	ሀ/ ፖሊቲካዊ ድጋፍ	ገቢ ጊዜ	ሰላምተኛነት	አገልግሎት	አገልግሎት	አገልግሎት	አገልግሎት	አገልግሎት
1	በክልልና ወረዳ ተወካዮች ምርጫ ድምፅ አሰጣጥ							
2	በትምህርት የተማሪ መማከር ትኩረት ምርጫ							
3	በልዩልዩላማዊ ሠልፎች መሠተፍና ማስተጋባር							
4	በምርጫ ሥራ ወቅት ጎ/ሰቡን ዘልቆ በመቀሰቀስ							

5	በአካባቢ ሰላም አስከባሪነት ሥራና አገልግሎት					
6	በሕዝባዊ ስብሰባዎች መሳተፍና ሀሳብ መስጠት					
7	የሌሎች መብት በሚነካበት ጊዜ መታገል መቃወም					
8	ወንጀለኞችን ለፖሊስ በመጠቀምና በመከላከል					
9	ሀብት ሲበዘበዝና ሲባክን መሲናን በመዋጋት					
10	የት/ቤት ደንብና ሕግ ሲወጣ ሀሳብ በመስጠት					
	<i>ሐ/ በት/ቤት ሥርዓት ተሳትፎዎች</i>					
11	የት/ት ቤቱን ሰዓት ማክበር (አለማርፈድ)					
12	አስተማሪን እንደ ሙያ አባት ማየት ማክበር					
13	የት/ቤቱን ሕጎችና ደንቦች ማወቅና መተግበር					
14	የተቀደዱ መጽሐፍትን መጠገን አለማቆሽሽ					
15	የጥናት ሰዓት በፕሮግራም መጠቀም					
16	በቡድን መጣላትና ክፍል መረበሽ					
17	ሌት ተማሪዎችን መተንተኑና ማስተገር					
18	በባንድራ ሥ/ሥርዓት መገኘትና መዘመር					
19	በክፍል የተሠባሩ ደስኮችን መጠገንና ማደስ					
20	በፈተና ጊዜ ማታሰል መሰረቅና መኮረጅ					

መ/ በፖለቲካ እንቅስቃሴ ያለህ ተሳትፎ ዝቅተኛ ነዉን? ለምን? _____

ሠ/ በማህበራዊ ተሳትፎ ዝቅተኛ ነዉን? ለምን? _____

ረ/ በት/ቤት ሥርዓት ያለህ ተሳትፎ ዝቅተኛ ነዉን? ለምን? _____

Appendix C

Addis Ababa University Post graduate Program

Department of Teachers Education and Curriculum Studies

Interview Questions Prepared for Civic and Ethical Education Teachers.

1. *What do you suggest about the attitude of teachers and students towards the subject civic and ethical education in your school?*
2. *How do civic teachers are assigned to teach the subject in the school?*
3. *How do you evaluate the contents of the subject in light of developing the behavior of good citizenship?*
4. *Do you think that all teachers in general and civic teachers in particular could be models for good citizenship?*
5. *Which contents from the lesson do you suggest to be eliminated and what should be added to make it effective in developing good citizenship?*
6. *Do you think that as the result of the provision of the subject in your school students quality of good citizenship developed? If yes, how? If not, why?*
7. *What social and political activities you think should teachers and students in your school expected to involve? And how?*
8. *What major hindering factors (both in and out of school) challenging you in the provision of the subject? And how should these factors be mitigated?*
9. *Do grade-twelve students actively participate in school affairs like civic clubs and mini-media to promote their civic virtue? How many students involved?*
10. *What teaching method do you often use other than plasma instruction?*

Appendix F

**Addis Ababa University Post graduate Program
Department of Teachers Education and Curriculum
Studies**

II	Documents analyzed	Remarks	
	A/ Grade twelve students' achievement test result.(1 st semester)	Yes	No
	<i>Are there many failure reported in civics (failures above 50%)</i>		
	B/ Clubs and co-curricular programs.	Yes	No
	<i>Are there action plans and programs for clubs</i>		
	<i>Are there regular meeting time schedule for each club?</i>		
	<i>Are there reports on activities submitted to the office?</i>		
	<i>Is there Anti-aids club functioning in the school?</i>		
	<i>Is there civic and ethical education club in the school?</i>		
	<i>Is there Mini-media club functioning in the school?</i>		
	<i>Is there sports club in the school?</i>	Yes	No
	<i>Is there functional student council body in the school?</i>		
	C/ Community service projects	Yes	No
	<i>Are there projects designed for community service learning?</i>		

Appendix 'G'

የተማሪዎች ወጤት መከታተያ ቅጽ

የት/ቤተ ገሎም - ሣህረ 25 ደርጅ ልዩ ልዩ ት/ቤተ

ሴንትራል I

የክፍል ደረጃው 12 ደ

ተ. ቁ	የትም/ዓይነት	ሴክሽን	ከ0-49			ከ50-74			ከ75-100			የተማሪዎች ብዛት			ምርመራ
			ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	
	ሲቪክ	12A	-	-	-	13	6	19	52	5	57	65	11	76	
		12B	-	-	-	3	3	6	37	14	51	40	17	57	
	ድምር					19	9	28	89	19	108	105	28	133	

ሀ. በዲፓርትመንቱ ተጠሪ የተማሪዎችን ወጤት ካለፈው የት/ዘመን ጋር በማነጻጸር የተሰጠ አስተያየት

ለ. ያጋጠሙ ችግሮች

ሐ. የተሰጠ መፍትሄ

የመምህሩ ስም Ammanuel Alew Latso /ዲሬክተር/ ስም Ammanuel Alew Latso
 ፊርማ [Signature] /ፊርማ/ [Signature]
 ቀን 1/8/20 /ቀን/ [Signature]



የተማሪዎች የተሰጡ ውጤት መከታተያ ቅጽ

የት/ቤቱ ስም ሙንጉሪ ዲ. ዲ. ዲ. ማህ. ቤት የተሰጡ ውጤት የተመዘገበት ዘመን 2001
 ሴንትራል I የክፍል ደረጃው 12

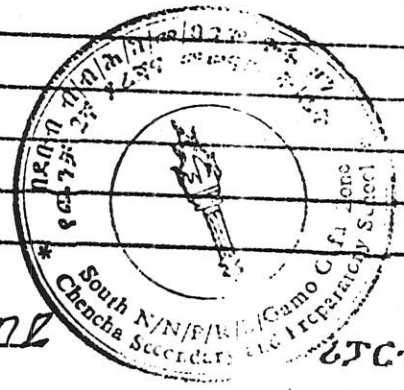
ተ.ቁ	የትም/ዓይነት	ሴክሽን	ከ0-49			ከ50-74			ከ75-100			ጠቅላላ የተማሪዎች ብዛት			ምርመራ
			ወ	ሴ	ደ	ወ	ሴ	ደ	ወ	ሴ	ደ	ወ	ሴ	ደ	
	ገላገ-16-25 ገላገ-ምግግሮ	A	1	1	2	28	4	32	18	1	19	47	6	53	
		B	-	-	-	9	1	10	37	7	44	46	8	54	
		C	2	-	2	27	9	36	15	2	17	44	11	55	

ሀ. በዲፓርትመንቱ ተጠሪው የተማሪዎችን ውጤት ካለፈው የት/ዘመን ጋር በማነፃፀር የተሰጠ አስተያየት

ለ. የጋጠሙ ችግሮች

ሐ. የተሰጠ መፍትሄዎች

መ. ተጨማሪ አስተያየቶች ካሉ



የመምህሩ ስም ሙንጉሪ ዲ. ዲ. ዲ. ማህ. ቤት
 ፊርማ [Signature]
 ቀን 5-6-2001

የዲፓርትመንቱ ተጠሪው ኃላፊ ስም አያሌው አበራ ተ/ገደረክ
 ፊርማ [Signature]
 ቀን [Blank]