

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

Department of Curriculum and teachers Professional  
Development Studies

**Factors Affecting the History Performance of Grade Nine  
Students in West Shewa Zone of Oromia Regional State**

By

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## TABLE OF CONTENTS

Page

Acknowledgement.....	I
Table of Contents.....	II
List of Tables.....	III
Acronyms.....	IV
Abstract.....	V
<b>CHAPTER ONE:INTRODUCTION.....</b>	<b>1</b>
<b>1.1 Background of the Study.....</b>	<b>1</b>
1.2 Statement of the Problem.....	3
1.3 Objective of the Study.....	4
1.4 Basic Research Questions.....	5
1.5 Significance of the Study .....	5
1.6 Delimitation of the Study.....	7
1.7 Limitation of the study .....	7
1.8 Organization of the Study.....	7
1.9 Definition of Key Terms.....	7
<b>CHAPTER TWO: REVIEW OF THE RELATED</b>	
<b>LITERATURE.....</b>	<b>9</b>
2.1 Aims and Values of Learning History.....	9
2.2 The Beginning of Secondary Education and	
History Subject in Ethiopia: A Brief Overview.....	10
2.3 School Related Factors That Affect Students'	
Academic Performance.....	12
2.3.1 Curriculum Related Factors.....	12
2.3.2 Teachers' Related Factors.....	14
2.3.2.1 Teachers Qualification.....	14
2.3.2.2 Teachers Professional Experience and	
Attitude towards their Profession.....	16

2.3.3 The Teaching Learning Process.....	17
2.3.3.1 Preparation and Utilization of Lesson Plans.....	18
2.3.3.2 The Teaching Process.....	19
2.3.3.2.1 Methods of Teaching History.....	20
2.3.3.2.2 Utilization of Teaching Aids.....	22
2.3.3.2.3 Techniques of Assessment.....	29
2.3.4 Language of instruction and Instructional Resources.....	24
2.3.4.1 Language of Instruction.....	24
2.3.4.2 Instructional Resources.....	27
2.3.4.2.1 Class Size.....	29
2.3.5 Students' Characteristics.....	31
2.3.5.1 Students Attitude towards Learning History.....	31
2.3.5.2 Students Classroom Behavior.....	32
2.3.6 Guidance and Counseling.....	32
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....</b>	<b>35</b>
3.1 Design of the Study.....	35
3.2 Sources of Data: Primary and Secondary Sources.....	35
3.3 Research Setting.....	35
3.4 Sample population and Sampling Technique.....	36
3.5 Data Gathering Instruments.....	38
3.5.1 Questionnaires .....	38
3.5.2 Classroom Observation Rating Scale.....	39
3.5.3. Teacher Made performance Test.....	40
3.6 Pilot Test.....	41
3.7. Data Analysis.....	42

## CHAPTER FOUR: ANALYSIS AND INTERPRETATION

<b>OF DATA.....</b>	<b>43</b>
4.1 General Characteristics Respondents.....	43
4.1.1 Respondents Characteristics.....	43
4.2 Analyses and Interpretation of Students History	
Performance Test Score.....	46
4.2.1 History Mean Score of Students.....	46
4.3 School Related Factors that Influence History	
Performance of Students.....	48
4.3.1 Curriculum Related Factors.....	49
4.3.2 Teachers Related Factors.....	51
4.3.2.1 Teachers Qualification, Professional Experience	
and Teachers Area of Specialization.....	51
4.3.2.2. Teachers Attitude towards History.....	55
4.3.3 The Teaching Learning Process.....	57
4.3.3.1 Instructional Planning.....	57
4.3.3.2 Methods of Teaching History.....	58
4.3.3.3 Utilization of Teaching Aids by history Teachers.....	60
4.3.3.3.1 Summary of Classroom Observation.....	62
4.3.3.3.1.1 Teachers Activity.....	62
4.3.3.3.1.2 Students Activity.....	64
4.3.3.4 Assessment Technique and Its Utilization.....	65
4.3.3.4.1 Assessment Technique.....	65
4.3.3.4.2 Frequency of Assessment.....	66
4.3.4 Language of Instructing and Instructional Resources.....	67
4.3.4.1 Language of Instruction.....	67
4.3.4.2 Instructional Resources.....	69
4.3.4.2.1 Availability of Instructional Materials.....	70
4.3.4.2.2 Library Facilities.....	71

4.3.4.2.3 Class Size.....	72
4.3.5 Students Characteristics.....	74
4.3.5.1 Students Attitude Towards Learning History.....	74
4.3.5.2 Students Classroom Behavior.....	75
4.3.6 Guidance and Counseling.....	76
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND</b>	
<b>RECOMMANDATIONS.....</b>	<b>78</b>
5.1 SUMMARRY.....	78
5.2 CONCLUSIONS.....	80
5.3 RECOMMANDATIONS .....	81
REFERENCES.....	85
APENDIXES	

## LIST OF TABLES

PAGE

Table 3.1 Total number of grade nine students in sample Schools and sample students in each school.....	37
Table 4.1 Number of Respondents.....	43
Table 4.2 Characteristics of Respondents.....	44
Table 4.3 Performance of Students across the School.....	47
Table 4.4 Views Regarding the Appropriateness of History Topics and its Impact on Students' Performance.....	49
Table 4.4 Views Regarding the Relevance of History Topics and Its Impact on Students Performance.....	50
Table 4.6 Level of Academic Qualification, Year of Service and Area of Specialization of History Teachers.....	52
Table 4.7 Channels of Continues Professional Development of Teachers.....	54
Table 4.8 Pedagogical meeting of History Teachers by Department Heads.....	55
Table 4.9 Provision of Supervision to History Teachers.....	56
Table 4.10 Teachers Attitude towards History and its Impact on Students Performance.....	57
Table 4.11 Utilization of Different Teaching Methods suggested in the Syllabus.....	59
Table 4.12 Frequency of the Utilization of Different Teaching Methods suggested in the Syllabus.....	60
Table 4.13 Utilization of Teaching Aids by History Teachers.....	62
Table 4.14 Teachers Activity in the Teaching-Learning Process (Classroom Observation).....	64
Table 4.15 Students Activity in the Teaching-Learning Process (Classroom Observation).....	66
Table 4.16 Assessment Technique used by History Teachers.....	67
Table 4.17 Frequency of Assessment Conducted by History Teachers.....	68
Table 4.18 Views on the Language of Instruction (English).....	70
Table 4.19 Availability of History Instructional Materials.....	72
Table 4.20 The Impact of Class Size on the Students Academic Performance.....	75
Table 4.21 Students Attitude towards History.....	77
Table 4.22 Students Classroom behavior.....	78
Table 4.23 Availability and Impact of Guidance and Counseling.....	79

## ACRONYMS

MOE - Ministry of Education

ORSEB - Oromia Regional State Education Bureau

TCDR - Institute of Curriculum Development and Research

TGE - Transitional Government of Ethiopia

## Abstract

*Education is a vital one for social, cultural and economic development of a society. It is a very important instrument in the creation of a modern economy. In secondary school, History is given as a separate subject which is important like other subjects which play an important role in training pupil to become accurate in comprehension and expression to weigh evidence, to separate the trivial from significant, to distinguish propaganda from truth.*

*However, the students' performance in history is influenced by the complex set of out of school and in school related factors. The purpose of this study was, therefore, to investigate the school related factors that affect students' history performance and to forward the finding with possible recommendations to concerned stakeholders so that they would take measures in improving at various levels.*

*A descriptive survey method was employed. The sample consisted of 500 students, 12 history teachers, five school principals and five history department heads drawn from five sample secondary schools in West Shewa Zone. Regarding the respondents, students from each sample school were selected using stratified random sampling. But the principals, history teachers and history department heads were taken using available sampling. To gather the necessary data questionnaire (open and closed ended) and observation were the main instruments employed. The information gathered through these instrument were analyzed in percentage.*

*The major findings of the study includes: the content in the syllabus are not accomplished in a given academic year due to inappropriate allotment of time for the subject to teach. For various reasons, history performance of students is generally low (their score is below 50% in history performance) with significant variations across the school and gender.*

*The level of teachers' qualification and teaching experience particularly those who do not have specialization in history were not adequate to teach history at the grade level. The majority of teachers who were teaching history at the grade level were diploma holders in history. School instructional resources (library service and history reference book) were inadequate. Overcrowded nature of the classroom was also another finding. The poor ability of the students in the language of instruction is also the major factor, which affects students' history performance. Students' readiness for learning history which is explained through students' attitude and behavior were inappropriate. The sample schools were with out professional guidance and counselor as a result of these students of the sample schools could not get necessary assistance on academic and social problems.*

*Based on the finding and conclusion, recommendations are made to the existing problems. Accordingly: The time allotted to teach history have to be revised to add on it, devising mechanism to improve the quality of history teachers, encouraging private investors to open private secondary schools, improving methods of teaching English at primary as well as secondary school, encouraging students to improve English language ability, employing different methods of teaching history and others which are assumed to solve the identified problems were recommended.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education has long been defined as a vital tool for economic, social and political development. That is why, as stated by Tekeste (1990) education is considered as an important instrument, which holds the key to social, economical and political development. There is ample evidence in support of the proposition that education has positive contribution to economic growth social development and the improvement of individual welfare (World Bank, 1990). This, in turn, has increased governmental concern for more educational opportunity for learners (Farrel and Heyneman, 1989).

As Pierson (1989) generalized from the world perspective, the fundamental aim of education in contemporary society emanate from three basic concerns of governments and the public. The first is that education is accepted as a basic human right, which should be accessible to all citizens irrespective of natural and social differences among people. Second, schools are expected to develop the cognitive and none cognitive potentials of pupils to the extent society can offer. Finally, schools are called to contribute to national economy by preparing students for participation in civic and production activities. According to Holmes sited in MOE(1982) these ideas find expression in the way educational institutions are structured, aims are formulated, curricula are planned and implemented, and children are admitted to or selected for the various stage in the educational structure

Secondary education is thus one aspect of the educational system of different nations, which provides schooling for young adolescents in which they would study different subjects. According to Pierson (1989) the over all-purpose of secondary education is assumed to be the guidance of the adolescent in the achievement of an intellectual and adjustment to his environment. This statement implies that secondary education enables younger people to develop their awareness and knowledge related to cultural, ethical, social, political and economical aspect of their environment, in which these young people

live. Gross, in Smith (1988) lists seven purposes of that modern secondary schools have serve. They are personal competence and development, family cohesiveness, skilled decision-making, moral responsibility and ethical action, civic interest and participation; aspects for the environment; and global human concern. For the achievement of this purpose different disciplines or subjects were introduced to secondary school. Among these subjects, History is one, which plays its part in the achievement of the above purpose of secondary school. History began to be given as a separate subject at secondary education, which teaches about the past. Teaching about the past is one of the common elements found in the education of all countries (Jeffery, 1954).

In the realm of intellectual discipline, the study of History can train pupil to become accurate in comprehension and expression, to weigh evidence, to separate the trivial from significant, to distinguish propaganda from truth. It provides for the pupil certain opportunities of intellectual discipline by way of reading widely and with discrimination, by estimating the important of the forces of work on critical movement in the history of human being (Crookal, 1960). History also can give a sound training in the recognition of cause and effect in political and economical aspects. According to Geremew (2002) historical study is a source of inspiration for it holds up us the tradition and glory, the clashing passions and heroic exploits of past generation. Therefore, for the achievement of this objective, the study of history and other subjects in secondary school inevitable important. But the teaching and learning of different subjects can be influenced by out of school and in- school related factors, which affect students' academic performance.

Research conducted elsewhere in the world pointed out that the in school and out of school related factors affect academic performance of students. Failure to recognize and realize these factors ultimately would result in poor academic performance. That is why one may say that if factors in any way related to the academic performance of students are not identified and give appropriate attention the performance of students unlikely to be effective as desired and intended (John et al, 1993). Out of school factors (pupil personal characteristics and pupils home background) are generally established as superior to in-school factors in explaining students performance in developed countries (Good and Brophy, 1986).

However, in developing countries the socio-economic and cultural status of students is much less influential on students' performance than in the developed countries. In other words, school related factors play an important role and explain a higher proportion of the variance observed in students academic performance (Fuller and Clarck,1994).Therefore, the investigation intended to examine, to what extent the aforementioned school related factors affect students academic performance.

## **1.2 Statement of the Problem**

General secondary education serves dual purpose. On one hand, it produces middle level work force that is needed in deferent sectors of economy. On the other hand, it serves as basis for preparatory level, which is the level where students learn the courses, which prepare them to enter higher education, which enables the production of high level human power. To these end different disciplines or subjects were introduced to secondary schools to be thought. Among this history is one, which plays an important role in training pupils to become accurate in comprehension and expression, to separate the trivial from significant and to distinguish propaganda from truth (Crookal, 1960). This could be achieved if the teaching learning process is conducted effectively & efficiently and the education provided at this level is of a reasonable quality.

The participation of students has increased since the introduction of the New Education and Training Policy of 1994. In West Shewa Zone the primary school students increased from 89742 in 1994/95 to 326,118 in 2005/06 ( OEB,2006) and at the same time the number of primary schools were increased from 127 in 1994/95 to 452 in 2005/06. During the same years, the number of secondary school students increased from 8384 in 1994/95 to 25,348 in 2005/06. The number of secondary schools rose only from 11 to 19 during the same years. This means that while the number of secondary school students increased more than two times the number of secondary school increased less than two times from years of 1994/95 to 2005/06. Although the quantitative progress has been made, the teaching-learning process being offered for any subject is not to the level desired ( MOE, 2004).Yohannes (2005) stated that in oromia regional state, even though, the participation rate of secondary school students increased from time to time, the

quality of education and its out come was not as expected. Besides, the researcher served in the zone for fifteen-years and have realized that history performance of grade nine students was low. This implies that there are factors which affect the effectiveness of teaching-learning process in general and students' history performance in particular. Therefore, purpose of this study is to identify the factors that affect grade nine students history performance in West Shewa Zone. The study also intended to find alternative solution for the identified problems.

### **1.3 Objective of the Study**

The general aim of this study is to examine the extent to which school related variables are affecting history performance of students of grade nine in West Showa Zone; the objectives of the study is to:

1. Identify the influence of history curriculum on students' performance in history.
2. Investigate the relationship between pupils' performance in history and the quality of teaching force.
3. Assess the relationship between the students performance in history with instructional resources of the school.
4. Examine the relationship between instructional language proficiency and history performance of students.
5. Explore the relationship between students performance in history and students readiness for learning at the classroom
6. Identify the relationship between pupils performance in history with teaching learning process.
7. Assess the availability of professional guidance and counsellor in school and its influence on students' performance in history.

## **1.4 Basic Research Questions**

In line with the objectives of the study, the following basic questions were raised to be investigated in the current study.

1. How do schoolteachers view the relevance, appropriateness and coverage of the curriculum of the grade level?
2. Do variations in the quality of teaching forces particularly teachers' qualification, teachers' professional experience and teachers' attitude affect students' history performance?
3. Do the teaching learning process mainly quality of instructional planning, effectiveness of teaching methods, teaching aids and assessment mechanisms have influence on students' history performance?
4. Do availability and quality of instructional resources (class size, availability and quality of school library, availability of materials specifically textbooks, reference materials and teaching aids) have influence on students' history performance?
5. What is the impact of the medium of instruction and students characteristics (Attitude and behaviour) on their performance in history?
6. Are there professional guidance and counsellor in the school? To what extent do they assist the students to improve their learning outcomes?

## **1.5 Significance of the Study**

The study would be of great practical significant to curriculum designers, history teachers, school principals, teacher-training universities and researchers in the following ways.

Firstly, curriculum work is a dynamic process, which requires continuous change and improvement with the changing world. The entire curriculum materials implemented should be reviewed and improved periodically. Hence, the study shows the extent to which curricular objectives are being attained. Furthermore, it would show the major problems faced while implementing the newly designed curriculum materials for secondary schools especially for history courses. Hence, the study is useful for history curriculum developers in indicating the major school related factors that impede the proper implementation of the planned history topics for the grade under study.

Secondly, the study comes up with a list of history teacher qualification and classroom behaviour variables, which are variously correlated, to pupils' history performance in the grade level. The results may be of great practical significance for faculties/college of education, which deals with teachers' education particularly for appraising their pre service-training program. In addition to this, the study identifies the gap between the actual level of performance of the teachers and the intended or expected level of performance in history. This would be useful for secondary school principals and other educational administrative to design continuous professional development of teachers through in-service programs.

Thirdly, the study could be of some help to history teachers, secondary school principals, woreda education offices, Regional Education Bureau and parents to be informed about the relative impact of various school related factors on the students' performance so as to take corrective measures whenever possible.

Fourthly, the procedure followed in this study would also assist other researchers who may be interested in related studies at different levels and on different subjects in the educational system of Ethiopia.

## **1.6 Delimitation of the Study**

It is useful to assess, the factors that affect students' academic performance in different part of the country, because the most reliable and valid information may be found, if the research study includes a country context than specific one. However, to make it manageable, the study is limited to examining the factors that can affect students' academic performance in the first grade (grade 9) of the first cycle of secondary school in West Showa Zone.

The problems associated with the students' academic performance in history, are deep and wide in their very nature. Academic performance is related to out of school related factors (family background, parental expectation, etc.) and in school related factors. However, it is difficult to deal with all the factors exhaustively in this study. Therefore, to

make the problem manageable size, the study focuses only on the school related factors (Teacher, Curriculum, Students, Language of instruction, Instructional resources, etc).

### **1.7 Limitation of the study**

Besides using the questionnaire to collect valuable information classroom observations were vital in order to evaluate the desired classroom teaching competencies. In this study, however, each sample teacher was observed only two times in his classroom. Due to time factor, it was not possible for the researcher to have some more observations sessions.

A second limitation of this study is that the study is conducted only on one administrative zone, conclusion deduced from such a narrow context and recommendations provided may not serve the case of all schools through out the region or the country. In spite of these, however, the researcher attempted to make the study as complete as possible.

### **1.8 Organization of the Study**

The study is organized and divided in five chapters. The first chapter gives a general idea on the background of the study, statement of the problem, objectives of the study, significant of the study, delimitation of the study an, limitation of the study and definition of key terms. The second chapter presents the review of the related literature. The third chapter deals with the research design and methodology. The fourth chapter treats the analysis and interpretation of data. Finally, the fifth chapter is concerned with the summary, conclusion and recommendation.

### **1.9 Definition of Key Terms**

**Curriculum:** Refers to the bodies of knowledge which are classified, recorded and documented and transmitted to the young (Cschwab, 1974)

**Class-size:** Refers to the number of students enrolled in a specific class under the direction of a specific teacher (Deighton, 1971)

**Factors:** Refers to a cause or determinant that underlies and influences the performance of students (Good, 1973)

**History:** refers to one of the subject/discipline began to be given as a separate subject starting from grade nine in Ethiopia.

**Overcrowded classroom:** Refers to the classrooms in which more than the average numbers of students are assigned. In Ethiopia, the average number of students in a classroom of secondary education (9-12) is 40 (MOE, 1995)

**performance:** This refers to the actual accomplishment as distinguished from potential ability (Good, 1974).

**Syllabus:** It is considered or statement of the main points of a course of study that include; goals, contents, time allocation, instructional procedure, evaluation mechanism etc. that guides teachers' activity (Good, 1973)

**Qualified Teacher:** Refers to teachers who have at least BA/BSc degree.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Aims and Values of Learning History**

Regarding the nature of history, there must be some discussion of what history is and why we study it. Carr (1996:30) defined history as "the subject that studies major changes continuities in the course of time, in the political, economical and social fields of life of past human society." In addition, the same author went on saying, history studies the interaction between human beings with the natural environment through the passage of time.

In line with this, Marwick (1993) stated that history can encompass almost every aspects of the human past and inherently involves a wide range of intellectual and imaginative activities. Hence, because of the vastness of its nature, different historians view the meaning of history differently. Consequently, we do not have a universally accepted definition for the term "history".

With this in mind, the importance of a certain discipline as a school subject is determined by the extent to which its distinctive contribution in meeting some educational purposes and its values can be assessed. History as a subject for the general instruction of children and youth in western world is a matter of recent origin. With this regard, Cartwright (1971:424) points, "Although history has been written since ancient times for the education of princes and priest, not until the sixteen century was history taught more widely. By the sixteen century, instruction in history was widely advocated, textbooks were being written." Since then justifying, the place of history in terms of its purpose and values has become the main preoccupation of the concerned authorities.

So much had been said and written about the value of learning history. There are so many scholars like Brown (1996), Stearns (1993) and Gies (1996), who see history as an essential school subject and have tried to justify the place of history in school curriculum. Among others, Stearns (1993:52) states as:

*Our society's most pressing problems are rooted in history. Knowing of history is essential if we are to avoid the mistakes of the past...Students with out understanding of history lack an essential component of citizenship and a global understanding. Knowing of the past is our best guide in making decision that will determine our future.*

In the same vain, history is said to have numerous purpose, which are beneficial both to the society and the students. Different scholars have listed many purposes down. The following among others are the most frequently mentioned in different literature:

1. History teaches many useful skills-information gathering, problem solving, the public presentation of arguments and assessments. But that should be the broader objectives of discovering how we were and how we got to where we are (Marwick, 1993).
2. History is a subject that insist on the critical evaluation of evidence...and encourage the analysis of problems and the communication of ideas not only contributes the pupils' general education but develops skills and perceptions that increase the employability of young people (Stearns, 1993)
3. As a discipline, history is a unique process of enquiry, which every one should experience (Carr, 1996)
4. The conceptual knowledge inquiry process and communication skills that young people develop through the study of history are vital tools in their lives as national and global citizens (Stearns,1993)
5. It is only through knowledge of its history that a society can have knowledge of itself (Marwick, 1993).

## **2.2 The Beginning of Secondary Education and History Subject in Ethiopia: A Brief Overview.**

In Ethiopia, secondary education began in 1943 when the first secondary school Haile Sellasie I Secondary School, Now Kotebe College of Teacher education) was established. Ever since secondary education under the auspices of the ministry of education, has continued to expand (Ma'aza, 1966). Even though, secondary education commenced in 1943,the system was not immediately followed by a standardized curriculum. School subjects used to be chosen by the teaching staff of each school. As a result, there was variation in selection of school subject was highly determined by the nationalities, knowledge and experiential background of the teaching staff (Ibid).

The first attempt at unifying curricular offerings came just in 1949. In that year the board of education of the Ministry of Education approved and issued a secondary school curriculum of four year (9 to 12) duration based on the requirements of the General School Certificate of Education (GCE) (Ma'aza cited in Abebe, 1992). As an academic subject and as part of the requirements of the GCE, history was one of the components of this curriculum.

As has been shown in the preceding section, history as a disciplined academic activity and body of knowledge begins at the beginning of the sixteen-century in European schools. But, in Ethiopia's secondary education, as a school subject, history began to be offered in 1943 (Abebe, 1992). Nevertheless, the syllabus has been subjected to several revisions from its introduction until recently. During these years, problems in the teaching learning process of history were identified and some improvements were made (Ibid). The syllabus was also criticized for being irrelevant to the educational system of Ethiopia because the successive governments in the country used history as a vehicle to inculcate their ideology (Tekeste, 1990).

With this in mind, until recent times, the history syllabus of Ethiopian secondary schools did not largely treat the history of our country. During the imperial era, based on the western orientation, the history syllabus of secondary schools had a Euro-centric (MOE, 1949). In addition, history during this period was dominated by "solomonic" legend. The story of Queen Sheba was a cardinal element of that legitimacy. History was taught to glorify the deeds of the kings, and writers and teachers were either foreigners or priests, who seemed to sign the praise of the kings (Bahiru, 2000).

The same is true even after the outbreak of 1974 Ethiopian revolution that magnified the importance of history by proclaiming an emphasis on socialist ideals. During this regime, history was considered as the main instrument to raise the national consciousness of the youth. The government had a motto of Marxism (Ibid). In support, Tekeste (1990:67) stated that, "The history curriculum pays too little attention to Ethiopia and Ethiopian

worldview. The curriculum pays more attention to European and American history than the curriculum of any developed state."

Nowadays the new education and training policy of 1994 had a bearing on the history syllabus of Ethiopian secondary schools i.e. it gave more coverage and making Ethiopian history for focal point of the countries. Therefore, it is at the secondary level, beginning from grade nine, history began to be offered separately as a single discipline. According to the New Education and Training Policy of 1994, some of the principal purpose of providing history for young Ethiopian in secondary school is to enable them:

- Develop basic knowledge and understanding of the historical evolution of Ethiopian society, with in the context of Africa and world history.
- Develop the basic knowledge of historical and cultural heritage and the necessary awareness to protect, preserve, and transmit them to the next generation.
- Acquire an objective and balanced picture of the historical path their country has travelled to become a modern multi-national state.
- Understand the concept of time-past, the present and the future in the study of history as one interconnected whole; apply the principles of causation and see the general direction and trend in the development process of their country with the general context (History Syllabi for grade 9 and 10,1998)
- Develop the method of logical reasoning and critical thinking; acquire the skills of setting the sequences and interaction of causes and effects; seek and assess sources and decide on their reliability.

## **2.3 School Related Factors that Affect Students' Academic Performance**

### **2.3.1 Curriculum Related Factors**

Preparation and development of a curriculum should start and should be seen in light of what has been done to include the needs, interests and backgrounds of the students and their level of achievement. Any educational system is effective, if its curriculum is considerate to the need and aspiration of students. Regarding this point, NEA (1963) suggested that, when a curriculum is designed, high emphasis should be given to the

nature of the subjects, the need of the students and society, teaching method, instructional materials and evaluation mechanism.

Since schools are the consumers and practitioners of the curriculum, the experts of the curriculum have to be sure that; the schools (students, teachers and society) are ready and willing to receive the curriculum. For the curriculum to be accepted by the learners, teachers as well as the society, it should be relevant to the real life condition and background knowledge of the students. Kalfki (1996) stated that, curriculum relevance in the modern context can be addressed through identifying the key social problems, which would be considered as the core contents of today's education system. In other words, the curriculum to be selected at various level of the education system have to be closer to the present real life problem, to give the learner the opportunities and imitative to the solution of both individual as well as community problems.

The content of the course must be relevant to the environment and the problems of the learner. As far as this concerned, Isumic (1988) stated that, the content of the curriculum must be completely relevant to the environment and the real life of the learners so that they directly rejoin community and contribution to its development rather than alienating away from it. Many educators held, the secondary level education in many African countries is not geared towards preparing the youth for real life they would face in their respective communities. According to Crossely (1984), the secondary school education of developing countries is irrelevant and shallow which is not oriented in community problems and which is not oriented towards the solution of these community problems.

The content and the methodology, instructional materials and assessment technique suggested in the syllabus should also be appropriate and proportionate to the knowledge level of the learners, if the desired quality of education is to be attained effectively. According to Coombs (1985) quality of education as viewed here pertains to the relevance what is taught and learned to how well it fits the present and future learning needs of the particular learners in question, given their particular circumstance and prospects. He also farther expressed that; the suggested teaching method, instructional materials and assessment should be appropriate to be the teaching learning is effective.

Moreover, Cowie and Pech (1994) have stated that, the relevance and appropriates of curriculum has a great impact on students academic performance.

## **2.3.2 Teachers' Related Factors**

### **2.3.2.1 Teachers Qualification**

Teaching is not a mere occupation where people can go with out the possession of the required qualification. It requires expert knowledge, specialized skills and a feeling of responsibility (Ayalew,1991).Some authors connect effectiveness of teachers with quality teaching. Effectiveness of teacher plays a magnificent role in fostering quality learning (Sears & Marshall,1990). In support of this, Anderson (2004:20) pointed out:

*A growing body of evidence suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference attributable to teachers. Specifically, differential teacher effectiveness is strong determination of deference in student learning, far outweighing the effects of difference in class size and class heterogeneity. Students who are assigned to one ineffective teacher after another have significantly lower achievement and learning (that is, again in achievement) than those who are assigned to a sequence of several highly effective teachers. Thus, the impact of teacher effectiveness (ineffectiveness) seems to be additive and cumulative*

The effectiveness of teachers is increasingly becoming the focus of interest particularly in developing countries because they are agent of educational reform in the classroom (Darling-Hammond, 2000). Observable indicators of effectiveness of teachers that are strongly related to performance of students are: maximizing instructional time to increase content coverage (Verwimp,1999); the use of lesson plan(Perrott,1994), employ of appropriate and variety of teaching Materials (MOE,1998);clarity and Variety of teaching methodology (Andeson,2004). He stated also that, the effectiveness of teachers, determined by their competency, in terms of both subject matter and pedagogical skills. Most educators underlined that effective teachers must understand the curriculum from the perspective of the intended learning outcomes. The mastery of each academic subject demands specific area of knowledge (Anderson; 2004). Accordingly information gathering, problem solving, public presentation argument, assessment and evaluation of evidence are essential skills required by teachers for the mastery of History (Marwick, 1993).

Teacher's pedagogical skill is the second most important element in delivering effective teaching-learning process in the classroom (Anderson, 2004). A research study undertaken by Lockheed and Levin (1993:29) states:

*Teaching is a complex enterprise of a wide range of international strategies. The strategies include those for teaching specific subject and those for managing the classroom. At a bare minimum, effective teaching evolves: a) presenting material in a rational and orderly fashion at a place appropriate to the students' age. b) Requiring active students participation, c) providing students opportunities to practice and apply what they have learned, particularly in relationship to their own experience, d) monitoring and evaluating students' performance and giving appropriately paced feedback on students performance.*

Therefore, teaching history at secondary school requires its own specific strategies in which the teachers must cope with better students' performance. Hence, teachers' level of subject matter knowledge and pedagogical skills are related to teachers' level of education and experience, which can affect students' academic performance.

Teachers' level of formal educational is often used as an indicator of their subject matter knowledge. Although the impact of teachers' year of education on their students' performance is not consistent in all studies, in most cases the higher the level of teacher qualification the better in effectiveness (Fuller, 1989). Regarding the teachers training requirement on a subject matter and mastery of pedagogy, Carron and Chau (1996:263) state:

*Competence, which is the result of training and experience, found to be important to a certain extent. In some cases, teachers manifestly did not master the subjects, which they were supposed to teach. This did affect their performance in two ways. First of all, their teaching in the given subject was poor, but also they tend to devote less time to the subjects in which they were not ease. However, a more important problem of competence was the lack of pedagogical skills, because of poor pre-service as well as in-service training, was a more widespread and more serious handicap for efficient teaching.*

It is likely that poor performance of students is attributed not only to the existence of unqualified or under qualified teachers but also lack of continuous professional development. Continuous professional development of teachers is significant to overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field (Anderson, 2004).

Major approaches of professional development and support to teachers are conducting by various in-service training program, pedagogical supervision support, dialogue and reflection with other teachers and personal reading (UNICEF, 2000)

The first ongoing professional support to teachers could be carried out through teachers' centers or school clusters. This is relatively cost effective, as teachers do not have to spend significant periods away from home (Levin and Lockheed,1993). In this school based system, School principal and teachers play a crucial role in bringing better students performances(Ibid)

Availability and quality of pedagogical supervision service is the second form of providing in service development and support to teacher. Supervision service is carried by external (educational administrators at various level) and internal (school principal and teachers) bodies. External pedagogical supervision support provided teachers by inspectors or supervisors includes: pedagogical control and support, provided to teachers and school principals in carrying out their respective tasks: the extent to which they service continuous information and clear quality of the administrative backing on which they can count (Carron and Gruwe, 1997).

Various literatures on the quality of education exhibited that classroom and school pedagogical supervisions and support play a key role in improving the school quality accountability ( Levein and Lockheed,1993). Nevertheless, the trend in developing as well as developed countries is on administrative supervision (Carron and Chau, 1996). Dialogue and reflection among teachers at the school level is the third form of school-based professional development that plays important role in the determination of the performance of students (Levin and Lockheed, 1993).

### **2.3.2.2 Teachers Professional Experience and Attitude towards their Profession**

In addition to teachers' qualification, teacher's professional experience and skill of teachers are important factors that create favourable situation in the teaching learning

process and influence students academic performance. Theoretically, it is assumed that a rich background of teaching experience increases teachers' ability to instruct effectively. Result of intensive study in the area indicates the positive correspondence of teachers' teaching experience and their actual performance in the classroom. For example, Hussen et al (1984) have sited many studies, which show the positive influence of experience on the classroom performance of students.

Teaching experience, which is expressed in the number of years in teaching profession in general and history in particular is, important factor influencing performance of students. In most case the higher the experience of teachers in teaching profession, the better is the students' performance. In support of this proposition, in Zimbabwe, Riddall (1989)) found that performance was higher in schools with more textbooks, less teachers' turnover and a higher percentage of trained teachers.

Teachers attitude towards teaching profession have great value in improving performance of students. Regarding teacher's attitude towards teaching David et. al. (1975:2) write:

*The attitude of teachers in students' success, a study among elementary school students seems to indicate that teacher's expectancies are self-fulfilling. Teacher's attitude is particularly crucial, in the case of ESL students. Positive attitude on the part of the teacher is essential to success.*

Teachers must be committed for the delivery of the subject matter effectively. Effective teachers are highly committed and care about their students (Craig et. al, 1998); they need supportive working conditions to maintain these positive attitude. Therefore, the professional experience of teachers and attitude towards their profession are significant elements that need due consideration in addressing better teachers qualification which influence students' academic performance.

### **2.3.3 The Teaching Learning Process**

In order to promote better students performance, some researchers argue that more attention has to be given in improving the educational process in the classroom (Kyriacou, 1994). Teachers are pivotal for effectiveness of teaching learning process. The three basic teachers activities that are decisively related to performance of students are

Lesson plan (Perrott, 1994); effectiveness of teaching methods and materials and effectiveness of assessment (Anderson, 2004). According to Borich(1988:1)important behaviours expected from classroom teaching include:

*...Teaching is complex and difficult task. One of the most complex and difficult tasks facing the fields of education to day is determining exactly what constitute an effective teacher. Some of the comprehensive pictures of an effective teacher are objective writing, lesson planning, teaching strategies, questioning style and classroom management.*

Educational research findings shows the determinants teachers' activities that are related to students' performance are setting clear and specific international plans, efficiency of teaching methods, materials and assessment techniques.

### **2.3.3.1 Preparation and Utilization of Lesson Plans**

Planning is one of the factors that influence the amount and rate of learning since it employs suitable principles of ordering the sequence of subject matter and constructing its internal logic and organization'. A further look into the need for planning, Perrott (1994) has explained:

*The planning function requires the teacher to make decisions about pupils needs, the most appropriate goals and objectives to help meet those needs, the motivation necessary to attain their goals and objectives and the most appropriate teaching strategies for the attainment of those goal; and objectives. The planning function usually occurs when the teacher is alone and has time to consider long-term and short term plans; the pupils progress; the availability of resources, equipment and materials; the time requirements of particular activities and other issues.*

In view of identifying the significance of lesson plan preparation the manual methods of teaching history (Germew,2000) has revealed the lesson planning guide including the format for the preparation of annual plans, weekly and daily plans

### **2.3.3.2 The Teaching Process**

Teaching is used to change and shape the behaviour of students through the given medium of instruction (Borich ,1988:22) states:

*Most modern definitions of effective teaching identify patterns of teacher student interaction in the classroom that influence the cognitive and affective performance of students. Five key behaviours of effective teaching and some indicators pertaining to them are clarity, variety, task orientation, engagement, moderate to high survive rate*

Hence, effective teaching consists of the interaction of two inseparable elements: methods of teaching history and instructional materials used. Each of these is reviewed in the following sections.

### **2.3.3.2.1 Methods of Teaching History**

The quality of education is largely dependent on the quality of instructional being provided in the actual classroom. One of the major qualities that a teacher needs to possess to implement the curriculum plan effectively is a sound knowledge of the fundamental methods and techniques of teaching, which can affect students' academic performance. In support of this, based on history teaching, Giese (1996:29) has to say the following:

*Knowing the subject matter or content knowledge is not sufficient for knowledge and understanding with regard to general and specific pedagogy should support that subject matter. ...In addition to knowledge this type of generic pedagogy cutting across subjects, history teachers should be familiar with subject specific pedagogy in order to improve the quality of education and students academic performance.*

From the preceding discussion, it can be stated that teacher who implement curriculum innovation need experts in both the subject; what to teach and pedagogy; how to teach. Otherwise, with out adequate performance on such basic activities, no individual can claim the status of professional teacher. On the other hand, a teacher who knows his subject, but cannot put it across to his students is teacher who is poor in methods of teaching and as a result it is low academic performance (Born et al 1982). Therefore, teacher cannot possibly succeed unless he has a through knowledge of the most accepted methods and techniques of teaching, which enable him to communicate effectively with students.

With in our mind, there are certain problems, which require drastic changes in the existing methods of history teaching. In line with this, that is, concerning the problem of history teaching in secondary school Wilson in his article entitled, "Research on history teaching," published in America Education Association (2001:541) states:

*One of the problems in history classroom, which negatively affect students' academic performance, is teachers concern with being able to teach a vast number of topics in a shallow manner in their classes. The other one is, the way the subject is taught to students. History teachers give attention to "how much information students have" instead of "what type of information students have and how quality that information is". As a result, teachers focus on the superficial treatment of a wide variety of historical topics and subsequently employ such traditional teaching methods as a lecture recitation, textbook reading etc. which can result in students' academic performance.*

In the same vine, researches done in our country shows that history is subject uninteresting to students due to boring activities and the teaching methods used by teacher (Tekeste, 1990). From the above discussion, one can raise the question by what kind of strategies, methods and techniques can history is taught more effectively to improve students' academic performance.

Educationalist observe that as in the case of all other subject areas, in the teaching social studies, in which history forms one major components, there is no one best approach that fits all instructional objectives, content, etc. An effective teacher, utilizes a variety of approaches that suit the elements specified above (Rodeny, 1994) indicate that the traditional methods of history teaching is not the most effective method and it affect students academic performance. This is a view of commonly shared by many scholars. For instance, Rogers is one of those scholars who emphasize the same argument. He has the opinion that traditional method of teaching history teaching not only bored students but also affect their academic performance (Rogers, 1987).

By traditional method of history, teaching scholars are referring to expository teaching, now it is more specifically the lecture method that is under attack by scholars and researchers. Expository teaching strategy is appropriate when the aim is the transmission of a specific body of knowledge to students. In such a strategy there is little room accorded to students' active involvement (Bayer, 1971). The lecture method is one of,

which is essentially telling, and thus it belongs to expository strategy. Perrott (1982) points out, this method occupies of the lesson time in classroom instruction of every subject. Research studies conducted specifically on history teaching have also shown that the lecture method remains the basic form of instruction in which history courses are most commonly taught (Wilson, 2001).

Besides this drawback, many advantages are associated to the lecture method. This method is said to be more appropriate to cover a large amount of material. It is effective also when the task is to impart ideas and information. People strongly defined this method for history teaching, the ground that it is very effective in giving factual information (Aggrawal, 1983). However, it is important to note that traditional history teaching is coming under attack because it gives greater emphasis to memorization.

It needs to emphasize, however, that students cannot develop their historical thought through pure lecture method, which emphasized on mastery of information. Based on this through careful selection of appropriate methods, teachers can have significant on the student's achievement. In light of the present realities found in Ethiopia secondary schools classrooms, history teachers should change the way in which they teach history. In order to improve the students achievement, emphasis should be given to active and student centered approaches to learning where students are given the opportunity to discuss, think, analysis and develop skills necessary to understand cause and effect, change, etc. (Rodeny,1994).

Several studies conducted at secondary schools have examined the long term effects of active student participation instruction and then have conducted that there would be greater probability of the performance of students in comparison to the group of students taught with less active participation (Stallings and Stipek, 1986). The suggested methods of teaching history are explanation, discussion, group discussion, presentation, debate and gust invitation ( MOE,1998).More over, Inquiry learning, discovery learning, problem solving, role-playing, project method, student seatwork and assignment and group work are learner-centered methods of teaching (MOE, 1999). Moreover, Aggrawal (1983) in his book entitled "Teaching of History", Garvey and Krug (1989) in their book "Models

of history teaching in secondary school” and Brown (1966) in his article” Teaching History in Africa” include causation method, problem solving method, debating, field trip and dramatization as the best methods of teaching history.

Therefore, the history teacher must make the teaching meaningful. They can make it meaningful and understandable to students by linking it to students’ experience and by building certain conception in a variety of ways to enhance the students’ Achievement (Downey and Levstik, 1991).

In the last analysis, Formwalta (2002), suggest some key points for effective history teaching or bringing life to the history classroom:

- Teachers need to be inspired and they need to inspire their students. They must love what they teach. They need to know their subject and learn something more about each day.
- Teachers should not make the text book his sole authority. Let the textbook guide the outline for the course, but teach from other sources, especially primary source as well.
- Give students questions that will get them to look for important ideas and points while they read.
- Ask students to read local newspapers accounts of reconstruction.
- Use local history in teaching.

In general, in history instruction, teachers must realize the extent to which students are learning. For this, they need to specifically pay attention to the use of various methods and techniques, and consider the issues of students’ instructional process.

### **2.3.3.2.2 Utilization of Teaching Aids**

The quality of education is influenced by the way teachers make use of teaching aids in the teaching-learning process (Amare, 1998). Teaching aids refer to the different resources teachers use to facilitate pupils learning. They enable teachers to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Teaching aids could be original objects and imitations (Models), which are used for specific subject area (Ibid).

Students' exposure to different media is believed to broaden students' experiences and improves students' creativity (Dale, 1969). With this regard, teaching aids suggested to history teaching at secondary school are the following. These are: Charts, Maps Globes, and Photographs, Newspaper, pictures, posters and films. (MOE, 1998).

#### **2.3.3.2.3 Techniques of Assessment**

As Rutter and his colleagues cited in Lockheed and Verspoor (1991) one of the main requirement of effective learning is that teachers continuously check and evaluate students learning behavioural outcomes. Hence, assessment and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other (Heaton, 1990)

Classroom assessment is carried out for a variety of purposes. Kellaghan and Greaney (2001:20) have explained the purpose of assessment as follows:

*At the individual level, it is used: (a) to describe students' learning, to identify and diagnose learning problems, and to plan further teaching/learning; (b) to provide guidance for students in selecting further courses of study or in deciding on vocational options; (c) motivate students by providing goals or targets, by clarifying the nature of learning tasks, and by letting students, and their teachers, know how they are progressing; (d) to certify that individual have reached a certain level of competence; and (e) to select individuals for the next level of the education system or for a job.*

Teachers are highly expected to assess pupils and to make sound decisions in relation to planning and delivering instruction, determining pupils' academic achievement, controlling order and discipline, etc.(MOE,1999).

In recognition to the value of continuous assessment in enhancing quality of education, the education and training policy of Ethiopia (TGE, 1994) states "continuous assessment in academic and practical subjects, including aptitude test will be conducted to ascertain the formation of all rounded profile of students at all levels". Accordingly students' assessment at the classroom could be carried out at the start, during the process of learning and towards the end (MOE, 1999).

While implementing continuous assessment, teachers must employ variety of techniques. In line with this, the assessment technique suggested to history in grade nine (9) are review questions, exercises, group work, and discussion, group report, oral question and assignment (MOE, 1998)

## **2.3.4 Language of instruction and Instructional Resources**

### **2.3.4.1 Language of Instruction**

It is through the language of instruction that the content of the subject is delivered to students (Marew, 1998). The language of instruction is a key factor to facilitate or hinder the teaching learning process. There should be effective communication between the students and the teacher in order to enhance the teaching learning activity.

However, majority of secondary school students, for whom, the medium of instruction is through their second or third language is very poor in language of instruction. Finding of various researchers (Wanna and Tsion, 1994, Brown, 1996 Genet, 1991) have shown that English as a medium of instruction has created difficulties on the teaching learning process in general and students' academic performance in particular. Gall,et.al (1997) states that, lack of familiar with the language of instruction is grave obstacle for secondary school pupils coming from deprived backgrounds, and this difficulty is felt with particular actress for students' academic weakness. Calliods (1989) also stated that, when students do not have language ability, they could not understand their teachers as well as the teaching materials written in English.

With regard to the above idea, Aggrawl (1983) stated as, "Particularly, in countries where students' mother tongue is not used as a medium of instruction, the language element need dully concern, the author of the textbook who needs to pay regard to the level of students' understanding". This is to say that in order to convey ideas, the vocabulary should be appropriate for the class level.

Due to this, problem students failed to work hard and face the problem of academic deficiency. For instance, as it is indicated by Wakitavi and Vender, (1997) in Kenya, as

in other developing countries, teachers are required to instruct their students in English. Some students have limited proficiency in English and teachers find it very difficult to help them their problems. This is because of the fact that, for most of the Kenyan students, English is usually their third language.

Similarly, students in secondary school in Ethiopia have the above noted problem regarding the language of instruction. I.e. the students are weak in the language of instruction (English). Hence, it creates difficulties during the teaching learning process. Regarding the inefficiency of the students in the medium of instruction, Tekeste (1990), has noted that, the greater number of senior secondary school teachers had explained that the language ability of the learners at this level of education is poor. As to him, teachers further stated that, English as a medium of instruction has created problem both for teachers and for students. Thus, the situation has hindered the effective communication between the teacher and the students, which in turn influence understanding of the subject matter. The finding of the above researcher revealed that students who are unfamiliar to English are suffering from double problem. One is the struggle to the mastery of the subject and the other is to the mastery of the language of instruction.

Moreover, research finding of Wanna and Tsion(1994) reveal that, the language problem is in fact the major impediment to students' educational progress. Because, the curriculum is taught in a language that is difficult from the one(s) used at home. It also shows that female students in secondary school of this country repeat grades because of the problem of the language of instruction (English). Thus, academic Poorness can result from an environment that does not accommodate individual difference including the language of students with limited proficiency in English who need instruction to be in their native language, but are forced to learn in English can face academic difficulty.

With this in mind, it is important to note here that the nature of the medium of instruction through which the students come to grips with the problem is one of the factors influencing students' academic performance in history. Students should learn historical lesson through the written and spoken words. This is to say that language as medium of

instruction by which history is taught has a prominent importance on students' academic performance (Carr, 1966).

The above statement of Carr has validity, concerning historical education of every country. But, as Brown (1966) points out, the problems of language of historical education is much more significant for most African countries. The same author has to say, there, historical education is more complicated and problematic because of the co-existence of at list two languages, native language and the second "official" language. It is an established fact that in most African countries, history is taught and learnt through a second language rather than the mother tongue (Ibid).

Regarding the proficiency in the language of instruction expected from the teacher, Tekeste (1990) asserted that with out the use of language only few classroom activities would be carried out. This is also true with explanations. In teaching-learning process, usually the teacher needs appropriate language in order to give adequate explanations, which are concise, and the point. Similarly, Kyriacou (1991) discussed the importance of language for explanation as valuable tool in the teaching learning process. Moreover, they suggested, teachers are likely to be tempted top talk too much. To do so, they need to have good command of the language of instruction.

Generally, many writers and researchers have documented the usefulness of effective communication in the teaching-learning process. For instance, Kuper cited in Dreje (1998:188) has asserted:

*One of the areas that ensure curriculum relevance is the immediacy of events, ideas and phenomena that are communicated to the learner through the language he/she can understand. Instructional processes are by and large the acquisition when classroom instruction is facilitated. That must be the relative end of curriculum undertaking, since many educators argue that low achievement is due not to lack of intelligence, rather the communication problems.*

### **2.3.4.2 Instructional Resources**

Different research findings, (Coombs, 1985 and Amare,1999) revealed that instructional materials such as textbooks newspaper, audiovisual aids, reference books, magazines and other materials are very careful in facilitating effective teaching and learning. The wealth of teaching materials available in secondary schools and the way in which they are used and related to the instructional program have influence the academic performance of students. In situational resources are among the important variables that enhance instructional outcome. However, it does not mean that availability of these materials alone guarantee effective learning outcomes. In addition, the quality and relevance of these materials and effective and efficient utilization of them determine their positive association with the teaching learning process.

In the same manner, Anderson et al (1989) have noted clearly, the provision of sufficient, quality, adequate and relevance of the textbooks and other reference materials in secondary school is the most consistent factors leading to improve the quality of education in general and the academic performance of students in particular.

Teaching is a very challenging task even with adequate availability of instructional materials. Indeed, when there is a shortage of these and other equipment, it becomes difficult. Many educators have identified textbooks as the most important teaching materials. Research in education often considers them as a prime source of data because they are regarded as reflecting so fully and accurately the curriculum content ( Plmer,1966).

However, a textbook is only one type of instructional tools. it is also not supposed to be the sole instructional resources to be used in history class. In line with this, Mcphil (1969) points out that “in far many classrooms...the text becomes the curriculum: it becomes the objectives of the course; it becomes the end rather than a means to the end”. What follows then is that the teacher too often becomes the “assister” and covering or finishing the textbook rather than helping students to develop understanding becomes his significant task.

In view of this, a single textbook cannot fully respond to the demands of the actual classroom situation. Therefore, scholars like Garvey and Krug (1989) have suggested that the history teacher can draw such instructional resources from any field of human Endeavour. With regard to this, Bron(1966:37) forwarded the following major types of instructional resources to history instruction:

*Instructional resources that are appropriate for history class and have effect on students' academic performance are (1) audio-visual materials, e.g. Models, real objects, pictures, motion pictures, slides, radio, television, maps, charts, drams, art and music.(2) Community resources, e.g. visit to museum and historical sites, resource visitors, and persons to interview. (3) Reading materials like textbook encyclopaedia, reference, magazine, pamphlets and newspaper.*

Researchers have proved that the availability and quality of school library play a fundamental role in the acquisition of knowledge by pupil, and in the improvement of school results (Willms, 2000). The above discussion reveals that the availability of instructional resources plays a great role. For this end, the school library has to be furnished with necessary reference materials. Research have proved that the availability and quality of school library play a fundamental role in the acquisition

In the case study made by Carron and Chau (1996) in India, the quality of the school library was strongly correlated with pupils' achievement in Hindi and mathematics. Michelson (1970) also reports the existence of positive association between verbal achievements when he related library books measured by number volumes for the sample 597 white students enrolled in 36 schools in a large Eastern City. More over, in Latin America, study that included 50,000 students in grades three and four indicates that children whose schools had an inadequate library were significantly more likely to show lower test score and higher grade repetition than those whose schools were well equipped.

Generally, from the above studies it is possible to conclude that the presence or absence of school library and pertinent facilities contribute to the difference in performance students.

### **2.3.4.2.1 Class Size**

Class size is one of the major factors, which are considered among with in school variables that influence students' academic performance. The answer to the question "how many students should a class accommodate to create conducive environment for effective teaching learning?" may vary from country to country and from one subject another. In line with this, the above-mentioned authors went on saying, there seems "...No unanimity of opinion or scientific evidences that has general acceptance at present" with regard to the average optimum number of students be assigned in one section. The controversy on class size seems not only on the number of students to be placed in a section but also on the degree of effectiveness if instruction to group of students. With regard to this, according to Cohn and Rossmiller (1987) there is no optimum class size, since the optimum number varies with subject matter, the instructional mode employed, the individual students and the degree of students' mobility between classes.

Class size has a significant effect when it exceeds the limit. The teaching strategy has its contribution to the importance of class size. Practical group work and giving of test is difficult when class size exceed 40 and where as a lecture is likely to be effective, between 20 to 80 students Bennet, (1996). He farther expressed that as class sizes increases the volume of work in marking increases. Moreover, Colough and Kitch (1993) confirms that as class size increases it would be very difficult in getting to students.

According to Gorton (1988), teachers view that the quality of their teaching with their students declined with an increase in the size of the class. A large class also impedes the effectiveness of teaching-learning process by creating a wide gap between the teacher and students. Furthermore, Tozer et. al, (1993) states that, large class size leads to discipline problem, less involvement of students in classroom activities, little or no support to individual student according to their need and burdensome to correct students class work and homework by the teacher. Because of this, students may develop an atmosphere of disinterest in their learning because they did not know whether they did good or not.

More over, large class has disadvantage both for the teacher and for students. According to Otto and Sanders (1964), in large class instruction tends to become the lecture type, which hindered group participation and learning by doing: oral communication with in the classroom from pupil to pupil and from pupil to teacher would be minimized, with the teacher only doing most of the talking: and identification on and provision of attention to the individual needs of the students become difficult on the part of the teacher. Besides, providing equality of educational opportunities to students at the classroom level, is realized when the teacher notices that each student is entitled to the teachers' attention, help and guidance according to his needs and acts accordingly (Azeb, 1984).

In Ethiopia even though the participation rate of the school age children at the secondary level low, the school system is characterized by large class size, especially the secondary school found in the cities and towns of the country. According the policy issued by MOE (1994) at secondary school level, the class size should not exceed 40 students. However, in practice, the number of students in a classroom is far more the stated number. According the MOE (2001) the contemporary average class size in the secondary school of Ethiopia (9-12) is 74.9. The main problem is the inability of the country to provide education system with adequate classroom and other facilities. Because of this, problems related with students' follow-up, students' participation, teacher student communication and feedback system were some of the consequence of overcrowded classroom. This implies that overcrowded class is one of the factors, which adversely affect the students' academic performance.

Besides the class size, particularly concerning history teaching and learning, classroom organization should be taken in to consideration to accommodate instructional devices and different types of teaching and learning activities on history class in order to enhance students' academic performance (Brown 1966). More over, David (1998:3-4) in his "statement on excellent classroom teaching history" writes:

*The classroom environment must actively promote the learning of history. This includes the presence of an adequate supply of relevant and up-to-date maps and audio-visual materials as well as the necessary equipment. The number of student per class must not exceed the number that carry on meaningful interaction over course issues.*

In supporting the above idea, Farrent (1980) has also suggest that due consideration should be given to the classrooms in such a way to encourage both teachers and students in being conducive environment. Such a classroom situation should be attractive for the learners to encourage the teaching learning process.

### **2.3.5 Students' Characteristics**

Implementation of effective learning process requires close examination of the learners. According to Anderson (2004:45), one must request the following in the teaching learning process:

*..What is the student supposed to learn from his or her participation in this activity? What knowledge is to be acquired or constructed? What cognitive processes are to be employed? Continued focus on student makes it more likely that the learning unit will be effective.*

Students' related variables that have influenced the pedagogical teaching learning conditions in history are Students' attitude and behaviour in school.

#### **2.3.5.1 Students Attitude towards Learning History**

Over the decades, interest has become an important concept with in the field of education (Engstrom, 1994). In the teaching learning process, basic motivation to learn history is pivotal. It is difficult to history teacher to teach history if students have not interest for learning. Major factors that influence students' interest for learning history are social background of child, interaction of teachers with students, teachers method of teaching, teachers characteristics (aggressiveness, pronunciation approach etc) and the individual characteristics of students (Graves, 1980).

Furthermore, Aggrawal (1996) stated that students usually develop lack of interest in particular subjects when teachers are not good enough in teaching those subjects at their lower grades or when they are biased on the subject. Some tomes students dislike subjects because of the negative attitudes they have developed to their teachers. They can even develop even hostility toward a teacher and they dislike a subject that is taught by that particular teacher. He also stated that lack of planning and preparation by teachers, ineffective style of presentation of the lesson, failure to use appropriate teaching aids and fail

to involve students in the instructional activities are the cause for the students to dislike a particular subject.

In any given classroom, there may be large number of students. These students obviously have shown individual difference in curiosity to learn history. Furthermore, the attitude of each students towards history may be influence by his/ her interaction with the teacher personality and by his interaction other individuals in the classroom. In most cases, students interest towards history may be derive from the charisma of the particular teacher (Graves: 1980). Therefore, the attitude of students towards learning history, affect their academic performance.

### **2.3.5.2 Students Classroom Behaviour**

There is an increasing interest in having measure of problems in student behaviours (Pastlethwaite, 1994), such as absenteeism, disciplinary problems and vandalism.

When students are absent from school, they forgo their opportunities to learn. In the meantime, they may interfere with other students' opportunity to learn through peer relation. Absenteeism is also harmful for students to establish the habits of consistent and on-time attendance. Such habits will serve young people well in their further work lives (Smith et al, 1995).

Students' disciplinary problem and vandalism affect teacher and students by reducing school effectiveness, inhibiting student learning, and disrupting the school-learning environment. The measurement of problems in students' behaviour help to provide a more comprehensive picture of student' outcomes (Pastlethwait,1994). Meanwhile, it increases the predictive power of background variables on students' performance.

### **2.3.6 Guidance and Counselling**

Different scholars based on the service it tends to provide, define guidance and counselling in many ways. According to Gorton, et al (1988), guidance and counselling is a process in which a professionally certified counsellor works with students individually or in groups to assist them in solving educational, vocational and professional and social concerns of the

learners in order to become mentally health and effective individuals who function at optimal levels to achieve full potential. Moreover, UNESCO,(1994) defined guidance and counselling as a service designed to assist students to adjust their environment, developing an ability to set realistic goals for themselves and improve their total progress.

Every school should provide and keep a file of prominent records of learning, a complete statement of the final marks of every student for every subject. These would help to follow up the individual student and provide him assistance and guidance and this is mostly the responsibility and task of the counsellor in the school (Ukje,1992). The main purpose of guidance and counselling is providing students counselling and the opportunity to discover their interest, abilities and capacities in various studies, assisting them in a way studies will contribute best to the realization of their educational plan and where such studies may be best pursued.

According to Aggrawal (1995), one of the major defects of the present system of education, particularly secondary school education is that, talents of the students are not being properly harnessed. i.e. education is not provided according to the needs and interest of the students as the result of the absence of guidance and counsellor in the school. Thus, students are forced to read subject with out reference to any goal. as a result, many students are at a loss of understand what subjects to take so to solve these and other learning problems in secondary schools, the assignment of professional guidance and counsellor is mandatory.

As reviewed by Ukeje (1992), one of the objectives of guidance and counselling is to help students to plan a suitable educational program and make effective use of the program. Secondary school students have to develop effective study skills and habit in order to achieve their academic career successfully. In addition to this, most of the students at secondary schools are at the adolescent stage. Due to this, they have physical and social problems that hinder their learning activates. Therefore, it is the task of the counsellor to help these students to solve the problems related with the adolescent stage. So far, it had been noted regarding the advantage of guidance and counselling. However, the problem with the secondary school in Ethiopia reveals that, majority of them do not

have professional who is able to provide appropriate guidance and counselling service. Thus, students are deprived of the services, which could be gained from guidance and counselling. Regarding this, Sileshi (2000) states that, the ministry of education could not assign professional counsellor for majority of the secondary school in the country, due to professional in the field. Based on this experience, Sileshi states that principals in secondary schools assign teachers whose teaching load is relatively small as counsellor. However, the problem is, since these teachers are not trained for this purpose, their role as counsellors make the services they provide questionable. This can affect students' academic performance. A pointed out by Tickahar(1971) one of the causes for poor academic performance in the Ethiopian Secondary school is lack of orientation to various fields of interest and lack of proper study of students due to shortage of trained counsellor.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Design of the Study

The major concern of the study, as indicated earlier, is to assess factors affecting grade nine students history performance in secondary schools of West Showa Zone in Oromia regional state. To this end, a descriptive survey approach was employed as the method of the study. This method is appropriate mainly to review current state of the problem and to gather several kinds of data related to the subject under study. The relevance of this approach for such purposes has been noted by Best and Khan (1993). Moreover, it is a planned method of data collection that involves entering a subject population and measuring a specific set of responses (Jacob, 1987).

#### 3.2 Sources of Data: Primary and Secondary Sources

The collection of information was carried out through primary and secondary sources. In the secondary data, related books, Journals and booklets that show the practice of school related factors influencing performance of students were reviewed in the literature part to support the findings of the study. In addition, available reports and documents regarding the issue were reviewed.

Primary data was collected from classroom observation and the four groups of respondents (school principals, teachers, students and department heads) using questionnaire

#### 3.3 Research Setting

The researcher concentrated on history because history was his major in undergraduate study and he has taught the subject in the high schools for eleven years. Grade 9 students were selected for present study because it is the beginning of secondary school in our country and it is the level where history began to be given as a separate subject.

West Shewa Zone was selected as a research area of the study for two basic reasons. Firstly, the investigator is familiar with the study area since he has taught and educated

there and, thus, it is hoped that he could secure adequate cooperation and assistance from respondents. Secondly, such study has never been carried out in the zone under study.

### **3.4 Sample population and Sampling Technique**

To determine the sample and sampling technique considering the number of secondary school in the zone under study is important. There are 18 secondary schools in west Showa zone. Out of these five secondary schools were selected, using random sampling technique. Therefore, the subject of the study includes the students of grade 9, history teachers of the grade, department heads and principals of the sample schools.

Regarding the sample selection of the students, in the sample, schools there are 5586 out of this 3927 were Male and 1658 were female. From this population of students 351 male 149 female, total 500 students were selected using stratified random sampling. Besides, the available sampling technique was used to include all grade 9 history teachers (which are 12) department heads (5) and principal (5) of the sample secondary schools.

**Table 3.1 Total number of grade nine students in sample schools and sample students in each school**

Name of the School	Total No. of Students		Number of ample students
Gedo Secondary School	M	1105	99
	F	427	38
	T	1532	137
Ambo Secondary School	M	1235	110
	F	532	48
	T	1767	158
Sayo Secondary School	M	479	43
	F	170	15
	T	649	58
Tikur Enchini Secondary school	M	582	52
	F	274	24
	T	856	76
Baco Secondary School	M	526	47
	F	275	24
	T	801	71
Total	M	3927	351
	F	1658	149
	T	N=5586	N=500

The sample sizes of students from each sample school were determined by using the following formula.

$$n_k = \frac{N_k}{N} n$$

Where  $n_k$  = the sample size of the  $k^{\text{th}}$  strata

$N_k$  = the population size of the  $k^{\text{th}}$  strata

$N$  = the total population size

$n$  = the total sample size

### 3.5 Data Gathering Instruments

The concept of using different methods approach in data collection in a single study is favoured in recent trends for many authors. Large numbers of researchers are using multi-method approaches to achieve broader and often better results. Denzing in Teshome (1998), for example, argues that because each method reveals different aspect of empirical reality, multiple methods should be used in every investigation as a rule.

Brower and Hunter cited in Teshome (1989) noted that there are strength and weakness to any single collection strategy, and using more than one data collection approaches permits the research to combine the strength and correct some of the differences of any one source of data. By using its advantage, Chen and Manion (1994) also suggest to use a combination of methods. According to Willington (1996) even in a single small-scale study, a mixture of methods can often be adapted. Therefore, the writer of this paper employed the instruments to gather the necessary data for this study were questionnaire, observation and documentary analysis.

#### 3.5.1 Questionnaires

One of the instruments used to collect data was questionnaire, developed by the researcher based on the reviewed literature and administered to both students of grade 9, history teachers of the grade level, principals and department heads of the sample schools.

First structured questionnaire was prepared for school principals (Appendix-A).It was designed mainly to collect data on the personal information of the principal, teachers' continuous support, school facilities and guidance and counselling. Total questions asked on this questionnaire were 14.

The second questionnaire designed for students in Oromo Language version to facilitate communication and increase understanding. The structured questionnaire ( Appendix-B) filled by students was intended to collect mainly their personal information, teaching-learning process, students attitude towards learning, medium of instruction and other general issues. There were about 12 questions asked in students' questionnaire.

The third questionnaire designed for history teachers. The structured questionnaire (Appendix-C) includes items regarding teachers personal information, teachers educational qualification, attitude and teaching assignment, instructional resources, medium of instruction, students behaviour; teaching learning process and other general issues. The total numbers of questions asked in this questionnaire were 38.

The fourth questionnaire focused on head of history department. It was designed to gather data on their personal information, mechanism of teachers' professional development and teaching-learning process (Appendix-D).A total of 15 questions were asked in the history department head.

### **3.5.2 Classroom Observation Rating Scale**

The other data-gathering tool employed in the study was an observation rating scale. It was designed to gather a descriptive data about classroom situation. Observation as one of the research tools could serve for a variety of purposes. There is no substitutive for direct observation as a way of finding out about the teaching –learning process, which can affect students' performance. Wajnryb (1993) stated that, if one wants to enrich his understanding of teaching learning, he needs to spend time looking in the classroom

The researcher developed two categories of rating scale, teacher activities and student Activities) to investigate the effectiveness of teaching learning process in classroom. This

instrument was designed to serve as a guideline for the observation of history teachers' implementation of different methods and techniques to enhance the students' academic performance. Thus, fourteen items were prepared for the teachers' activities and student activities. Five points rating scale ( 1=poor, 2=below average, 3=Average, 4= Good and 5= Very Good) was used for this purpose.

About 75 % (9 in number) of history teachers who are teaching grade nine were further selected out of 12 history teachers of grade nine for classroom observation (2 teachers from each school except sayo secondary school which has only one history teacher for the grade level). A single teacher was observed for two consecutive periods for forty minutes on different topics. Thus, the totals of 18 periods were required to observe nine history teachers of grade 9.

### **3.5.3. Teacher Made performance Test**

The test was intended to evaluate to what extent the national objectives of history at the grade level were attained in terms of students' performance. The test was specifically made by the investigator himself for the grade under study, taking in to account the objectives and the content of the curriculum. Hence, the performance test was designed to measure two chapters of specific content areas, namely (1) The study of history, early human beings, the Neolithic Revolution and the emergence of state (2) Ancient and Classical World Civilization.

Regarding the design of the performance test, first of all history teachers from Gedo and Ijaji secondary schools were drawn for consensus building on common frame works and relative emphasis that would be placed on each topic. The reason behind for selecting teachers from Gedo and Ijaji Secondary schools was that they are situated near the working place of the investigator. For the purpose of this, table of specification for test construction was developed (Appendix-G). Second, the same question, which consists 50 items, was developed for all sample students (Appendix-H). These 50 items were prepared from each topics given above based on the formula (Bediru Kedir,2002) considering the formula to help us to determine number of items from each topics.

$$\frac{M \times N}{X}$$

Where M= Number of periods allotted to teach each topic  
 N= Total number of Items  
 X= Total number of periods allotted to teach all topics from which the items prepared

Following the preparation of the test, pilot testing was carried to 30 students of the respective grade level drawn from Ijaji Secondary School. After the items were pilot-tested in such a manner they were item analysed in order to identify the difficulty level and the discrimination power of each item. The necessary revision was made on each item based on the result of item analysis. The reliability of the test was computed using Kuder-Rechardson Formula 21 (K-R<sub>21</sub>), Which is:

$$r_{xx} = \frac{KSX^2 - X(K-X)}{SX^2(K-1)}$$

Where  $r_{xx}$ = the reliability of whole test  
 " " "K=" the number of items in the test  
 $SX^2$ = the variance of the score  
 X= the mean of the score

Apply that formula, the reliable index of the test was found to be 0.85 values. On the bases of this, it can be said that the reliability of the test is satisfactory.

### 3.6 Pilot Test

The questionnaire was tested in one of the secondary school of west Showa zone of Oromia regional state. I.e. at Ijaji Secondary School. The main purpose of the pilot test was to check the usability of the instrument and the planned procedures of data collection. To this end it was tested with three history teachers, 30 students and one principal and one department head of the school. Based on the comment of the tryout test, the questionnaire were ratified and finalized with the inclusion of all necessary comments. Lastly, the final form was distributed to the respective groups in the sample schools.

### **3.7. Data Analysis**

Concerning student history performance test analysis, percentage of correct answer, instead of the total number of correct answer was used to express raw scores for individual students since it is relatively easy to understand by others. For each mean correct percentage standard deviation (SD) was calculated to indicate the range of the difference between schools and gender.

As to the analysis of each independent variable, percentage for the questionnaire and observation check list was used. Besides mean score was also employed for observation check list. The results have been presented using tables.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 General Characteristics Respondents

Using the data collection instruments prepared for the present study, questionnaires were filled and direct observation was made. After the instrument for data collection have been prepared and then dispatched to the respondents, the total number of forms completed are shown in Table 4.1

**Table 4.1 Numbers of Respondents**

<b>Respondents</b>	<b>Number</b>	<b>%</b>
Principal	5	100
Students who completed the questionnaire	487	95.8
Students who took history tests	492	98.4
History department head	5	100
History teachers	12	100

All the principals (5), 95.8% of students, all teacher respondents (12) and all department heads (5) completed and then returned the questionnaires that were distributed to them. In addition to questionnaire, classroom observation was conducted at eighteen grade nine sections (two for each history teachers). The total number of students who took the examination was 492(98.4)

#### 4.1.1 Respondents Characteristics

Questionnaires were administered to 500 students, 5 schools principals, 12 history teachers and 5 history department heads. Out of these respondents 487 students and all other respondents filled and returned the questionnaire. The characteristics of respondents are indicated in table 4.2

**Table 4:2 Characteristics of Respondents**

Characteristics	Principals		Students		Teachers		Dep.Heads	
	f	%	f	%	f	%	f	%
<b>SEX</b>								
M	5	100	325	66.6	11	91.7	5	100
F	-	-	162	33.4	1	8.3	-	-
Total	5	100	487	100	12	100	5	100
<b>AGE</b>								
Below 16 years	-	-	13	2.6	-	-	-	-
16-20 years	-	-	474	97.4	-	-	-	-
21-25 years	1	20	-	-	9	75	1	20
26-30 years	1	20	-	-	2	16.7	3	60
31-35 years	-	-	-	-	-	-	-	-
Above 35 years	3	60	-	-	1	8.3	1	20
TOTAL	5	100	487	100	12	100	5	100
<b>YEARS OF SERVICE</b>								
5 years and below	-	-	-	-	5	41.7	3	60
6-10 years	-	-	-	-	4	33.3	-	-
11-15 years	2	40	-	-	-	-	1	20
16-20 years	3	60	-	-	3	25	-	-
Above 20 years	-	-	-	-	-	-	1	20
TOTAL	5	100	-	-	12	100	5	100
<b>EDUCATIONAL QUALIFICATION</b>								
BA/Bed	5	100	-	-	2	16.7	2	40
Diploma	-	-	-	-	10	83.3	3	
TOTAL	5	100	-	-	12	100	5	100

According to the data shown in table 4.2 all the secondary school principals under investigation (100%) were male. This is the reflection of the unbalanced participation of females in educational management which is also national problems that not yet solved (MOE,1996)

As to the age range of principals, more than half of them (60%) were above 35 years, while little less than quarter (20%) were between 26 and 30 years and the same amount (20%) were between 21 and 25 years. This indicates that the majority of principal respondents were adolescents who are in their vital age to provide reliable data.

With regard to educational qualification, all of the principals (100) were BA/BEd graduates. This indicates that principals are likely to give relevant and refined information on the issues under study.

Concerning the work experience of principals 3(60%) of them have work experience of between 16-20 years followed by 11-15 (40%). Hence, the vast majority of the principals have accumulated sufficient experience and knowledge in their respective occupation.

Most of the students (66.6%) were males and the remaining (33.4%) were females. The number of girl's students in the study schools is relatively small. The majority of students (97.4%) were between the age category of 16 to 20, and 2.6% were below 16 years old.

With regard to the gender of history teachers, it was revealed that the vast majority of history teachers (91.7%) were males and the rest (8.3%) were females. Concerning the age distribution of history teachers, it was found out that three fourth of the sample teachers (75%) were between the age of 21 and 25 and less than quarter (16.7%) were between the age of 26 and 30 and the rest 8.3% were above 35 years old. Regarding their experience and qualification, 75% of the history teachers have less than 10 years and 83% of them were diploma holders. The issues related to experience and qualification was treated in detail under the teachers' related factors that affect students' performance.

Concerning the gender of department heads, all the history department heads in the study area were male. There is unbalanced male and female participation in the sample, due to low number of female education in upper level.

Regarding the total work experience, little more than half of the department heads (60%) had work experience of below five years. 20% of them have work experience above 20 years and 20 % of them have work experience of 11 to 15 years

With regard to level of qualification, about 60 % of the history department heads were college diploma graduates and the rest 40% were graduate of bachelor degree. As to the

age of history department heads, about 60% of them were between the age of 26 and 30, 20% were above 35 years and 20% of the were between 21 and 25 years..

## **4.2 Analyses and Interpretation of Students History**

### **Performance Test Score**

The analysis and interpretation of this section is based on data collected through the researcher made history performance test for grade nine students. The purpose of this test was to find out to what extent the intended objectives achieved. The history performance test has been analysed on the bases of national guideline for measurement and evaluation of students. Accordingly, if a student correctly answers at least 50% of the items in a given discipline, it is considered that he/she has performed the mastery of the discipline.

#### **4.2.1 History Mean Score of Students**

The history performance test results of the present study including mean and standard deviation are presented in table 4.3

**Table 4.3 Performances of Students Across the School**

Name of the school	Sex	No of students	Mean	SD
Gedo Sec.School	M	98	40.5	13.4
	F	37	37.2	8.4
	T	135	39.1	10.9
Ambo Sec.School	M	108	44.3	14.29
	F	45	38.2	9.2
	T	156	41.25	11.75
Baco Sec.School	M	47	46.7	10.8
	F	24	38.8	8.4
	T	71	42.75	9.6
Tikur Inchini Sec. School	M	51	43.4	8.9
	F	24	38.46	8.6
	T	75	40.93	8.75
Sayo Secondary School	M	43	43.07	11.3
	F	15	38.8	8.9
	T	58	40.9	10.12
	Total	492	40.98	

The average history score obtained for all sample schools (40.98%) was lower than the intended value (50%). This implies that the level of history performance of students is low. The average earned by female students of all sample school 38.43 % and 43.55 % for males. This indicated that males out perform females. On the other hand the highest history score were found in Baco Secondary School with an average of 42.75% followed by Ambo Secondary School (41.25%) and Tikur Inchini Secondary school (40.93%).

In order to examine whether there existed a significance difference in the mean score of history performance test across gender and school, standard deviation was calculated. The fact that the standard deviation is high shows that there are many students who have performed extremely poor. Furthermore, it was found out that higher deviation in history

performance was observed in male than females. Across the school, highest standard deviation of 11.75 is at Ambo secondary school and the least standard deviation of 8.75 at Tikur Inchini Secondary School implies that a perceived difference of history learning performance.

### **4.3 School Related Factors that Influence History**

#### **Performance of Students**

This part of the study presents the possible school related factors that attributed to low performance of students in history .To this end the data collected through questionnaires (school principals, department heads, teachers and students) have been used. Along side with information collected from classroom observation on teachers and students activities were employed.

#### **4.3.1 Curriculum Related Factors**

In order to assess the appropriateness and relevance of the history topics questionnaires were prepared and administered to history teachers. Their responses to this issue were summarised in table 4.4

**Table 4.4 Views Regarding the Appropriateness of History Topics and its Impact on students Performance**

Items	Teacher Respondents N=12	
	F	%
Contents of history for grade nine are difficult to understand		
. Yes	7	58.3
. No	4	33.7
. No answer	1	8.3
Content of history is vast to be covered?		
. Strongly agree	5	41.7
. Agree	2	16.6
. Undecided		
. Disagree	3	25
. Strongly disagree	2	16.7
Is the Suggested teaching methods are appropriate?		
. Yes	9	75
. No	3	25
Are the suggested teaching aids appropriate		
. Yes	10	83.3
. No	2	16.7

Little more than half (58.3) of history teachers confirmed that history topics of grade nine are difficult to understand. About 33.7 % of the respondent teachers agreed that the content of the subject for the grade level (grade 9) is not difficult. About 58.3% of the respondent teachers agreed that the contents of history for the grade level are vast to be covered.

As to the appropriateness of the suggested teaching methods in the syllabus, documentary analysis of the history syllabus for grade nine was carried out. Furthermore, structured questions were posed to history teachers in each sample school. As table 4.4 depicts 75% Of the respondents agreed that the suggested teaching methods are appropriate. On top of this, from the review of the related literature, it is apparently clear that history can be best be taught through discussion, explanation, group work, questioning and answering and inviting guests (MOE,1998).On the other hand a documentary analysis looking at the

syllabus for grade nine was done to analyse the teaching methods. It is therefore, reasonable to conclude that the suggested grade nine history teaching methods in the syllabus are appropriate or adequate to teach history for grade nine if properly used.

To prove the appropriateness of the teaching aids suggested in the syllabus to teach history at secondary school with particular reference to grade nine, respondent teachers were asked. Table 4.4 shows that from the respondent teachers 83.3% of them agreed that the suggested teaching aids for teaching history are appropriate. As it was found out through documentary analysis, the suggested teaching aids in the syllabus of history were maps, diagrams, globes, picture and photographs. Therefore the suggested teaching aids for history teaching in the syllabus appear to be appropriate to teach grade nine history.

**Table 4. 5 Views Regarding the Relevance of History Topics and its Impact on students' performance**

Items	Teachers Responses N=12	
	F	%
Can the content of the textbook be finished in the allotted time?		
. Yes	2	16.7
. No	9	75
. No Answer	1	8.3
If your answer is no do you agree that the content of the text is not proportional to the grade level?		
. Strongly agree	2	16.7
. Agree	6	50
. Undecided		
. Disagree	1	8.3
. Strongly disagree	-	-
How much do you agree that the contents of the text book are relevant ?		
. Strongly agree	3	25
. Agree	1	8.4
. Disagree	4	33.3
. Strongly disagree	4	33.3

It is indicated in Table 4.5, the majority of respondent teachers (75%) confirmed that the content of history for grade nine couldn't be finished with in the allotted time. More over the majority of the respondents argued that the curriculum is not appropriate to the grade level. This reveals that, the topics of the subject are not relevant.

Therefore, the combined phenomena of un proportion of the subject to the time allotted and irrelevant of the curriculum could affect the teaching learning process, might have and caused to reduce the interest of the students towards learning. And this situation reduces the effective and efficient attainment of the students' academic performance.

### **4.3.2 Teachers Related Factors**

#### **4.3.2.1 Teachers Qualification, Professional Experience and Teachers Area of Specialization**

Regarding teachers qualification, Ayalew (1991) stated that, teaching is not a mere occupation where people can go with out the possession of the requisite qualification. It requires expert knowledge, specialized skills and a feeling of responsibility. Poor performance of students in history at secondary schools may result from low qualification of history teachers, professional experience, area of specialization and attitude. Accordingly, these issues were investigated in the following section .On the basis of this, qualification level was one of the items of the questionnaires to determine' preparation for the teaching history. Accordingly, the results have been presented in Table 4.6

**Table 4.6 Level of Academic Qualification, year of service and area of specialization of History Teachers**

Items	Teachers Response N=12	
	F	%
What is your level of education		
. BA/BSc	2	16.7
. Diploma	10	83.3
Your Service years		
1-4 years	5	41.7
5-8 years	3	25
9-12years	1	8.3
13-16 years	-	-
17 and above	3	25
Area of specialization		
History major	11	91.7
History Minor	1	8.3

From the data collected, it has been found that 83.3% of the teachers have qualification at a diploma level and 16.7 percent of history teachers have earned BA/BSc degree in history. In this respect, the majority of history teachers seems not have adequate qualification. This seems contrary to the Ethiopia Education Policy: the minimum required qualification to teach at secondary level is at least a first degree (MOE, 2001). As a consequence, this could be one of the major problems that affect students' academic performance.

In developing countries, some of the teachers improved their capacities through self-learning and teaching experience (Fuller, 1987). He also stated that, teaching proficiency in organizing instruction and motivating students is positively related with their teaching experience. It is assumed that a rich background of teaching experience increases teachers' ability to instruct effectively. Thus, in most case it is expected that the higher the teaching experience of history teachers, the better is their teaching performance.

With regard to professional experience in teaching history at secondary schools, majority of them do not have a good deal of teaching experience. As indicated by the respondents, the majority of history teachers (66.7% which the sum total of respondents who have taught between one to four and five to eight years) have taught between one to eight years. Where as 25 % of them have taught more than seventeen years and 8.3 % of them have taught between nine to twelve years. On the basis of what the study group has reflected, it may be argued that the number of history teachers who appear to have adequate number years of experience is insignificant.

Regarding teachers area of specialization, Research studies in United Kingdom investigated that specialised teachers have to teach specific subject since the subject's demands specific strategies of its own (UNESCO, 1965).

With regard to the field of specialization, as it can be seen from table 4.6, history teachers with history major areas of specialization account 91.7% while history minor accounted about 8.3%. This implies that, the history teachers were specialized on the subject they are teaching. But, beside their qualification (diploma) there are teachers who were not major in history teaching in sample school, which could affect students' academic performance.

**Table 4.7 Channels of Continuous Professional Development of Teachers**

Channels of professional development of teachers	F	%
Personal reading		
. A lot	10	83.3
. Some	2	16.7
. Not at all	-	-
Discussion with other history teachers on meeting		
. A lot	5	41.7
. Some	4	33.3
. Not at all	3	25
Supervision support of department head		
. A lot	1	8.3
. Some	3	25
. Not at all	8	66.7
Supervision support by school principal		
. A lot	1	8.3
. Some	4	33.3
. Not at all	7	58.4

The vast majority of history teachers (83.3%) reported that personal reading has been important channel of professional development of teachers followed by discussion with other history teachers (41.7%) and supervision support of history department heads(33.3 %).

As it is indicated in Table 4.7, about 8.3 percent of history teachers responded that supervision support by school principal was used to develop the academic and professional qualification of teachers.

A similar question on the aforementioned issue was posed to history department heads of the sample schools. They were asked to respond on the frequency of meeting that they have conducted with members of the department and the major issues raised in the discussion. The responses of the department heads are summarised in Table 4.8

**Table 4.8 Pedagogical meeting of History Teachers by Department Heads**

Questions on meeting of history teachers	Teachers responses (N=12)	
	F	%
How frequently do you conduct meeting with history teachers		
. Once in a month	2	40
. Two wise in a semester	3	60
. Never	-	-
Which issues took most of the time in the meeting with teachers?		
. Discussion of difficult ideas that teachers have faced while teaching in the classroom.	1	20
. Implementation of innovative teaching methods	1	20
. Collection of various classroom data	3	60

History department heads of the school were asked how often they conduct meeting with other department members and the greater majority of them (60%) replied that twice in a semester. A further question was posed on the issue that took most of they meeting time and about 60% of the department heads reported that collection of various classroom data

and followed by discussion of difficult ideas that teachers have faced while teaching in the classroom (20%) and implementation of innovative teaching methods (20%).

As it is indicated in Table 4.8 above, about 40 percent of history teachers responded that they obtained supervision support by their department heads. In relation to this, similar question was posed to school principals to report on frequently and kind of supervision support that they provide to history teachers. Their responses are summarised in Table 4.9

**Table 4.9 Provision of supervision to History Teachers**

Question on supervision support and response of school principals	Principals' Response (N=5)	
	F	%
Have you conducted classroom supervision to support history teachers in history teaching-learning process		
. Yes	4	80
. No	1	20
If you conduct classroom supervision then how often do you carry out?		
. Once in semester	3	60
. Twice a semester	1	20
. As necessity arise	1	20

The majority of school principals (60%) responded that they have given supervision support service to history teachers. Frequency of conducting classroom supervision was mostly once in a semester (60%).

#### **4.3.2.2. Teachers Attitude towards History**

The importance of teachers' attitude in determining students performance was widely recognized ( David and Vallen,1972,1998). Measurement of history teachers' attitude towards history administered to them. The history teachers' attitude towards the subject teaching is presented in Table 4.10

**Table 4.10 Teachers Attitude towards History and Its Impact on students' performance**

Items	F	%
Do you have interest for History subject		
. Yes	7	58.3
. No	5	41.7
Are you interested in your profession?		
. Yes	4	33.3
. No	8	66.7
If your response is No, to what extent it affects students academic performance?		
. Very high		
. High	2	16.7
. Medium	3	25
. Low	-	-
. Very low	2	16.7
	1	8.3
Teaching history at this grade level is not important for the life of the pupil		
. Strongly agree	1	8.3
. Agree	2	16.7
. Undecided	-	-
. Disagree	5	41.7
. Strongly disagree	4	33.3
There is mismatch between history topics that you have learned in the college or university with the curriculum of the grade level.		
. Strongly agree	3	25
. Agree	4	33.3
. Undecided	-	-
. Disagree	3	25
. Strongly disagree	2	16.7

Teachers attitude towards teaching profession have grate value in improving performance of students. Regarding this, Carige et .al. (1998) stated that, teachers must have commitment for the delivery of the subject matter effectively.

Out of 12 history teachers who filed out questionnaire 7(58.3%) have interest to the history subject and 41.7% of them do not have interest towards the subject. However,

more than half of the respondents (66.7%) were not interested to their profession. On this issue the teachers responded (41.7%) of them confirmed that if the teachers are not interest to their profession it strongly affect students performance.

About 75% of history teachers asserted that teaching history at grade nine level have important value for the life of the pupil. Respondent teachers (58.3%) also confirmed that there had been mismatch between history topics of they have learned in the college or university with the curricula of the grade level.

### **4.3.3 The Teaching Learning Process**

The teaching learning process has a lot to do with success of students. Through careful planning, implementation and evaluation, students can achieve better performance (Kyriacou, 1994). Hence this part of the discussion is devoted to the analyses of teaching learning process with respect to planning (Preparation and utilization of the lesson plan), teaching (techniques and utilization of teaching aids) and assessment (technique and frequency) in history performance of students at grade nine in West Shewa Zone. To this end, questionnaires were administered to history department heads of the sample schools in the study area.

#### **4.3.3.1 Instructional Planning**

Preparation and utilization of instructional planning should be considered for proper implementation of the curriculum. Information on history teachers instructional planning and implementation was gathered from history department heads.

The response of all history department heads revealed that all history teachers strictly prepare annual as well as weekly lesson plan. In addition to this, as to the level of utilization of annual lesson plan to guide the teaching learning process in the classroom, the majority of respondents replied, as they do not strictly follow annual lesson plan.

Moreover, the student researcher through document review made a cols examination of the matching of annual and weekly lesson plan. The investigation clearly revealed that no

congruency was found between annual and weekly lesson plan with respect to content coverage. Weekly plan were lagging behind the annual plan. Insufficiency of the total time allotted to cover each topic is attributed for the mismatching of the intended content coverage with actual content coverage. Besides this, as information given from department heads there was time wastage in case of students' disciplinary problems in most secondary schools of the Zone under study. This has affected the speed of teaching and learning history. Therefore, teachers were rushing to cover the topic since they are short of time.

#### 4.3.3.2 Methods of Teaching History

The quality of education is depending on the quality of instruction being provided in the actual classroom. Then knowing the instructional methods and techniques of teaching history plays a major role for the implementation of the curriculum. Knowing the subject matter or content knowledge is not sufficient to implement the curriculum effectively (Gieese, 1996). Thus, this part of the discussion tries to analyse the issues; Are the suggested teaching methods in the syllabus were employed by history teachers. With this regards, data on the application of different methods of teaching, questionnaire

Table 4.11 Utilization of different methods of Teaching History

Items	Teachers		Students	
	F	%	F	%
Do history teachers applied Different methods of teaching				
. Yes	3	25	187	38.87
. No	9	75	298	61.13

Table 4.11 depicts that the majority of the respondent teachers (75%) and students (61.13%) confirms that the history teachers did not used different methods of teaching history suggested in the syllabus. The data therefore contradict with the argument given by different scholars in the field such as Tekeste(1990) Rodeny (1994) who suggested that using a variety of teaching methods increase the participation of students and

enhance their academic performance. Therefore, the inability of history teachers to utilize different methods of teaching affects students' history performance.

**Table 4.12 Frequency of the utilization of different teaching methods suggested in the syllabus**

To what extent the teachers applied the following teaching methods?	Teacher		Students	
	F	%	F	%
Lecturing				
. A lot	9	75	376	77.2
. Some	2	16.7	111	22.8
. Not at all	1	8.3	-	-
Note Giving				
. A lot	6	50	412	84.6
. Some	2	16.7	75	15.6
. Not at all	4	33.3	-	-
Question and answering				
. A lot	4	33.3	189	38.8
. Some	5	41.7	211	43.3
. Not at all	3	25	87	17.9
Discussion				
. A lot	2	16.7	196	40.2
. Some	9	75	237	48.7
. Not at all	1	8.3	54	11.1
Group work				
. A lot	3	25	17	3.5
. Some	4	33.3	216	44.35
. Not at all	5	41.7	254	52.15
Invited guests				
. A lot	-	-		
. Some	-	-		
. Not at all	12	100	487	100
Dramatization				
. A lot	-	-	-	-
. Some	2	16.7	36	7.4
. Not at all	10	83.3	451	92.6

For the question raised to what extent the history teachers applied different methods of teaching history, the majority of the respondent teachers (75%) and students (77.2%)

argue that the lecture method was frequently used by teachers and 50% of teachers and (84.6%) of students confirms that not giving is the next method of teaching history to lecturing. Lecture method is the traditional method in which the students become passive. This finding is contradict with the argument of Rodeny (1994) suggests that the traditional method (lecturing) for teaching history is not the most effective method and it affect students academic performance sins the participation of the students was neglected.

From the suggested teaching methods in the syllabus history teachers did not use dramatization and invited gusts. As it can be seen from the Table, discussion & question and answering accounts 41.7%, and 43.3%( the average percentage for both teachers and student respondents) respectively argue that the history teachers used these methods for some times. On the other hand the respondent teachers and students disagree on the frequently use of group work method in history teaching-learning process. As indicated in the table above the majority of history teachers (41.7%) agreed that group work was used for some time where as the majority of students (52.15%) confirm that the history teachers never used group work method in the teaching-learning process of history. As to the researcher the response given by students is correct and accepted, because through the classroom observation practical situation of the class implies that the teacher never use group work method.

#### **4.3.3.3 Utilization of Teaching Aids by history Teachers**

All history teachers are advised to use teaching aids available in school pedagogical center. When such materials are not available in the school pedagogical centers, teachers are expected to prepare such materials.

The suggested teaching aids for teaching history at secondary schools are Maps, globs, charts, diagrams and photographs (MOE, 1998). Hence, the level of utilization of teaching aids at classroom has to be examined in terms of variety and adaptability as follows. To this end questionnaire was administered to the history teachers of grade nine and grade nine students and supported by classroom observation. The responses of the teachers and students were presented in Table 4.13.

**Table 4.13 Utilization of Teaching Aids by History Teachers**

Teaching Aids	Students		Teachers	
	F	%	F	%
World map				
. Always		2.5	-	58.3
. Some times	389	79.8	7	41.7
. Not at all	86	12.8	5	
Map of Ethiopia				
. Always	20	4.11	2	16.7
. Sometimes	-	-	4	33.3
. Not at all	467	95.89	6	50
Map of Africa				
. Always	26	5.33	3	25
. Sometimes	44	9.3	4	33.3
. Not at all	417	85.63	5	41.7
Charts				
. Always	16	3.0	-	-
. Sometimes	101	21.1	4	33.3
. Not at all	320	75.9	8	66.7
Photograph				
. Always	-	-	-	-
. Sometimes	-	-	1	8.3
. Not at all	487	100	11	91.7
Globs				
. Always	37	7.61	1	8.3
. Sometimes	71	14.57	2	16.7
. Not at all	379	77.82	9	75
Diagrams				
. Always	42	8.6	-	-
. Sometimes	61	12.6	4	33.3
. Not at all	384	78.8	8	66.7

Table 4.13 shows that the majority of the respondents of teachers (58.3%) and student (79.8%) argued that, the history teachers used world map for some times as a teaching aids. As it can be seen from the table, the majority of the respondent teachers and students agreed that, the history teachers never use photographs, map of Ethiopia, and map of Africa, diagrams, Globs and charts. This finding is contradicting with the

suggestion of Dale (1969) that students' exposure to different media is believed to broaden students' experience and improve students' creativity. Thus, teachers' inability to utilize different teaching aids could affect students' history performance.

#### **4.3.3.3.1 Summary of Classroom Observation**

In order to support the data gathered through questionnaire, classroom observation was carried out. The purpose of this classroom observation was to describe the current classroom practice in the teaching-learning process. So the data collected through classroom observation are presented in order to evaluate teachers and students' activity in the teaching learning process of history. The results are given with the help of table and followed by analyses and interpretation.

##### **4.3.3.3.1.1 Teachers Activity**

History teachers should employ a variety of teaching methods for effective delivery of the subject lesson to students. Rodeny (1994) argue that in teaching of social studies there is no one best approach that fits all instructional objectives, content, etc. Therefore, an effective teachers, has to utilize a variety of approaches that suite the specific subject. Teachers also have to establish heterogeneous group to facilitate active teaching and employ active learning by arranging group work, class and homework and by encouraging students to participate in discussion. To this effect systematic classroom observation have made to assess the history teachers' activity in the classroom. The results of this classroom observation are presented in Table 4.14

**Table 4.14 Teachers Activity in the Teaching Learning Process  
(Classroom Observation)**

Teachers Activity	Very Good		Good		Average		Below Average		Poor		Mean
	F	%	F	%	F	%	F	%	F	%	
Teachers Explains the topic clearly	6	66.6	1	11.1	2	22.2	-	-	-	-	4.4
Teachers Give Short note	-	-	3	33.3	4	44.4	2	22.2	-	-	3.3
Teacher use different methods of teaching	-	-	-	-	3	33.3	6	66.6	-	-	2.6
The teacher use different teaching Aids	-	-	-	-	2	22.2	5	55.5	2	22.2	1.9
The teacher facilitate small discussion	-	-	-	-	1	11.1	4	44.4	4	44.4	1.6
The teacher give tests	-	-	-	-	4	44.4	2	22.2	3	33.3	2.2
The teacher assign class work and assignment	-	-	-	-	4	44.4	3	33.3	2	22.2	2.1
The teacher Give brief summery periodically and at the end	2	22.2	1	11.1	2	22.2	2	22.3	1	11.1	2.2
Grand Mean											2.5

As shown in Table 4.14, teachers explanation of the lesson was rated to be excellent that represents 66.6%. The evidence in the same table further shows that utilization of different teaching methods and the utilization of different teaching aids by history teachers were rated to be below average that represents 66.6 % and 55.5% respectively. Generally seen the observed teachers ability to use different methods of teaching, different teaching aids, giving test/quizzes, assigning class work or assignment and giving brief summery at the end were rated as below average. The mean rating score in the table also portrays, it seems possible to say that almost all the variables under the category of teachers' activity were not fully performed.

### 4.3.3.3.1.2 Students Activity

Students' active participation in the form of asking, answering, practice of work and group work are highly demanded. The researcher made classroom observation to examine major activities of students during history teaching learning process. The result of the observation are summarised in table 4.15

**Table 4:15 Students Activity in the Teaching Learning Process  
(Classroom Observation)**

Teachers Activity	Very Good		Good		Average		Below Average		Poor		Mean
	F	%	F	%	F	%	F	%	F	%	X
Listening teachers talk	5	55.5	3	33.3	1	11.1	-	-	-	-	4.6
Copying teachers note	4	44.4	3	33.3	2	22.2	-	-	-	-	4.2
Asking and answering questions	-	-	-	-	3	33.3	6	66.6	1	11.1	2.4
Discussing in group	-	-	-	-	2	22.2	7	77.7	-	-	2.2
Doing class work and assignment	2	22.2	1	11.1	4	44.4	-	-	-	-	3.1
Attending teachers demonstration	3	33.3	1	11.1	5	55.5	-	-	-	-	3.7
Grand											
Mean											3.3

The dominant activity of students in the observed classroom was listening (55.5%) followed by note taking (44.4%). On the other hand 55.5% and 44.4% observed classroom students were found to be rated average in attending the demonstration and doing class work respectively. Besides, as shown in table 4.15, about 66.6% and 55.5% of the observed classroom students were rated as below average in group discussion and asking and answering questions respectively. As the table portrays, it seems possible to say that almost all the variables identified under students' activities were satisfactorily performed.

#### 4.3.3.4 Assessment Technique and Its Utilization

Once a history teacher has a clear goal of what and how to teach, the other concern is to know to what extent students learn from their lessons through assessment. As a result a question was posed to history teachers on the assessment methods, frequency of assessment. The responses are summarised as follows.

##### 4.3.3.4.1 Assessment Technique

Teachers should closely and regularly monitor history performance and then use feedback of assessment for improving instruction. Effective and appropriate assessment methods suggested in history syllabus for the grade understudy are review question, exercise; group work, group report and quiz/Test (MOE, 1998) .The type of assessment techniques frequently used by history teachers are indicated in table 4.16

**Table 4.16 Assessment Techniques used by History Teacher**

Technique	F	%
Review question		
Assessment		
. Lot	8	66.7
. Some	-	-
. Not at all	4	33.3
Assignment		
. A lot	3	25
. Some	7	58.3
. Not at all	2	16.7
Exercise		
.A lot	-	-
. Some	4	33.3
. Not at all	8	66.7
Quiz/Test		
. A lot	-	-
. Some	3	25
. Not at all	9	75
Group work		
. A lot		-
. Some	2	16.7
. Not at all	10	83.3

More than half of the history teachers (66.7) used review question to assess students' history learning to identify those with learning difficulties and take appropriate remedial

measures on time. The percentage of teachers that some time apply assignment, exercise and quiz/test and group work methods for measuring the students performance accounted 58.3%, 33.3%, 25% and 16.7% respectively. More than three fourth of the teacher (83.3%) and more than half (66.6) reported that they did not use group work and exercise for assessment respectively. Lastly, exercise, assignment, quiz/test and group work are given little importance in assessment of history performance of students.

#### 4.3.3.4.2 Frequency of Assessment

There are two forms of assessment; continuous and summative. Summative assessment is carried out at the end or completion of a semester teaching while continuous assessment is mainly concerned with measuring the progress of students continuously in a given period of time. Each of these forms of assessment has their own advantages and disadvantages. Hence, combined use of the two formats could allow off setting the limitation of the use of each of them. A question was posed to history teachers on how often they monitor students' history learning progress in the sample schools. Table 4.17 presents the frequency of history assessment.

**Table 4.17 Frequency of Assessment Conducted by History Teachers**

Items	F	%
How often do you make assessment to your students while you have taught history?		
. Each period	-	-
. End of each sub unit	2	16.7
. End of the unit	3	25
.Not at all except mid and final examination	7	58.3
Major reasons for the non-application of continuous assessment at schools		
. Big class size with crowded students	5	41.7
. Lack of educational facilities and materials like type writers and stationeries	4	33.3
. More teachers work load	3	25

The percentage of teachers who stated that they made assessment at mid and final examination was 58.3 %, at the end of the unit was 25 percent and at the end of each sub unit was 16.7 %.

History teachers were also asked on major reasons that impede the application of continuous assessment for monitoring history performance of students in secondary schools. About 41.7 percent of the teachers reported that big class size with overcrowded students is the major problem followed by lack of educational facilities (33.3%) and more teachers' workload (25%) respectively.

#### **4.3.4 Language of Instructing and Instructional Resources**

##### **4.3.4.1 Language of Instruction**

It is through the language of instruction that the content of the subject is delivered to students (Marew, 1998). The language of instruction is a key to facilitate or hinder the teaching learning process. Therefore, in order to investigate the students' language ability, questionnaire was administered to both students and teachers and presented in Table 4.18

**Table 4.18 Views on the Language of Instruction (English)**

Items	Teachers		Students	
	F	%	F	%
The degree of proficiency of grade nine students in the language of instruction				
. High	-	-	87	17.9
. Medium	3	25	111	22.8
. Low	9	75	289	59.3
If your answer to the above question is low, to what extent it affects students academic performance				
. Highly	10	83.3	25	5.2
. Moderately	-	-	297	60.9
. minimally	2	16.7	165	33.9
The reason for the low proficiency of students in English				
. Lack of knowledge of English in previous education level	5	41.7	180	37
. Lack of interest toward English	-	-	120	24.6
. Difficulty of words in textbook	4	33.3	152	31.2
. Shortage of qualified English teacher	3	25	35	7.2

Table 4.18 summarizes the view of the respondents regarding the proficiency of grade nine students in the language of instruction, which is English. As can be noticed from the table, while the majority of history teacher's respondents (75%) argue that, the ability of grade nine students in English was low or weak. Besides, most of the students (59.3%) also claimed that, their command of language instruction is poor. and supported the idea of the teachers (who agree that the students were weak in the language of instruction). According to the majority of teacher (41.7%) and students (37%) respondents, the main reason for the weakness of the students in the language of instruction was due to lack of background knowledge of the subject matter (English). Followed by the difficulty of

words in the text book replied by teachers (33.3%) and students (31.2%). The students, at primary school did not acquire adequate knowledge and skills of the subject. Thus it could be reasonable that students were weak in the language of instruction due to lack of background knowledge.

As shown in table 4.18, 83.3% of the respondent teacher argue that the low proficiency of students in the language of instruction highly affect students academic performance. Where as 60.9% of the students respondents argue that the language of instruction moderately affect their academic performance. The idea of the teacher respondents on the impact of the low proficiency of the language of instruction of students on their academic performance, supported by other researcher finding like Tekeste(1990) and Weldemika'el (1996). These writers stated that in Ethiopia secondary school students have faced difficulties in the teaching learning process, due to the fact that the majority of the students are weak in the language of instruction (English).

#### **4.3.4.2 Instructional Resources**

The wealth of teaching materials available in secondary schools and the way in which they are used and related to the instructional programs have influence on the academic performance of students. The instructional resources are among the important variables that enhance instructional outcome. Different findings (Coombs, 1985; and Amare, 1999) revealed that instructional materials such as textbook, newspaper, different teaching aids, reference books in the library and other are very useful in facilitating effective teaching and learning. Under this discussion the availability of instructional materials, library service, distribution of history books in the library and class were presented hereunder.

#### 4.3.4.2.1 Availability of Instructional Materials

Instructional materials refer to the different sources that teachers and students use in the teaching-learning process. Therefore, the qualities of education influenced by the way teachers make use of teaching aids in the teaching learning process (Amare ,1998). Teaching aids are important in providing information, organization and presentation of information in terms of scope and sequence and providing students the opportunity to use what they have learned. Therefore, the effective implementation of history lesson at secondary schools has to consider the availability and quality of essential teaching materials. To examine the availability of teaching aids, questionnaire was administered to history teachers and presented in Table 4.19

**Table 4.19 Availability of History Instructional Materials**

Teaching materials	Adequate		Inadequate		Non-existence	
	F	%	F	%	F	%
Students textbook	10	83.3	2	16.7	-	-
Teachers guide	7	58.3	5	41.7	-	-
Map of Ethiopia	2	16.7	7	58.3	3	25
Map of Africa	1	8.3	9	75	2	16.7
World map	1	8.3	10	83.3	1	8.3
Globs	2	16.7	4	33.3	6	50
Chart	-	-	4	33.3	8	66.7
Diagrams	1	8.3	2	16.7	9	75
Photographs	-	-	-	-	12	100

According to the data in Table 4.19, 83.3% and 58.3% of the teacher respondents reported that there is the adequacy of students' textbook and of the teachers guide respectively. Reference to the table shows that, of the total respondents teachers (100%, 75%, 66.7% and 50%) indicated a complete absence of photograph, diagrams, chart, and Glob respectively. In addition to this 83.3% and 66.7% and 58.3 % of the respondent teachers argue that world map; Map of Africa and map of Ethiopia were inadequate respectively.

In general the inadequacy of maps and the non-existence of photographs, diagrams, charts and Globes are crucial problems in the sample schools in which this study was carried out.

#### **4.3.4.2.2 Library Facilities**

In the absence of functioning library, the mastery of history will be questionable. School principals were asked about the availability of school library and they were requested to state the number of days in the week and hours in a day that the library was functioning and the numbers of classes that have access to library every week

It was found that almost all (4) of school principal confirmed that they had school library, and one of them do not have library function. The observation made by the student researcher also reinforced the responses obtained from principals that the majority of the school have library though the size of the library with respect to its adequacy to the total number of enrolled students varies significantly.

School library is expected to work five days in a week and eight hours. This may not be true in some secondary school. To prove this, school, principals were asked to indicate the number of days that the school library is working. With this regards, the number of principals who responded every day were 80%. Further question was posed to school principals to rate the total numbers of hours that the school library has served the students. In view of this, the entire school principal who have library replied eight hours a day.

The other library related a variable, which may influence the level of utilization, was the number of history books available in the library. Data on the actual counting of books in the library clearly revealed that about 4 (80%) out of five schools under study possessed a set of history books in the school is less than 50 books and the rest sample school (20%) have the total of 51 to 100 history books in the school.

#### **4.3.4.2.3 Class Size**

Class size is one of the major in school factors, which are considered among with in school variables that influence students' academic performance. Regarding this Gorton (1998) argues that teachers view that the quality of their teaching with their students declined with an increase in the size of the class size.

Various researchers such as Fuller (1987) and Chon and Rosmiller(1987) have argued that class size is one of the major factors that would influence students academic performance and consequently may hinder or facilitate the quality of education provided. On the other hand respondents were asked to specify the number of students in the class they are teaching in their school. Thus, the responses evidenced shows that, the number of students in a section (100 percent of the respondent teachers) for grade nine in their schools was more than 80 students. This data was contradicts with what the ministry of education proposed as the maximum class-size, which is 40 students per classroom in secondary schools (MOE,2001).Thus, while the students class size set by the ministry of education is very much reasonable, the finding regarding class-size in the schools was almost twice the average standard set by the ministry of education. Thus, the overcrowded classroom can affect the academic performance of students in the Zone understudy. Therefore, regarding the impact of large class size on students' academic performance, questionnaire was administered to history teachers and their response are summarized in Table 4.20

Table 4.20 The impact of class size on the students' academic performance

Items	F	%
Provision of necessary help by the teacher to each students		
. Very high		
. High	8	66.7
. Undecided	2	16.7
. Low	2	16.7
. Very low	-	-
Identifying students with special needs		
. Very high	9	75
. High	2	16.7
. Undecided	-	-
. Low	1	8.3
Administration of test/Examination		
. Very high	4	33.3
. High	3	25
. Undecided	1	8.3
. Low	4	33.3
. Very low	-	-
Effective communication between students and teachers		
. Very high	8	66.7
. High	1	8.3
. Undecided	2	16.7
. Low	1	8.3
. Very low	-	-
Classroom discipline		
. Very high	1	8.3
. High	7	58.3
. Undecided	-	-
. Low	3	25
. Very low	1	8.3
Implementation of deferent teaching methods	5	41.7
. Very high	4	33.3
. High	1	8.3
. Undecided	-	-
.Low	1	8.3
. Very low	-	-
Applying continuous assessment		
. Very low	7	58.3
. High	2	16.7
. Undecided	-	-
. Low	3	25
.Very low	-	-

Table 4.20 depicts that in over crowded classroom, identifying students with special needs, applying continuous assessment, interaction between students and teachers and administration of test/examination, which accounts 91.7%, 75%, 58.3% and 58.3% of the respondents respectively argue that applying the above variables was difficult due to large class size. Therefore, this finding agreed with the research finding of different scholars such as Bennet (1990) & Otto and Sendar (1984) suggests that ,large class size has a significant effect when it exceeds the limit, on practical group work, giving test, identifying students need are difficult when class size exceeds 40. Tozer, et. al. (1993) also suggest that no support to individual students in large class size according to their needs.

In addition to this, the respondents (58.3% and 41.7%) respectively argue that, as the result of large class size problem such as classroom discipline and implementation of different teaching methods may not be effective.

The finding of the study indicates that the student population and the availability of educational resources and facilities such as classroom and library facilities are still far below the required quantity and quality. Hence, in such a situation, it is most likely that the students' academic performance would be adversely affected by large class size in west shewa Zone.

#### **4.3.5 Students Characteristics**

Students' related factors that have influence the pedagogical teaching learning conditions in history are students' attitude towards the subject and students classroom behaviour are issues to be discussed and analysed as follows.

##### **4.3.5.1 Students Attitude Towards Learning History**

With in the fields of education, interest has be come important one to be effective (Ergistorm, 1994). It is difficult to teach history if students have not interest for learning. According to Graves (1980), the major factor that influence students interest for learning different subjects are social background of child, interaction of teachers with students, teachers methods of teaching and teachers characteristics. Thus, to investigate the

students' attitude towards the subject, questionnaire was administered to students and their responses are summarized in Table 4.21

**Table 4.21 Students Attitude towards History**

Items	F	%
Do you have interest to learn history		
. Yes	215	43.6
. No	263	54.4
If your answer is no what is the reason		
. The characteristics of the teacher	61	12.6
. Difficulty of the subject	117	24.2
. Methods employed by teachers	45	9.4
. Inability of the teacher to deliver the subject	40	8.3

A question was asked with respect to their interest to learn history 54.4% of students respondents do not have interest to learn history. For the reason that influence their interest (24.2%) of the respondents confirms the difficulty of the subject, followed by characteristics of the teachers (12.6%) and methodology employed by teachers were the major reasons(9.4%). This finding is harmony with the research finding of Graves (1980) argue that teachers characteristics, the methodology employed by teachers and the nature of the subject affect the interest of students.

#### **4.3.5.2 Students Classroom Behaviour**

Students' absenteeism, disciplinary problems and vandalism affect their academic performance (Pastlethwaite, 1994). Further he expressed that students' disciplinary problems and vandalism affect teacher and students by reducing school effectiveness, inhibiting student learning and disrupting the school-learning environment. So, the questionnaire was administered for history teachers to investigate which student behaviour affects their academic performance. The responses are summarized in Table 4.22

Table 4.22 Students' classroom behaviour

Behaviour of student that affect their performance	Teachers' Responses N=12	
	F	%
Students Absenteeism		
. Serious	9	75
. Moderate	3	25
Disciplinary problems		
. Serious	8	66.7
. Moderate	3	25
. Minor	1	8.3

As it can be seen from Table 4.22, 75% and 66.7% of the respondent teachers argued that, student absenteeism and disciplinary problems seriously affect students' academic performance. The finding of this study coincide with the finding of Pasthlethwaite (1994) stated that students disciplinary problems and absenteeism affect students academic performance.

#### 4.3.6 Guidance and Counselling

Guidance and counselling is a process in which a professionally certified counsellor works with students individually or in-group to assist them involving educational and vocational problems of the learners (Gorton et al, 1988). Its objective is to help students to plan a suitable educational program and make effective use of the program. Thus, in order to assess the availability and impact of guidance and counselling on students academic performance, questionnaire was administered to school principals and presented in Table 4.23

Table 4.23 Availability and Impact of Guidance and Counselling

Items	Principals responses (N=5)	
	F	%
Do you have a professional guidance and counsellor?		
. Yes	1	20
. No	4	80
The contribution of guidance and counselling service to enhance students' academic performance		
.High	3	60
. Medium	-	-
. Low	1	20
. Not at all	1	20

To the researchers' knowledge, in almost all sample secondary schools there is no professional guidance and counsellor that can assist the students to perform well in their learning. This was also confirmed by 80% of the school principal respondents. Thus, even though, it may not be as serious problem as other school related factors, like teachers related factors, instructional resources, curriculum related factors and medium of instruction, the absence of professional guidance and counselling service in the school could also hinder the desired students' learning outcomes. Because, the main purpose of guidance and counselling service in secondary school is very crucial in providing students. Guidance and counselling service is the opportunity to discover the interest, abilities and capacities of students in various fields. In addition to this, 60% of the respondents argued that, guidance and counselling service assists students in a way of systematic studies. And contributes for the best realization of their educational plans and where such studies may be best pursued.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMANDATIONS

#### 5.1 SUMMARRY

The main purpose of this study was to examine to what extent the in school related factors affects history performance of grade nine students in West Shewa Zone. Key and leading questions that had been entertained in the study are the following:

1. How do schoolteachers view the relevance, appropriateness and coverage of the curriculum of the grade level?
2. Do teacher's related factors have influence on students' history performance?
3. Do availability and quality of instructional resources and media of instruction have influence on students' history performance?
4. Do the factors related to effectiveness of teaching learning process in the classroom influence pupils' history performance?
5. Do factors defining students' characteristics (attitude and behaviour) have influenced history performance?
6. Are there professional guidance and counsellor in the school? To what extent do they assist the students to improve rtheir-learning outcomes?

In order to seek answers to the above questions the investigator selected five secondary schools as a sample in west Shewa Zone. Data was collected from history teachers, history department heads, school principals and grade nine students of the sample schools using questionnaire, classroom observation rating scale, performance test and documentary analysis. The data collected was tabulated and analysed using percentage method for questionnaire, percentage, mean and standard deviation for performance test and percentage and grand mean for classroom observation rating scale. On the basis of the analysis made on the data secured through different instruments, the major findings of the study are summarized as follows:

According to the analysis made, The Following Major findings were obtained

- 5.1.1 History performance of students in sample school is generally low with significant variation across the school and gender.
- 5.1.2 The data collected has indicated that, the content of history subject for the grade level is weak in terms of its appropriateness and relevance.
- 5.1.3 The finding of the study indicated that, except two teachers, the level of qualification and teaching experience was not adequate to history teaching at secondary school. Nearly, all history teachers worked for less than ten years.
- 5.1.4 In the study it was found out that, personal reading is the most important channel of continues professional development followed by meeting to history teachers
- 5.1.5 In the Study it was found that almost all history teachers prepare and utilize annual and weekly lesson plan though mismatch between the weekly and annual lesson plan is common.
- 5.1.6 In the study area, it was found out that the proficiency of grade nine students in English is low and unable to understand the content of the subject.
- 5.1.7 The finding of the study indicated that the instructional resources (such as school library, instructional materials and reference book) was not adequate to teach grade nine history
- 5.1.8. The study revealed that lecturing and note giving were the two most dominant teaching method of history in the classroom. In addition to this most of history teachers did not use different teaching methods and different teaching aids frequently while teaching history.
- 5.1.9 The data collection has indicated that in order to measure the history performance of students, history teachers employ only mid and final examination.
- 5.1.10. In the study, it was found that, in the majority of sample school grade nine students did not like learning history. In addition to this students classroom behaviour is also another serious problem in the school.
- 5.1.11 The data collected has indicated n the majority of sample schools there was no professional guidance and counsellor that assist students to solve their academic and social problems.

## 5.2. CONCLUSION

Based on the major finding the following conclusion was drawn.

- 5.2.1 The finding of the study indicate that there was variation in history performance across gender and the school.
- 5.2.2 The finding of the study revealed that, the content of the subject for the grade level was weak in terms of appropriateness and relevance because the content was vast to understand and cannot be covered within a given time.
- 5.2.3 The finding of the study also indicate that , in all sample school; there was lack of history teachers with appropriate qualification, Continuous professional development was not given to history teachers and experienced teachers with BA qualification are found to be deficient. Hence, the low competence of history teachers could be the major factor which affects history performance of students.
- 5.2.4 The finding also indicate that ,the suggested grade nine history teaching methods has not matched with what is actually practiced in the classroom and little attention has been given to the congruence of the content coverage because of weekly lesson plan lagged behind the annual lesson plan. In addition to this the variety of teaching aids suggested for grade nine history also have not matched with what is actually practiced in the classroom and there is great difference in the variety and applicability of the suggested assessment technique between the suggested and what is actually practiced. Therefore one can conclude from this finding that in the sample school, the teaching learning process have great influence on students history performance.
- 5.2.5 The finding of the study also shows that, the school library is not adequately equipped with necessary materials and reference books and the class in the schools was found to be very large. In addition to this there is a complete absence of some teaching aids like photograph, chart & diagram and maps were inadequately available. From this finding one can conclude that the inadequacy and complete absence of instructional materials can have influence on students' history performance.

- 5.2.6 It was found that the majority of grade nine students in the sample school were weak in the language of instruction (English). The main reason for the weakness of the students in the language of instruction was due to their previous low-level knowledge and skills in English. It could be lack of appropriate teaching method and in availability of competent teachers who teach English in the primary school. Thus, from this it could be concluded that students' low level ability in the language of instruction, their history performance might be affected negatively.
- 5.2.7 The finding of the study revealed that, there was absence of students' interest towards learning history. The main causes for the students disinterest to learn history were the difficulty of the subject and the teachers' method of teaching. In addition to this, the absenteeism and disciplinary problems are the serious problems. Thus it can be concluded that the characteristics of students might affect history performance.
- 5.2.8 In the study it was found out that in the majority of sample schools there was no professional guidance and counsellor. As the result of this, students could not get necessary advice how to study and overcome the problem they encountered. Therefore, the absence of professional guidance and councillor in the school could have its own share to the students' low performance.

### **5.3 RECOMMENDATIONS**

Based on the conclusion drawn, the following recommendations are forwarded to meet the problem understudy:

- 5.3.1 In order to equalize the performance of male students with females as well as among schools it would be important to identify the major cause behind this variation by further research works.
- 5.3.2. The history experts at ICDR in MOE should substantively review the overall instructional time allotted for history curriculum of general secondary school to make the necessary arrangements.
- 5.3.3 Teachers should teach history teaching at general secondary school, with bachelor degree qualification in history. Thus, training of teachers in pre-service and in service program should be emphasised. Even though the in-

service-training program is widely practiced in the country, still there are number of teachers who are teaching beyond their qualification. Thus the Federal Ministry of Education should devise mechanisms which increase the number of in-service trainees in order to increase the availability of BA qualified teachers in history through the imitation and introduction of different modalities of teacher training program.

- 5.3.4 To reduce the deficiency of experienced history teachers, continuous professional development of teachers through School clusters, discussion among history teachers at school level, experience sharing among school teachers and supervisors and support service at school level should be provided.
- 5.3.5 History teachers of general secondary school should employ the suggested variety of teaching methods in the history syllabus.
- 5.3.6 The secondary schools in the study area suffer from lack of minimum essential history teaching materials (teaching aids) due to scares resources allocated to schools. Therefore, history teachers should be encouraged to produce and utilize low cost teaching aids from locally available materials. In addition funds have to be allocated for the purchase of those instructional materials that could not be produced at local level like photograph, maps and others which are not easily available.
- 5.3.7 To alleviate the problem related to class size, the Ministry of Education in collaboration with the regional government and regional education bureau should encourage private investors to build private secondary schools in the zone understudy. In addition to this the regional education Bureau should give due consideration to construct secondary schools side by side with the primary schools. Donor's agencies could also play an important role in reducing the problem of shortage of classroom and other educational resource and facilities as they do in primary school. The ministry of education also should give due attention to assign sufficient number of qualified history and other subjects teachers to reduce the problem created by overcrowded classroom.
- 5.3.8 Aware of the fact that increasing the lesson time for the subject will avoid the lagging of the weekly lesson plan behind the annual lesson plan, the school

should work towards increasing the current instructional time of schools through the transformation of the school from double shift in to single shift by building additional classroom. In addition to this, the ministry of education also should assign qualified teacher in the school where additional classroom building take place. Besides, the curriculum developer (ICDR) should increase the time of instruction for history, especially for general secondary school. On top of this, in order to cope the mismatching of weekly lesson plan with annual lesson plan, the history curriculum at secondary school should be broadcasted through plasma TV like other subjects.

5.3.9 History teachers should employ the suggested evaluation mechanism on the history syllabus, which are the instrument for the application of continuous assessment. In addition to this refreshment courses should be given for history teachers on how to apply continuous assessment through different workshop and other mechanism to increase their awareness on the methodology.

5.3.10 In order to solve the problem of students in the language of instruction, the methods of teaching English should be changed at the primary schools. In addition to this, competent teachers who have the command in the language should be assign to teach English in primary school. So that students could have good background knowledge at the subject, which help them to understand history. For this purpose English teachers in the primary schools should be prepared continuously with workshop and short term training, even though the ELIP has given for the first round it is not sufficient, in order to improve their English language ability and on how to teach English effectively. Moreover, secondary school principals should also assist grade nine students by arranging tutorial program with special emphasis for the English language. In addition to this the curriculum developer (History experts) should use simple words in writing the textbook so as to make understandable for the students. If the above recommendations are not possible to be applied, the Ministry of Education should introduce the possibility to the regional education bureau to give education of any subject except the language, English, at secondary school through regional language (mother tongue).

- 5.3.11 History teachers should employ different teaching methods and use variety of teaching aids to initiate the interest of students toward the subject, history. In addition to this, the students should avoid the behaviour of absenteeism and disciplinary problem, which affect their instructional time.
- 5.3.12 The concerned authorities need to recognize and strengthen the department of educational psychology in Addis Ababa University. Besides, other newly opened universities in collaboration with the ministry of Education need to open such a department so as to produce professional guidance and counsellors for secondary schools. In addition to this the Ministry of Education should give due attention to devise mechanism to retain the assigned professional guidance and counsellor in the school. The devised mechanism should contribute to reduce the turnover of professional guidance and counsellor from the secondary schools
- 5.3.13 Finally, the problem is not such an easy one to be adequately studied by the student researcher. Thus, the researcher would like to recommend that, other individual to search for better and wider solutions that can significantly alleviate the existing problem by conducting deeper and wider research work on this issue.

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APPENDIX-A

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDY  
COLLEGE OF EDUCATION

Department of Curriculum and professional Development Study

**Questionnaire to be Field by Principals**

This questionnaire is designed by a graduate student of the department of curriculum and professional Development study attempting to study "Factors Affecting Grade Nine Students History Performance in West Shewa Zone". It is administered to survey your views and to collect first hand information about the factors that can affect students academic performance in history by giving due emphasis to grade **nine** and to come with some solution to overcome the existing problems. You are, therefore, kindly requested to fill in the questionnaire for which the success of this study directly depends up on your genuine responses to the questions.

**Thank you in advance for your cooperation**

Direction: You are not requested to write your name in any part of the questionnaire. To Those questions with alternatives you can encircle or you can provide the answer by putting the sign "X" in front of your choice. For items that requires open answer, please feel free to express and write your responses in he space provided

**PART ONE: Personal Information**

- 1 Name of the School \_\_\_\_\_
- 2 Age \_\_\_\_\_ 3 Sex \_\_\_\_\_
- 4 Level of Education    A MA/MSc    BBA/BSc  
   C. Diploma    D. Others
- 5 Work Experience
- A. Total service years \_\_\_\_\_
- B. Total Service years in teaching profession \_\_\_\_\_
- C. Service years as secondary school principal \_\_\_\_\_

**PART TWO: Items Related to Teachers Professional Support**

6. How often do you spend your time in making classroom supervision of history teachers?
- A Once in a month \_\_\_\_\_    B. Once in a semester \_\_\_\_\_
- C. Twice in a semester \_\_\_\_\_    D. Never \_\_\_\_\_
- 7.If you do not make classroom observation, state the major reason behind for not doing so.
- A. Overload with other responsibilities \_\_\_\_\_
- B. Unwilling to do such task \_\_\_\_\_
- C. Lack of sufficient skills in pedagogical support mechanism \_\_\_\_\_
- D. Teachers unwilling to be observed \_\_\_\_\_

**PART THREE: Physical School Facilities Related Question**

8. Is there library service in your school?    A Yes    B. No
- 9 For how many days is the library opened in a week? \_\_\_\_\_
- For how many hours \_\_\_\_\_
- 10 .For how many hours do classes have access to the library every week? \_\_\_\_\_
- 11.If the library does not work what is the reason for it? \_\_\_\_\_
- 12 Does your school have History curricular materials(Syllabus, teachers guide and students textbooks)?    A Yes \_\_\_\_\_    B. No
13. If not why is that \_\_\_\_\_

**PART FOUR : Items Related to Guidance and Counselling**

14. Is there professional guidance and counselor in your school?

A. Yes B. No

15. The contribution of guidance and counselling service to enhance students' academic performance

A. High B. Medium C. Low D. Not at all

APPENDIX-B

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDY  
COLLEGE OF EDUCATION

Department of Curriculum and professional Development Study

**Questionnaire to be Field by Grade Nine Students**

This questionnaire is designed by a graduate student of the department of curriculum and professional Development study attempting to study "Factors Affecting Grade Nine Students History Performance in West Shewa Zone". It is administered to survey your views and to collect first hand information about the factors that can affect students academic performance in history by giving due emphasis to grade **nine** and to come with some solution to overcome the existing problems. You are, therefore, kindly requested to fill in the questionnaire for which the success of this study directly depends up on your genuine responses to the questions.

**Thank you in advance for your cooperation**

Direction: You are not requested to write your name in any part of the questionnaire.

To Those questions with alternatives you can encircle or you can provide the answer by putting the sign "X" in front of your choice. For items that requires open answer, please feel free to express and write your responses in the space provided

**PART ONE: Personal Information**

1 Name of the School \_\_\_\_\_

2 Age A. Below 16 B. 16 to 20 C. above 20

2 Sex A, Male \_\_\_\_\_ B Female \_\_\_\_\_

**Part Two Items Related to Teaching Learning Process**

2.1 Your History Teacher used different methods of teaching History

- A. Always B. Some time  
C. Rarely D. Not at all

2.2 To what extent your history teacher applied the following methods of teaching in history class? Put the sign "X" under your choice.

Methods of teaching history	A lot	Some	Not at all
Lecture			
Note giving			
Questioning and answering			
Discussion			
Group work			
Demonstration			
Invited Gasts			
Debates			
Dramatizing			

2.3 Your History teacher used different teaching aids while teaching history?

- A. Always B. Sometime  
C. Rarely D. Not at all

2.1 Indicate the extent to which the history teacher used the following teaching aids frequently in history class. Please put the sign "X" under your choice.

Description of teaching Aids	Always	Sometimes	Not At all
World Map			
Map of Africa			
Map of Ethiopia			
Charts			
Diagrams			
Photographs			
Glob			

### PART THREE: Items Related to Language of Instruction

3.1 How do you evaluate your English ability with regard to understand and following up the subject matter history?

A. High B. Medium C. Low

3.2. If your response to question No 3.1 is low to what extent it affect your history performance?

A. Very high B. High C. Medium D. Low E. Very Low

3.3. If you believe that, your English ability in understanding the subject matter of history is low what do you think the reason for this?

A. Lack of knowledge of English in previous educational level

B. Lack of interest towards English

C. Difficulty of words in textbook

D. Shortage of qualified English teacher

E. English Language is difficult for it is the second language

**PART FOUR. Items Related to Students Attitude**

4.1. Do you like to learn history? A Yes B. No

4.2 If your response to question No 4.1 is No what is the reason behind?

- A. The teachers aggressiveness in and out of the classroom
- B. The difficult of the subject
- C. The methods applied by the teacher are not attractive Teachers ability to make lesson clear
- D. Others \_\_\_\_\_

APPENDIX-C

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDY  
COLLEGE OF EDUCATION

Department of Curriculum and professional Development Study

Questionnaire to be Field by History teachers

This questionnaire is designed by a graduate student of the department of curriculum and professional Development study attempting to study "Factors Affecting Grade Nine Students History Performance in West Shewa Zone". It is administered to survey your views and to collect first hand information about the factors that can affect students academic performance in history by giving due emphasis to grade **nine** and to come with some solution to overcome the existing problems. You are, therefore, kindly requested to fill in the questionnaire for which the success of this study directly depends up on your genuine responses to the questions.

**Thank you in advance for your cooperation**

Direction: You are not requested to write your name in any part of the questionnaire. To Those questions with alternatives you can encircle or you can provide the answer by putting the sign "X" in front of your choice. For items that requires open answer, please feel free to express and write your responses in he space provided

**PART ONE: Personal Information**

Fill the required information on the space provided by encircling your choice

- 1.1 Name of the school \_\_\_\_\_
- 1.2 Sex    A. Male    B. Female
- 1.3 Age    A. Below 20 years    B. 20-25 years    C. 26-30 years    D. 31-35  
          E. Above 35

**PART TWO: Items related to Curriculum**

Mark your answer in the question paper. Fill only one option for each question.

- 2.1 Contents of history of the grade level are difficult to understand.  
      A. Yes    B. No    C. No answer
- 2.2 If the content of history is difficult to the grade level what is its effect on students' academic performance?  
      A. Very high    B. High    C. Undecided    D. Disagree    E. Strongly disagree
- 2.3. Content of history topics are vast to understand  
      A. Yes    B. No    C. No answer
- 2.4. Is the suggested teaching method is appropriate?  
          A. Yes    B. No
- 2.6 Are the suggested teaching aids appropriate?  
      B. Yes    B. No    C. No Answer
- 2.7 Can the content of the textbook be finished in the allotted times?  
      A. Yes    B. No    C. No answer
- 2.8 if your response to item No 2.7 is no, do you agree that the content of the textbook is not appropriate to the grade level?  
      A. Strongly agree    B. Agree    C. Undecided    D. Disagree    E. Strongly disagree
- 2.9. How much do you agree that the contents of the text book are relevant?  
      A. Strongly agree    B. Agree    C. Undecided    D. Disagree    E. Strongly disagree

**PART THREE : Items Related to Teachers Educational Qualification and Attitude**

3.1 What is your level of education?

- A. MA/MSc    B. BA/Bed    C. Diploma

3.2 What is your area of specialization?

- A. History    B. Geography    C. Social Studies    D. Others

3.3. Your service year in teaching profession

- A. Below 20 years                      B. 21-25 years  
 C. 26-30 years                          D,31-35 years  
 E. Above 35 years

3.4 Do you have interest towards history?

- A Yes    B No

3.5 Are you interested to your profession? A Yes    B. No

3.6 If your response to question 3.4 and 3.5 is No to what extent it affects students academic performance?

- A, Very High    B. High    C. Medium    D. Low    E. Very low

3.7 To What extents the following channels of professional development of teachers including supervision service used? Put “X” under the alternative you want to choice.

Channels of professional development	A lot	Some	Not at all
Personal reading			
Discussion with other history teachers			
Supervisions support from school principal			
Supervision support from history department heads			
The contribution of mentor			

**PART FOUR: Items Related to Teaching –Learning Process**

4.1 Do you use variety of teaching methods while you teach history?

- A Yes                      B. No

4.2 To What extent have you applied the following teaching methods in history teaching?

Methods of Teaching History	A Lot	Some	Not at all
Lecture			
Note Giving			
Question and answering			
Discussion			
Project(individual)			
Group work			
Demonstration			
Invited guests			
Dramatization			

4.3 If the teachers do not use different methods of teaching history it negatively affect students' history performance.

- A. Strangely agree      B. Agree      C. Undecided  
D. Disagree      E. strongly disagree

4.4 If you do not use different methods of teaching what do you thing the barriers that keep you from employing different methods? \_\_\_\_\_

4.5 Do you use different teaching Aids/ A.      B. No

4.6 Indicate the extent to which you have emphasized the following teaching aids frequently in history class? Please put the sign "X" under your choice.

Description of teaching aids	Always	Sometimes	Not at all
World map			
Map of Africa			
Map of Ethiopia			
Charts			
Diagrams			
Globs			
Photographs			

4.7 How often do you make assessment (class work, homework, group work, etc.) to your students while you have taught history?

- A. Each period      B. At the end of each sub unit      C. A the end of each unit

D. Not at all except mid and final examination.

4.8 If you do not make continuous assessment to gauge the performance of your students, what are the major reason behind( More than one answer is possible)

- A. Big class size with corded students
- B. Lack of educational facilities and materials like typewriters, stationary, etc.
- C. High teachers work load
- D. Lack of refresh training and guidelines for continuous assessment
- E. Unwillingness of the students
- F. Lack of time
- G. G. Others (if any) \_\_\_\_\_

4.9 in the teaching learning process, if the teachers do not use continuous assessment it has negative influence on students academic performance

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

4.10 This question is intended to identify the assessment technique you have applied for history. Hence, please put "X" on the respective spec in the column.

Assessment technique	A lot	Some	Not at all
Review questions			
Assignments			
Exercises			
Quizzes/test			
Group work			

**PART FIVE. Items Related to Language of Instruction**

5.1 How do you evaluate English ability of your students with regard to understand and following up the subject matter history?

- A. High
- B. Medium
- C. Low

5.2. If your response to question No 3.1 is low to what extent it affect the students' academic performance?

- A, Very high
- B. High
- C. Medium
- D. Low
- E. Very Low

5.3. If you believe that, your English ability in understanding the subject matter of history is low what do you think the reason for this?

- A. Lack of knowledge in previous educational level
- B. Lack of interest towards English
- C. Difficulty of words in text book
- D. Shortage of qualified English teacher
- E. English language is difficult for it is the second language

5.4 How adequate do you think is the provision of students text book?

- A. Very adequate B. Adequate C. Somewhat adequate D. Inadequate.

5.5 Indicate the adequacy of instructional materials in your school that are necessary for teaching history by marking "X" on the corresponding space provided.

Instructional Materials	Adequate	Inadequate	Not existence
Teachers guide			
Syllabus			
Map of Ethiopia			
Map of Africa			
World Map			
Charta			
Photographs			
Globs			

5.6 How do you rate the efficiency of your school library service ?

- A. Very good B. Good C. Poor

5.7 How many history books are there in your library\_\_\_\_\_

5.8 What is the average number of students in the section you are teaching\_\_\_\_\_

5.9 Do you face problem with regard to large class size? A. Yes B. No

5.10 If your response is "Yes" show the degree of its effect on students' History performance by marking "X" on corresponding space provided under your choice

Problems due to large class size	Very low	Low	Undecided	High	Very High
Provision of necessary help by the teacher to teach students					
Identifying students with special needs					
Administration of test or examination					
Applying continuous assessment					
Effective communication between students and teacher					
Classroom discipline					
Proper use of library					
Teachers get less time					
Application of different teaching methods.					

**PART SIX: Items Related to Student Behaviour**

6.1 This question is intended to identify the degree of students' behaviour that affects their history performance. Hence, please circle A, B, C and D, representing four degrees ranging from "A" for "serious" "B" for "Moderate" "C" for "Minor" "D" for "not a problem"

- 1. Student Absenteeism      A      B      C      D
- 2 .Disciplinary Problems      A      B      C      D

APPENDIX-D

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDY  
COLLEGE OF EDUCATION

**Department of Curriculum and professional Development Study**

**Questionnaire to be Field by History department Heads**

This questionnaire is designed by a graduate student of the department of curriculum and professional Development study attempting to study "Factors Affecting Grade Nine Students History Performance in West Shewa Zone". It is administered to survey your views and to collect first hand information about the factors that can affect students academic performance in history by giving due emphasis to grade **nine** and to come with some solution to overcome the existing problems. You are, therefore, kindly requested to fill in the questionnaire for which the success of this study directly depends up on your genuine responses to the questions.

**Thank you in advance for your cooperation**

Direction: You are not requested to write your name in any part of the questionnaire. To Those questions with alternatives you can encircle or you can provide the answer by putting the sign "X" in front of your choice. For items that requires open answer, please feel free to express and write your responses in he space provided

**PART ONE: Personal Information**

1 Name of the School \_\_\_\_\_

2 Age \_\_\_\_\_ 3 Sex \_\_\_\_\_

4 Level of Education    A MA/MSc    BBA/BSc  
   C. Diploma    D. Others

5 Work Experience

A. Total service years \_\_\_\_\_

B. Total Service years in teaching profession \_\_\_\_\_

C. Service years as history teacher \_\_\_\_\_

**PART TWO: Items Related to Teachers Professional Support**

6. Have you conducted classroom supervision to support history teachers in history teaching learning process? A. Yes B. No

7. How often do you spend your time in making classroom supervision of history teachers?

A Once in a month \_\_\_\_\_ B. Once in a semester \_\_\_\_\_

C. Twice in a semester \_\_\_\_\_ D. Never \_\_\_\_\_

8 How frequently conduct meeting with history teachers?

A. Once in a week \_\_\_\_\_ B Once in a month \_\_\_\_\_

C. Once in a semester \_\_\_\_\_ D. Twice in a semester \_\_\_\_\_

E. Never \_\_\_\_\_

9. Which of the se issues take most of the time in the meeting with the teachers? Put them in priority starting first with the activity that took most of teachers time

A. Discussion of difficult ideas that teachers have faced while teaching history \_\_\_\_\_

B. Implementation of innovative methods \_\_\_\_\_

C. Application of appropriate teaching aids \_\_\_\_\_

D. Collection of students performance and suggest solution for improving low performance students. \_\_\_\_\_

**PART THREE: Items Related to Teaching Learning Process**

10. Do History teachers prepare annual lesson plan? A Yes B. No

11. Do history teachers prepare weekly lesson plan? A Yes B. No

12 History teachers strictly follow annual lesson plan

A. Always    N. Some times    C. Rarely    D. Not at all

13.If your answer is rarely or not at all what is the reason do you think? \_\_\_\_\_

14.Do history teachers conduct periodic curriculum review and research to evaluate the curriculum? A Yes    B. No

15 What should the history teachers do to improve history performance of students?  
\_\_\_\_\_

## APPENDIIX E

### UNIVERSTII FINFINNEE KOOLLEJJII BARNOOTAA MUUMMEE SIRNA BARNOOTAA GUDDINA OGUMMAA BARSIIISUMMAA GAAFFII BARATTOOTA KUTAA 9(SAGALIIF)DHIYAATE

Gaaffiin kun kan qophaa'e barata digirii 2ffaa muummee sirna barnootaatiini. Kaayyon ijoo gaaffii kanaa rakkoolee barumsa barattoota kutaa saglaaffaa barnootaa seenaa irratti qaban Godina Lixa Shawaa Keessatti qo'achuuf yaada furmaata kan ta'an kaa'uudhaaf.

Galma ga'insa qo'annichaaf, gaaffilee dhiyaataniif deebii sirrii ta'e atilaattu murteessaadha waan ta'eef osoo hin nuffiin yaada kee laattu nan abdadha.

#### **Yaadachiisa;**

. Waraqaa gaaffii kana irratti maqaa kee barreessuun hinbarbaachisu.

. Gaaffilee filmaata qabaniif deebii sif ta'u bakka filannoof taa'e keessatti akka ajajamtetti yoo filannoo ta'e qubee isaa itti maruun deebisi

**KUTAA TOKKO**

- 1. Maqaa mana Barumsaa kee \_\_\_\_\_
- 2. Saala    A. Dhira    B. Dhala
- 3. Umurii    A Waggaa 16 gadi  
              B. waggaa 16-20  
              C. waggaa 20 fi Ol

**KUTAA LAMMAFFAA: Gaaffilee Adeemsa Baruu Barsiisuu**

**Ilaallatu.**

- 2.1. Barsiisaan Seenaa sibarsiisu Maloota baruu-barsiisuu adda ddaatt fayyadama
  - A. Yero hunda            B. Yeroo muraasa
  - C. Darbee darbee        D. Hinfayyadamu
- 2.2 Maloota baruu barsiisuuf gargaarn armaan gadii keessaa barsiisaan kee seenaa si barsiisu hangam akka itti fayyadamu gabatee armaan gadii keessatti filannoo kee mallattoo “X” kanma barreessuun agarsiisi.

Maloota baruu barsiisuu	Yeroo baayee itti fayyadama	Yeroo murasa	Itti hi fayyadamu
Mala ibsaa			
Yaadannoo barreessuu			
Gaaffiifi deebbiidhan			
Mariidhaan			
Hojii garee			
Agarsisa			
Keessummaa affeeru			
Falmiidhaan			
Mala diraamaatiin			

- 2.3 Barsiisaan kee Seenaa sibarsiisu wayita seenaa sibarsiisu meeshaalee deeggarsa barnootaa adda addaatti fayyadama.
  - A. Yeroo hunda            B. Yeroo muraasa
  - C. Darbee darbee        D. Hinfayyadamu
- 2.4 Meeshaalee deeggarsa barnootaa armaan gadii keessaa barsiisaan kee seenaa sibarsiisu hangam akka itti fayyadamu gabatee armaan gadii keessatti mallattoo “X” kana agarsiisuun agarsiisi.

2.1 Indicate the extent to which the history teacher used the following teaching aids frequently in history class. Please put the sign "X" under your choice.

Description of teaching Aids	Always	Sometimes	Not At all
World Map			
Map of Africa			
Map of Ethiopia			
Charts			
Diagrams			
Photographs			
Glob			

### **PART THREE: Items Related to Language of Instruction**

3.1 How do you evaluate your English ability with regard to understand and following up the subject matter history?

A. High B. Medium C. Low

3.2. If your response to question No 3.1 is low to what extent it affect your history performance?

A, Very high B. High C. Medium D. Low E. Very Low

3.3. If you believe that, your English ability in understanding the subject matter of history is low what do you think the reason for this?

A. Lack of knowledge of English in previous educational level

B. Lack of interest towards English

C. Difficulty of words in textbook

D. Shortage of qualified English teacher

E. English Language is difficult for it is the second language

Meeshaalee Deeggarsa Barnootaa	Yeeroo baayyee	Yeroo muraasa	Itti hin fayyadamu
Kaartaa Addunya			
Kaartaa Afrikaa			
Kaartaa Itoophiyaa			
Chaartii			
Fakkii			
Footoogiraafii			
Giloobii			

**KUTAA SADAFFAA: Gaafannoo Afaan Barsiisuu Ilaalchisee**

3.1 Afaan Barnootaa (Ingiliffaa ) irratti dandeettiin kee maal fakkaata?

- A. Baay'ee ol'aanaa      B. Ol'aanaadha  
C. Giddu galeessa      D. Gadi'aanaa

3.2 Deebbiin kee Gaaffii 3.1 f“Gad'aanaa” yoo ta'e hangam qabxiikee barnoota seenaa irratti miidhhaa geessisa.?

- A. Baay'ee Ol'aanaa      B Ol'aanaa  
C. Giddugaleessa      D. Gadi'aanaa  
E. Baay'ee gad aanaa

3.3. Dandeettiin ati afaan barnootaa irratti qabdu gad'aanaadha jettee yoo amante sababni isaa maalidha jetta?(Deebbiin kee tokkoo ol ta'uu danda'a)

- A. Barnoota sadarkaa tokoffaa irratti beekuinsa gahaa hinarganne  
B. Afaan Ingiliffaatiin barachuuf fedhii hinqabu  
C. Jechonni kitaaba barataa keessaa waan cimaniif  
D. Barsiisan Ingiliffaa ga'umsa hinqabu  
E. Ingiliffaa afaan lammaffaa koo waan ta'eef

**KUTAA AFUR: Gaaffilee Ilaalcha Barataa Barnoota Irratti qabu waliin Deemu**

4.1 Barnoota Seenaa barachuu ni jaalattaa?

- A. Eeyyee      B. Lakki

4.2 Deebbiin kee gaaffii 4.1 f“Lakki” yoo ta'e sababni isaa maali ta? Deebbi kee sadarkaadhaan 1ffaa,2ffaa...jedhii kayi.

- A Barsiisaan seenaa nabarsiisu dheekkamaa waan ta'eef  
B Barnootich waan natti Cimuuf  
C. Maloota baruu barsiisuu barsiisaan itti fayyadamu  
D. andeettii barsiisaa barnooticha ifa gochuuf qabu laafaa waan ta'eef.

## APPENDIX F

### OBSEVATION CHECK LIST

Name of the School \_\_\_\_\_

Grade \_\_\_\_\_

Section \_\_\_\_\_

Observer \_\_\_\_\_

Topic \_\_\_\_\_

Time: From \_\_\_\_\_ to \_\_\_\_\_

V.Good=5    Good=4    Average= 3    Below average= 2    Poor=1

TEACHERS ACTIVITY	V.Good	Good	Average	Below Average	Poor
The teacher explains the topic clearly					
Teachers give short note					
Teachers use different methods of teaching					
Teachers use different teaching aids					
Teachers facilitate small discussion					
Teachers give history test					
Teachers assign class work and assignment					
Teachers give brief summary periodically and at the end					
<b>STUDENTS ACTIVITY</b>					
Listening teachers talk					
Copying teachers note					
asking and answering question					
Discussing in Group					
Doing class work/assignment					
Attending demonstration					

## APPENDIX G

### TABLE OF SPACIFICATION

#### SUBJECT HISTORY

#### GRADE 9

No	Topics	Period allotted	Knowledge	Understanding	Application	Analysis	Synthesis	Total
1	The Study of History	5	4	3				7
2	Early human beings and the Neolithic revolution	2	1	1		1		3
3	Peoples of Ethiopia and Africa	5	3	3		1		7
4	Emergence of the satate	3	1	1		2		4
5	Ancient Egypt, Kush. and Meroe	3	2	2		1		5
6	Mesopotamia and Persia	2	2	1				3
7	Ancient Greek, Rome and Cartage	2	1	2				3
8	Ancient civilization of India, China, and the Americans	3	2	2		1		5
9	The rise of Christianity	1	-	1				1
10	The Aksumite Civilization	3	3	1				4
11	The rise and Expansion f Islam	6	3	3	2			8
TOTAL		35	22	20	2	6		50

SOURCE: Methods of Teaching History in Secondary School Distance Material

## APPENDIX H

### Performance Test of History For Grade NINE

Name Of the School \_\_\_\_\_

Age \_\_\_\_\_

Sex \_\_\_\_\_

**PART ONE: Item 1 Choose the best answer and write the letter of the correct answer on the space provided.**

\_\_\_\_ 1. Which of the following help us in the study of prehistoric people?

A. Archaeology    B. Morphology

C. Sociology    D. Geology

\_\_\_\_ 2. Diaries and letters are example of

A. Primary source    C. Oral tradition

B. Secondary Sources    D. Legends

\_\_\_\_ 3. Material remains such as ornaments, coins, ruins of building and inscriptions are example of

A. Oral tradition    C. Primary source of history

B. Secondary source of History    D. Spoken stories

\_\_\_\_ 4. The branch of knowledge that help us to discover remains of the past human culture found buried the ground is

A. Archaeology    C. Geology

B. History    D. Hieroglyphics

\_\_\_\_ 5. Theocratic states were states ruled by A. Elders    B. Kings    C. Tribal council

D. Priests

\_\_\_\_ 6. One of the following was the first historically known state in the Horn of Africa.

A. Aksum    B. Nubia    C. Punt    D. Lasta

\_\_\_\_ 7. Which one of the following is a union of families?

A. Nation    B. Nationality    C. Tribe    D. Clan

\_\_\_\_ 8. The two-super families of African languages spoken in Ethiopia and the Horn of Africa are

A. Niger- Congo and Nilo -Sahara

B. Niger Congo and Khoisan

C. Afro-Asiatic and Nilo -Sahara    D. None

- \_\_\_ 9. Which of the following Ethiopian language belongs to the Cushitic language?  
A. Oromigna B. Amaharic C. Tigirigna D. Harari
- \_\_\_ 10. The first civilization in the fertile crescents was developed by the  
A. Assyrians B. Sumerians C. Cyprians D. Lydian
- \_\_\_ 11. Who was the first ruler to unite all of the city-states of Mesopotamia in to a single empire? A. Cyrus the great B. Alexander the great C. Sargon I  
D. None
- \_\_\_ 12. Which of the following was not a pre-Aksumite cultural center? A. Yeha  
B. Lasta C. Coloe D. Matara
- \_\_\_ 13. Who was the first aksumite King to accept christianity ?  
A. Kaleb B. Lalibela C. Zoscales D. Non
- \_\_\_ 14. Which of the following titles was used by the rulers of Saba?  
A. Caesar B. Pharaoh C. Sheik D. Mukarrib
- \_\_\_ 15. The departure of Prop hate Mohammad and his followers from Mecca to Medina is known as A. Ka'aba B. Hijira C. Ansa D. Ashab
- \_\_\_ 16. In which of the following battles did the forces of the prophet Mohammad defeated the Meccans? A. Kadissiya  
B. Badar C. Mecca D. Medina
- \_\_\_ 17. Which of the following Muslim state was founded by Umar ?  
A. Dara B. Hadya C. Bali D. Ifat
- \_\_\_ 18. Which of the following was the southern getway for the preparation of Islam in to the horn of Africa? A. Dahlak Island  
B. The Red Sea coast C. The port of Zeila D. The Port of Assab
- \_\_\_ 19. Which of the following two religions originated in India?  
A. Hinduism and Buddhism B. Buddhism and Islam C. Judaism and Hinduism D. None
- \_\_\_ 20. The Chinese developed the system of writing known as  
A. Hieroglyphics B. Cuneiform C. Logographic D. Latin

**PART TWO : Write True if the statement is Correct and False if the statement is incorrect**

- \_\_\_ 21. Islam spread to eastern Ethiopia by means of military force.
- \_\_\_ 22. The wars of conquest of the middil Arabs came to an end during the Abbasid caliphate.
- \_\_\_ 23. Aksum emerged as a kingdom in the middle of the second century B.C.
- \_\_\_ 24. The main factor for the decline and fall of Aksum was the rise of rival state called Me roe.
- \_\_\_ 25. The Maya were one of the first peoples in America to develop a writing system.
- \_\_\_ 26. Rome was founded by Phoenicians.

- \_\_\_ 27. The Persian belongs to a large group of people known as the Magyars.
- \_\_\_ 28. The kingdom of Me roe came to an end when it was conquered and destroyed by Aksum in the 4th century A.D.
- \_\_\_ 29. The first historical evidence on the history of punt comes from the Christian topography.
- \_\_\_ 30. The federal constitution of 1995 guarantees the quality of nation and nationality of Ethiopia.

**PART THREE: Complete the following sentences correctly**

31. In History, the arrangement of events with dates is known as \_\_\_\_\_
32. Millennium is the period of \_\_\_\_\_
33. \_\_\_\_\_ is the father of History
34. \_\_\_\_\_ is the most complete Australopithecine fossil.
35. The Hominid family originated in \_\_\_\_\_
36. Australopithecus ramids was named after a region in Africa known as \_\_\_\_\_
37. The South Arabian Political and Religious title was known as \_\_\_\_\_
38. Human being discovered fire during \_\_\_\_\_
39. The Egyptian Queen who dispatched commercial expedition to the "land of Punt "was \_\_\_\_\_
40. In about 1500 B.C Kush was conquered by \_\_\_\_\_

**PART FOUR: Match the Items in Column "A" with those in column "B"**

A

B

- |                        |  |
|------------------------|--|
| ___ 41. Punic          | A. The first locally known state in Ethiopia |
| ___ 42. Cuniform       | B. Sumerian system of writing                |
| ___ 43. Zoroastrianism | C. Persian Religion                          |
| ___ 44. Heroglyphics   | D. Egyptian system of writing                |
| ___ 45. Damat          | E. Latin word, which means "Phoenicians"     |
| ___ 46. The Inca       | F. " Romans of America                       |
| ___ 47. Adulis         | G. The way of the prophet                    |
| ___ 48. Sunna          | H. Pre Aksumite and Aksumite Port            |
| ___ 49. Almuqha        | I. National god of the Sabena's              |
| ___ 50. Thebes         | J. The Capital of Upper Egypt                |
|                        | K. Persian Religion                          |

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SEX	100%	SEX	100%	SEX	100%	SEX	100%				
F	46	M	32	M	58	M	52	F	38	M	40
M	54	F	44	M	22	M	58	M	58	M	34
M	40	M	20	F	30	F	36	M	32	M	40
M	26	M	28	M	44	M	72	M	42	M	30
F	20	F	54	M	50	M	34	F	26	F	54
M	72	M	26	M	62	F	42	M	48	M	20
M	40	M	52	F	32	M	24	M	40	M	72
F	36	F	30	M	34	M	46	M	24	M	27
M	34	M	54	M	54	F	38	M	22	M	70
M	42	M	50	F	46	M	30	F	44	M	34
F	52	F	26	M	78	M	36	M	74	M	48
M	48	F	18	M	42	M	60	M	50	M	56
M	40	M	36	M	56	M	66	M	30		
M	56	F	38	F	40	M	74	M	64		
M	64	F	48	M	64	F	42	M	44		
M	44	M	58	F	36	M	44	M	50		
F	32	M	64	M	38	M	42	M	34		
M	54	M	78	F	42	M	36	M	38		
M	30	F	58	M	24	F	40	F	34		
M	42	M	24	M	46	M	30	M	22		
F	44	M	34	F	50	M	22	M	32		
M	24	M	32	F	46	M	34	M	46		
M	32	F	50	M	38	M	72	F	36		
M	44	M	38	M	34	M	52	F	32		
M	52	M	34	F	44	F	20	M	64		
F	28	F	42	M	54			F	46		
M	30	M	62	M	68			M	62		
M	22	M	22	F	32			M	44		
M	42	F	24	M	42			M	52		
F	48			F	36			F	26		
F	56			M	46			M	42		
M	76			M	32			F	48		
M	44			F	34			M	56		
M	32			M	40			M	30		
M	42			M	48			F	42		
F	28			F	40			M	70		
M	50			M	60			M	44		
M	58			F	28			M	22		
F	30			M	64			F	26		
M	36			F	44			M	32		
F	38			M	44			F	24		
M	30			F	48			M	40		
M	44			E	52			M	42		
M	50			M	30			F	52		
F	32			F	36			F	56		
M	72			M	42			M	54		

## Declaration

I, the undersigned, declare that this thesis is my Original work, and not has been presented for a degree in any University and that all sources of materials used for the study have been duly acknowledged.

Name ; **TURI MEGERSA**

Signature  \_\_\_\_\_

Date of Submission **June, 2007**

This thesis has been submitted for examination with my approval as a university advisor

Name K.Egavalli (Dr)

Signature  \_\_\_\_\_

Data of Approval 27/07/2007