

*Addis Ababa  
University*



**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMNT OF CURRICULUM AND INSTRUCTION**

**THE INFLUENCE OF CIVICS AND ETHICAL EDUCATION ON  
THE DEVELOPMENT OF STUDENTS' CHARACTER: IN  
PRIVATE SECONDARY SCHOOLS OF BOLE SUB- CITY**

**BY**

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This is to certify that the thesis prepared by Mulualem G/Medhin Entitled: “*The Influence of Civics and Ethical Education on the Development of Students’ Character: In Private Secondary Schools of Bole sub-city.*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Curriculum and Instruction) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **DECLARATION**

This research project is my original work and has not been presented for award of degree in any other University.

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

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**Dr. Wendmagegnehu Tuji**

## **DEDICATION**

This research work is dedicated to those parents that have given due care to their children grow up in well-discipline manner, respect families and other elderly people, free from taking any addictive things and love & brave on defending their country from enemies including poverty and backwardness.

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## ABBREVIATIONS AND ACRONYMS

<b>AAU</b>	Addis Ababa University
<b>BED</b>	Bachelor in Education
<b>CEE</b>	Civic and Ethical Education
<b>DA</b>	Document Analysis
<b>EPRDF</b>	Ethiopian People Revolutionary Democratic Front
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>FGD</b>	Focus Group Discussion
<b>ICD</b>	Institute of Curriculum Development
<b>ICDR</b>	Institute of Curriculum Development and Revision
<b>MOE</b>	Ministry Of Education
<b>PGDT</b>	Post Graduate Diploma program in Teaching
<b>Non-CEE</b>	Non Civic and Ethical Education
<b>PTSA</b>	Parent Teacher Student Association
<b>SPSS</b>	Statistical Package for Social Science
<b>UN</b>	United Nations
<b>UNHCR</b>	United Nations High Commissions for Refugees
<b>USA</b>	United States of America

## ABSTRACT

*The purpose of this study was to analyze the influence of CEE on the development of students' character. The study was carried out in three purposively selected private secondary schools in Bole sub-city of Addis Ababa. To this end, mixed research methods were used for data analysis while descriptive study was the backbone for multiple types instruments used for data collection. Both primary and secondary data were employed as data sources. Primary data were obtained by using questionnaires, interview, FGD and observation methods of data collection. The subjects participated in the questionnaires were about 41 teachers/officials and 155 students. By relying on spot available sampling technique 3 school directors/vice directors & unit leaders participated in the interview held to this study. Two to five numbers of high achiever and class monitor students were selected purposively to participate in the FGD, About 6 CEE teachers and home room teachers and only 1 private school owner also took part in the interview. In- and- out of the classroom observation was another primary data obtaining instrument employed in the study.*

*Document reviewing on the contents of grade ninth and tenth CEE textbooks were made to see the existence of contents that are related to moral and ethical values. Document analysis was also made on attendance sheets, three terms exam records, and black list which disciplinary problems of students' written in.*

*The analysis of data showed that respondents believed in the role of CEE in influencing the students' character development but they suggested that in the existing condition it did not play as expected. CEE has influenced the students character in terms of rule of law, democratic outlook, respecting to constitutional or human rights of others and do defend theirs to be respected, equality and equity, and modern patriotism. However, these CEE influences had been interrupted by some students indiscipline act in the target private schools. Aggressiveness, Immorality by cheating and lying, Alcohol or drug activity, Disregard to the rules and regulations of the school by damaging schools properties, Tardiness and Truancy were some of commonly observed disciplinary problems of students at the target private high schools.*

*The major factors diminishing the positive influences of CEE were lack of inclusion of moral and ethical values-related contents in the text book; unable to support the knowledge, skills and attitudes harvested from the text book by offering of supplementary subjects like character education side by side; lack of trained teachers, failure of some CEE teachers to serve as role model including guidance and counseling service providers did not bad or good things students should pursue in their life; insufficient parents and communities aid provided to schools and low monitoring acts to their children including too much trust on the private school administrations; age of adolescence etc. To overcome these problems the research suggested the following points: revising the curriculum to add up of moral, ethics and value related contents on existing contents; parents and school communities in collaboration should strive for cultivating students continuously, and educational institutions concerned to private schools should work honestly and do give support and should put in to effect of strict monitoring mechanisms.*

**Key Words:** Civics, Ethics, Modern patriotism, Ethical problem

# CHAPTER ONE

## INTRODUCTION

This chapter deals with background of the study, statement of the problem, research questions, objectives and significances of the study, delimitations of the study, limitations of the study, definition of key terms and organization of the whole study.

### 1.1. Background of the Study

Education is increasingly acknowledged as the best means of combating diverse societal problems. It is also widely accredited as pre-eminent in fostering fundamental behaviors and skills of citizens essential for the well-being of societies (Birhanu, 2012). Thus, education is the result of societal worry about the well-being and future fate of the young generations ( Molalign, 2012). And that is the reason behind the society investing in education sector (Addis, 2013; Molalign, 2012). In this investment the society expect the ultimate result of education in bringing behavioral changes for the youth. And also expect pupils by positive attitudes and characters with acceptable moral standards (Ibid). As to Meron (2006), education is a means by which future development and prosperity of individuals, society's and humanity's will be achieved. It holds the key to social mobility, personal success and national growth in social, cultural, political and economic aspects (Ephrem, 2014).

Nevertheless, such societal expectation from the outcome of education might be deemed to be over ambitious because many societies over the world today face corruption, deterioration of ethical behaviors, lack of moral qualities, lack of good governance, negligence for the common good and so on and so forth (FDRE, MoE, 2002a; Sharma, 2006; Taneja, 1990, cited in .Birhanu, 2012). In order to undergo education as has been expected by the society in general and for combating the aforementioned kinds of societal problems in particular, therefore, the creation of good citizenship, citizens who are well informed, mindful of the common good, committed to

democratic values and principles, autonomous, respectful and participant has come to be the prime concern of education system of many countries (Birhanu, 2012).

To this end, civics and ethical education has become indispensable school subject and took pivotal position among other fields of study in educational system of different countries. It is now found being incorporated in school curriculum of America, UK, France (Fetene, 2017); Israel, South Africa (Addis, 2013). Like that of many other global countries, civics and ethical education was introduced into Ethiopia's school curriculum during the Emperor Hailesilassie regime. After the fall of the imperial regime it was perpetuated through Derg regime and the current government of Ethiopia (EPDRF). The name, objectives and contents and methods of civics and ethical education varied throughout the three governments of Ethiopia. During the Emperor Hailesilassie regime civics and ethical education was given the name *moral education* with the purpose of molding the behavior of students in harmony with the Orthodox religious dogma. In realizing the sense of obedience in the young generation and thereby promoting the supremacy of the Emperor and His Highness family (Birhanu, 2012, Endalcachew, 2016.). The contents and methods of the subject of that era were targeted to magnify the divine and unquestionable power of the king. (Michael, 2017, Meron, 2006).

During the military regime, civics education was named as a *political education* given in schools with different objectives, contents and methods as compared to the Imperial regime's civics education (Meron, 2006; Birhanu, 2012, Endalcachew, 2016). As the Derg regime was allied to the socialist-Marxist ideology, the prime objective of the political education was not religious. Rather it was secular with the intention of inculcating mainly the socialist ideology into the mind of students and thereby ascertaining the forward move of the revolution (Endalcachew, 2016). In this regard the subject was used for seizing all round personal development of the students to be in line with the Marxist-Leninist socio-economic and political ideology (Ibid). Although civics education introduced in the educational system of the country as school subject, the contents and purpose of the subject was quite different from regime to regime. So, the Imperial regime's *moral education* and the Derg regime's *political education* shared one common thing. The subject served both regimes as instrument to propagate their respective ideology (Gosa, 2018; Endalcachew, 2016; Michael, 2017; Birhanu, 2012; and Meron, 2006). Even it cannot be taken as

civic education as it lacked the true nature of civics education as it did not address the rights, freedoms and duties of Ethiopian citizens (Meron, 2006); and failed to incorporate contents related to democracy, human rights, justice, equality and equity, freedom, liberty and the like (Michael, 2017, Meron, 2006). Apart from this, it is argued that the subject should not be labeled as civics education because the goals of the subject in creating active and participant citizens in the democratization process of the country was negligible (Endalcachew, 2016); and the subject has been able to do nothing in the nation-building process such as bringing stability, democracy and unity in the multi-nationality of Ethiopia (Mehari (n.d.) cited in Michael, 2017).

Following the end of the Derg regime and the coming of the current ruling party EPRDF in 1991, Civic and Ethical Education was introduced to the school curriculum with the same indoctrination but with different contents and objectives from its predecessors (Michael, 2017, Meron, 2006). In 1994 Ethiopian Education and Training policy was developed to meet new national socio-economic and political makeup of the country and democratic civics education was incorporated in to the school curriculum with new goal to play a great role in developing democratic national unity (Endalcachew, 2016). What makes the current Civics and Ethical education different from the predecessors, it has been regarded as a better means of inculcating the ideas of democracy among the people of Ethiopia by equipping students with civic knowledge, skill and disposition to be ethically responsible, rational and well informed, active participant citizens thereby contributing their critical role in promoting democracy in the country (Michael, 2017). In terms of contents, the current Civic and Ethical Education is varied from the two governments as it contains the actual nature of the subject such as citizenship, morality, democracy, constitution, human rights, justice and equality with which students acquired basic knowledge, skill and values in political and some legal aspects to be well informed and active participants in democratic society (Michael, 2017, Meron, 2006). Nowadays, in Ethiopia the subject civics and ethical education is delivered in the primary, secondary and higher levels.

With all these new objectives, contents and methods, the present day civics and ethical education is blamed to be less effective in influencing positively the cognitive and skill development of students with regard to exercising those democratic values. Because nowadays students are

exercising more of their rights but less their duties and even respecting the rights of others is also not as such expected from the subject curricular outcome point of view (Gossa 2018). In addition to this, due to some internal and external factors, the curricular outcome of the subject is also blamed to be inefficient in influencing the character development of students in view of students' now exercising ethical or moral values parallel with the dispositional contents they have acquired from the subject (Michael, 2017; Fetene, 2017; Gosa, 2018).

## **1.2. Statement of the Problem**

The purpose of civics and ethical education in Ethiopia is multi-faceted (Meron, 2006). One the major purposes of civics and ethical education is the promotion of democratic governance. The second purpose of civics and ethical education is also sought to empower citizens so as to enable them to participate actively in the development of all aspects of life of their society (UNDP, 2004 cited in Endalkachew, 2016). Thirdly, civics and ethical education has the purpose of helping to create students who are capable of and committed to uphold the moral values of the society and principles of democracy (Meron, 2006). Branson(1996) as cited in Birhanu(2012) the main purpose of civic and ethical education is to help students to comprehend what rights they are bestowed with and which responsibilities they are entrusted with as members of a society. The ultimate purpose of the subject is creating good citizens who have the intellectual ability to analyze ideas, to actively involved in civic and political life, to recognize and respect multilingual and multiculturalism and care about the wellbeing of other citizens (Shon, 2015).

As to MOE(2006), the main purpose of inclusion of CEE as independent subject in the country's education system was that it plays a key role in building democracy and enhances attitudes of the people towards prosperity. Civics education in a democratic society produces informed, competent and responsible citizens by equipping them with sufficient civic knowledge, skill and disposition so that they can effectively reflect all in the political, social and economic issues of the country (Branson, 1998). So, the influence of the subject civics and ethical education in students' disposition becomes real when students internalize its purposes and try to apply it in their daily life. To mention some manifestation as a case in point about the influence of civics and ethical education on the students' behavior, we can say that the subject outcome is realized

and become effective when students are exercising their legal and democratic rights as well as let someone else exercises his or her own legal rights and democratic rights. By the same token, another indication is that when students are performing their responsibilities or lobby on someone else to execute his or her own responsibilities as well. In this situation the product of civics and ethical education is effective and has positive impact on the students' dispositions.

In looking at the current contribution of civics and ethical education through what students are being taught in the school as well as in the real life of the society in Ethiopia, scholars have identified the positive and negative influences of the subject on students' behavior. In its positive influence Endalcachew (2016), Michael (2017) and Gosa (2018) agreed that it has positively contributed to produce citizens who are active participant on the democratic system of the country through teaching democratic values. As an outcome, civics and ethical education enabled students to exercise their legal, political and democratic rights and to some extent demonstrate their duties in school surroundings or elsewhere. Through teaching a few contents about morality and ethics it has produced students who have had some good ethical code of conducts but this outcome would not be as has been expected from the subject.

And mainly it brought about changes on the students' behavior in promoting multiculturalism through teaching students' national and cultural diversity and recognition of these cultures as well (Ibid). Nonetheless, for some people who have doubt on the development of democratic national unity, the outcome of civics and ethical education is insignificant. In the fraud democracy of Ethiopia it is naïve to expect democratically developed national unity in the realm of language-based ethnic division of the people of Ethiopia. This situation paved the way to raise ethnic conflict throughout the country. The ethnic conflicts emerged from the higher education institutions. The content of democratic values in civics and ethical education has put priority on ethnicity-oriented nationalism and multiculturalism of Ethiopia. This situation in return created superior/inferior ethnic groups. Thus those students that are oriented by such nations' variation wonder merely on their nation, and act accordingly in creating fertile ground for conflict that are mostly prevailed in schools (Fetene 2017). Dawit(2006) argued that serious ethical problem that are exacerbating ethnic conflicts throughout the country is mainly due to improper cultivation of citizens during their schooling.

Despite its positive contributions, the product of civics and ethical education seems to be less effective in developing students' character in some selected democratic values and even inefficient in terms of ethical and moral values perspectives (Birhanu, 2012; Endalcachew, 2016; Meron, 2006). MoE has also recognized this fact earlier and further stated the problem as viewed in any educational institutions that CEE would not be able to produce young people who are aware of their country's problem, their own citizenship duties and showed desirable code of conduct (Birhanu, 2012). Many Ethiopian scholars have also criticized the effects of teaching civics and ethical education. They complain the subject has not properly implemented in schools as it was expected in cultivating students to be well informed, rational in decision making, courageous engaging in political, social and economic affairs as well as in the common good of the society(ibid). Meron(2006) blamed the past hurriedly designed curriculum of CEE. She has suggested that this curriculum was not sufficiently planned and was consisting greater number of issues that were entirely copied from western elements of education.

Since, the subject CEE has brought insufficient changes in students' attitude, majority of the Ethiopian youth are today in moral crisis depicting poor manner in talking, dressing like out of the norms of their society, disrespect to the elderly people, insulting and bullying the teachers and supportive staff in the school, act in an inappropriate manner, group fighting etc. Almost all these behavior of young generation belittled the positive influence of the subject matter in character development of the students (Gosa, 2018; Fetene, 2017; Endalikachew, 2016; Birhanu, 2012).

Factors for the impotent influences of civics and ethical education on students' disposition emanate from internal and external sources (Michael, 2017). Actually some factors responsible for ineffective output of civics and ethical education have been studied by some researchers. For instance, Meron (2006) , Birhanu (2012), Molalign (2012), Addis(2013), Endalkachew (2016), Fetene (2017) and Gosa (2018) studied the factors that limited the output of the subject matter at higher institution, teacher training college, primary and secondary government schools. But as far as the researcher's knowhow, neither of these nor any else researcher has investigated the influence of civics and ethical education on the development of students' character in private school. Furthermore, most private schools are believed to have abiding school rules and

regulations and good monitoring mechanisms to put in to effect of the school rules and regulations. But, even in this circumstances that there is still great problems that tend to lower the influence of civics and ethical education among students' attitude.

Disrespect of teachers and staff members of the school, consuming some addictive drug and chewing chat, harassment of girls and some disable people moving around the school and so on and so forth kinds of unethical character are observed in the private school students. Perhaps, they did so in believing that high charge of schooling appeal the school owner to protect them aiming at not to lose earnings. So, even though the school has strict rules and regulations, what actually observed is weak in their implementation. This situation has initiated the researcher to look through to what extent that civics and ethical education is positively impacted on the students' attitude development. The researcher has also well acquainted with the prevailing ethical problems in private schools as he has long years experience and close attachment with private schools. That is owing to work as being a supervisor of high schools in woreda education office.

As far as the researcher understanding, throughout the country there is no or if there is a few of researches have been undertaking previously on the heading of this study in the private schools. This is indeed a gap looked upon in the research arena proximate to the topic of this study. Plus to that through his long years experience in private secondary schools, the researcher has noticed some unethical activities of students in private secondary school which would be greater and even more worsen than that of the public schools in the study area. So, in order to fill the existing gap of inclusion of private schools in research realm on one hand and in another to investigate whether or not CEE has influenced positively in students character development as expected, the study had been undertaken on the basis of the following research objectives.

### **1.3. Objectives of the Study**

The study had set the following general and specific objectives.

#### **1.3.1. General Objective**

The general objective of this study was to analyze the influence of civics and ethical education in the development of character of private secondary school students.

### **1.3.2. Specific Objectives**

The followings are the specific objectives of the study:

- To analyze the influence of civics and ethical education on the students' attitude/character development;
- To identify the major behavioral problems of students;
- To distinguish the major factors causing students' misbehavior; and
- To come up with possible recommendations so that helpsto scale up the influence of CEE on students' character development.

### **1.4. Basic Research Questions**

The following guiding research questions were raised in order to attain at the specified general and specific objectives of the aforementioned.

- To what extent does civics and ethical education influence students' character?
- What are the major ethical or moral problems that students reflect in the school?
- What are the major factors contributing for students' unethical and immoral behavior in the schools?
- What needs to be done to enhance the influence of CEE on students' character development?

### **1.5. Significance of the Study**

This study attempts to investigate the status of CEE in influencing development of character of private secondary school students. So the significance of the studyis to:

- ❖ Gives clue for policy makers and planners which are particularly devoted to the outcome of civics and ethical education in changing the generation disposition and development in patriotic attitudes.

- ❖ Serve as an input to alleviate the challenges of CEE.
- ❖ Convey valuable information for teachers, schools managers and curriculum developers about the current status of students' ethical character development.
- ❖ Assists local level education sectors, teachers, parents and particularly private school owners that they should be collaborated to curb unethical character of students in general and to reconcile conflict conundrum that emanates from the school in particular.
- ❖ Helps other researchers in this field to refer this study and may also serve as stepping – stone for other researchers to conduct further study in this area.

## **1.6. Delimitation of the Study**

The scope of the study is geographically delimited to city administration of Addis Ababa specifically Bole sub-city. Addis Ababa is selected for this study because this is the region that the researcher knows most. Furthermore, only Bole sub- city has been chosen to make the study manageable as there would be the financial and time constraints. Because the researcher's place of work is there, access to data and communication with the school officials and students was easier to him. The study also focuses on mere grade 9 &10 students relying on their maturity and assertiveness to provide data freely

## **1.7. Definitions of Key Terms**

The following terms were defined for use in this study:

- **Character:** The traits of individuals which has positive or negative intrinsic values (Swatson and Watson 1982)
- **Development:** consists of growth, maturation and learning observed on pupils. It is the entire process whereby a person adapts to the environment and involves physical, cognitive, personal social, moral and etc changes (Daniel T., et al, 2002).
- **Discipline:** refers to the system of rules, punishments, and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behavior.
- **Indiscipline:** refers to the state of physical or mental disorderliness within a learner which makes him erratic, temperamental, emotional and casual in his dispensation of duties (Koki, 2015).
- **School rules and regulations:** refer to the set of rules documented in order to maintain the discipline essential to any educational endeavor. These School Rules must be fully respected in order to allow all to live together in harmony and promote, with everyone's conscious effort, true autonomy (ibid).
- **Modern patriotism:** A person's involvement with his or her community that can take the forms of civic, ethics, morals and values (Kokoza, Ganna, 2013).
- **Influence:** denote about impacts of something to affect that someone thinks or behaves. And also someone's previous belief, attitude, performance, character etc in order for change newly or modification to a certain extent.

## 1.8. Limitations of the Study

In Ethiopia private secondary schools have enormous problem with respect to the quality of education, being safe and supportive of learning atmosphere of the school environment and the problems attributed to school administration. For the purpose of hiding all these predicaments, some private schools were not willing to be the sample of this study. The researcher opted for plan B, which provided options to use another private school if one school deny for this studying. Of course the attempt to find volunteer private schools would take the researcher time. This has urged the study to rely on a limited number of private secondary schools.

In addition, some of the respondents were sometimes trying to give responses that could portray the wrong images of their schools. Therefore, given the business focused interest of most private school owners and leaders their tendency to portray only a rosy picture of their schools, it is reasonable to suspect the authenticity of the data obtained from them. Nevertheless, the researcher had made relentless effort to communicate the purpose of the study and his unwavering commitment to maintain the anonymity of the schools and respondents when the need arises.

### **1.9. Organization of the Study**

The content of the study has been organized in to five chapters. Chapter one introduces the background of the study, statement of the problem along with, objectives of the study, significance of the study , delimitation of the study and limitation of the study . Chapter two presents review of related literature and research findings that are related to the problems under investigation.

Chapter three was about the methodology of the study. It discussed for the research design, sources of data, data gathering instruments and methods of data analysis, organization and display. And the fourth chapter dealt with result and discussion. It involved the analysis and interpretations of data obtained through varying tools in order for arriving at the findings. Chapter five summarized the work of the investigation and presented conclusions drawn from the results of the investigations. Recommendations were also provided based on the findings of the study.

## **CHAPTER TWO**

# **REVIEW OF RELATED LITERATURE**

## **2.1. Introduction**

In this chapter those literatures that were related to the study was reviewed.

## **2.2. Conceptualizing Civics and Ethical Education**

The subject Civic and Ethical Education is derived from two different fields of studies: Civics and Ethics, to conceptualize Civic and Ethical Education as an education, first it is important to look at the definitions of Civics and Ethics.

### ***Civics***

The word ‘Civics’ is derived from the Latin word *civic* which means a *citizen* and *civitas* meaning a city-state. Both these words may have given birth to the social science known as civics’. Citizen is person who is a legal member of a particular political community/state and who fully exercises rights and responsibilities bestowed to citizenship (Michael, 2017; Meron, 2006). Meron (2006) defined civics as an education deals with the relationship between government and the citizens. In the same vein, some scholars defined civics as a branch of social science which deals with the right and responsibilities of citizens (Ibid). Addis(2013) by making combination of the many definition given by different scholars defined civics as a branch of knowledge dealing with various aspects of social life of citizens, paying special attention to the rights and duties of citizens and about citizenship, government/state, how the state/government works, what rights and responsibilities a citizen has in the state. In general rights and duties took pivotal point in civics as an education.

### **Ethics**

The concept of ethics has been defined by many philosophers and ethicists differently in different times. Tena (2015) cited in Michael (2017) defined ethics as the value given to the human tradition, custom and character and the study of human behavior. For Addis (2013) ethics is concerned with moral issues and standards and codes of behavior an individual should demonstrate in his/her profession and his community. Ethics as to Rich (n.d.) cited in Michael(2017) is a systematic approach to understand, analyze, and distinguish matters of right and wrong, good or bad, desirable or undesirable, acceptable or unacceptable to the well-being of human. Similarly it has been defined in MoE Grade 9 - 12 CEE student text book,( 2006) Ethics, as a branch of philosophy, deals with what is right and wrong, just and unjust, and refers the accepted norms. Basic ethical norms and values include liberty, dignity and respect for life, equality, truthfulness, responsibility, non-violence, social justice, non-discrimination, well-being, safety etc (Ibid)

### **Civic and Ethical Education: Definition**

Civic and Ethical Education is derived from the two aforementioned terms such as Civics and Ethics. It is the branch of social science that deals with the political and legal relationship between individuals and the state as well as studies about morality which is the relationship between individuals and the society as moral education is concerned with the socio-cultural values in that deal with the relationship between individual and the society (Shanab, 2002). It is the relationship between the individual and political society, between the self and others (Ross, 2012). It is the triangular relationship among the individual, the society and the state that deals with the various aspects of social, economic, cultural and political interactions of citizens of a given state (Michael, 2017). Civic and Ethical Education is an education that helps citizens to live with various social realities, rule of law, justice and human and democratic values. It is an education that enables citizens to be reasonable, critical, legal and morally responsible that can address their societal problems (Ross, 2012).

### **2.3. Origin and Development of Civic Education**

The origin and development of civic education is similar to the origin and development of democracy in that the credit belongs to Athenians. Civic education first originated in Athens, one of the city-states of ancient Greece. The education system in Athens facilitated the development of responsible citizen and laid the foundations for modern educational practices. Under the emperors of ancient Rome, there had also been a sort of citizenship education. (Branson, 1998) In the Medieval Europe, citizenship education was tied closely to the church and to religious education. This was because in the Medieval Europe there was close linkage between state and church in all aspects. Thus, state and church was partner in education. Accordingly, civic education was given along with religious education. (Bahumueller,1991). Economic and intellectual activities of the Renaissance period (14 - 16 centuries) resulted in many social revolutions such as the 1688 English Revolution, the 1776 the American Revolution and the 1779 French Revolution. Those revolutions emerged with modern democratic concepts and therefore advanced Civic Education in Europe. In fact, in the United States of America (USA), a pattern for the social studies program that is still widely followed was introduced in 1916, which included a full year civic course in the high school. (Branson,1998 and Bahumueller, 1991).

### **2.3.1. CEE as part of education system of Ethiopia**

Not known yet that when was civics and ethical education included in Ethiopia school system. Nevertheless, civic Education has a short history in Ethiopia (Addis, 2013). It has been given as one of school subject to the students during the Imperial regime named as Moral Education (Meron. 2006). The subject contents were more concerned to ethical and moral character of the students and also more of inclined to religion that help to molding students' behavior to be good citizen by teaching more of religious aspects and ethical and moral values necessitated to the relationship existing between individuals, state and the society(Ibid). The then civics and ethical education was considered among scholars as a means of creating easily submissive and loyal citizens of Ethiopia to the government of Emperor Haileselassie (Meron, 2006; Endalkachew. 2016).

During the Derg regime civics and ethical education was renamed as political education given in school for students with the contents more of supporting the socialist ideology by giving priority

to the working class and stands against the feudalism, capitalism and imperialism through inculcating in the minds of students about the Marxist-Leninist philosophy( Meron,2006,;Fetene, 2017; Endalkachew, 2016).

Following the demise of the Derg regime and the coming up of the current ruling party EPRDF in 1991, Civic and Ethical Education was introduced to the school curriculum with different contents and objectives from its predecessors (Michael, 2017, Meron, 2006). In 1994 Ethiopian Education and Training policy was developed to meet new national socio-economic and political makeup of the country and hence democratic civics education was incorporated in to the school curriculum with new goal to play a great role in developing democratic national unity (Endalcachew, 2016). In terms of contents and objectives, the EPDRF regime Civic and Ethical Education is varied from the two government as it contains the actual nature of the discipline such as citizenship, morality, democracy, constitution, human rights, justice and equality with which students acquired basic knowledge, skill and values in political and some legal aspects to be well informed and active participants in democratic society (Michael, 2017, Meron, 2006). Nowadays, in Ethiopia the subject civics and ethical education is delivered in the primary, secondary and higher education levels (Gosa and Desta, 2014; Tesfaye et al., 2013) derived its contents heavily from political science, economics, philosophy, law, ethicsand other related disciplines (Ethiopian National Agency for UNESCO, 2001 in Endalcachew, 2016).

As Yamada (2011) noted for inclusion of CEE in national education strategies since 1993, was due to the Ethiopian government demanded to cultivate a collective identity amongst more than eighty formally recognized ethnicities. A few of descriptive studies explored why and how the Ethiopian government has made multiple reforms to civics education curricula for grades 1-12 (i.e. restructuring to correspond with national elections took place in 2000, 2005, 2010, and are currently underway following the May 2015 elections). In short, the federal government has focused on Civics and Ethics Education (CEE) as a means of establishing a collective ‘Ethiopian identity’ among different ethnic groups in the decentralized, ethnically federated states (Yamada, 2011); MoE (2006) disclosed the reason contrary to Yamada (2011). It stated that the main objective of educational system is to address societal responsibility through producing good and responsible citizens. To achieve these objective CEE curricula has been amended in different

times and thereby developed curriculum materials and provided training to teachers working in the primary, secondary and tertiary levels. Furthermore, the ministry stipulated the following objectives

- To bring up citizens in democratic culture and good governance in order to actively participate politically, economically and socially.
- To produce good citizens who are responsible and competent.
- Bring up citizens who differentiate harmful practice from useful ones, who seek and stand for truth critical and scientific outlook.

### **2.3.2 Major purposes of CEE in FDRE education system**

The major purposes of Civics Education in school curriculum are multiple. Some of them include acquisition of knowledge, making rational judgments and decisions on societal and political issues, internalizing and exercising democratic values and principles, formation of commitment to a democratic government, the capacity and desire to be active citizens (Meron. 2006). Addis (2013) categorized these purposes into two parts- *building civic competencies* and *promoting the culture and values of civic responsibility*. With regard to building civic competences, he further disclosed that civics education provides an opportunity to a member of a society empowerment to be active member who provides alternative courses of action, criticizes and accepts criticisms, respects the views of others, and believes in majority rule and minority rights. In connection to promoting the culture & values of civic responsibility, the purposes of Civics education should scale up pupils as being membership in any social organization need to have and respect the culture and values of others. Plus to that the state needs certain performance of duties, obligations, and premises (Ibid). Furthermore citing the FDRE constitution and MoE CEE grade 9-12 students textbook (2002), Addis (2013) unearthed some chief forms of civic responsibility as follows.

- Voting, studying, analyzing, and evaluating Issues critically to avoid prejudices and biases;

- To make every legal effort to limit government to its constitutional power and jurisdiction;
- To participate in voluntary and free services to the community, the country, when conditions require and where it is appropriate;
- To take care of one's family;
- To respect the rights of other individuals and groups,
- To promote tolerance and value diversity and pluralism,
- To pay fair taxes, and etc.

### **2.3.3. Goals and objectives of CEE in the general education system**

One of the objectives of Civics Education is to promoting civics dispositions and commitments of fundamental values and principles required for competent and responsible citizenship. Thus, the first goal of Civics Education is to promote/develop civic interests, commitments and minds of citizens (Meron 2006). The second objective of Civics Education is to develop the participatory skills required to monitor and influence the formulation, implementation, adjudication and enforcement of public policy as well as participation in voluntary organizations or efforts to solve community problems. In this regard, Civics Education aims at equipping students with participatory skills (Ibid). The third objective of Civics Education is to enrich citizens intellectual capacity that enables them monitor and influence government rules, decisions and actions that significantly affect individual rights. It also helps citizens to evaluate information, to take sides and defend their position in public policies. Therefore, Civic Education provides them with the basic knowledge and skills about their government and society (Ibid).

### **2.3.4 Objectives of Civics and Ethical Education in Secondary level**

Civics and ethical education aims to create:

- Democratic citizens who safeguard their rights and respect the rights of others.
- Citizens who work within the provisions of the constitution and abide by the rule of law.
- Patriotic citizens who uphold the democratic ideals and the principles of the constitution as well as defend the sovereignty and territorial integrity of their country.

- Responsible citizens who nurture tolerant culture and resolve differences peacefully.
- Industrious citizens who are self-reliant.
- Citizens who are active participants in the political process of their country and dedicated to work for the common good.
- Citizens who have a decision making capacity on the basis of knowledge and objectivity.

(Civics and Ethical Education Grade 9 & 10 Syllabi).

## **2.4. Civic Education and Experiences of some other Countries of the World**

### **A. Civics and Citizenship Education in Israel**

The course civics is common throughout the democratic nations. And the course has its own goals and these goals have common characters. According to Adanetal, 2000 cited in Abebe, (2008) the main aim of Civic Education in Israel is to create a strong commitment to participate in civic life, to achieve nationalistic goals and to ensure Israel retain its Jewish character. Civic Education conducted through informal and formal mechanisms in the Israelis Community. Generally, Civic Education in Israel continues through two primary agencies of socialization civic militarism and the school system. "Formal study of citizenship education in Israeli schools has the following characteristics:

1. There is no national curriculum or requirement to study citizenship - primary school.
2. A recommended citizenship curriculum and instructional development.
3. Compulsory study of citizenship education as a separate discipline is undertaken in one of the last two years of the academic track of secondary education for three hours a week study culminates with a matriculation examination and therefore the study of citizenship is required for entry in to institutions of higher education"(Bennavat, 2002 cited in Abebe, 2008).

The goals of Civics education in Israel are stated to be to inculcate a common Israel civic identity to gather with the development of identities, and to impact to students values of pluralism and tolerance and educate student to accept the diversity that exists within Israeli society, and to respect those who are different from one self. (AdanetaI, 2000, cited by Abebe, 2009)

### **B. Civics and Citizenship Education in France**

The provision of civics and citizenship education was reinforced by introducing the subject in the lower secondary school and the teachers of French, history, and geography being given responsibility for the subject. The subject moreover teaches about honesty, courage, antiracism and love of country. On the other hand Civic Education program in the nursery school was also introduced and at the same time the contribution of informal education authorities and the exercise of democratic rights within the school have been proposed as one relevant activity. (Starkey, 2000 cited in Abebe, 2008)

### **C. Civics and Citizenship Education in South Africa**

In South Africa the new manifesto on values, education and democracy was issued. The manifesto aims to show the constitution can be thought as part of the curriculum and brought to life in the school. The manifesto on values, education and democracy identified eight values: democracy, social justice and equity, accountability (responsibility), rule of law, respect and reconciliation. (Abebe, 2008).

## **2.5. The Influence of CEE in Students' Character Development**

The influence of CEE on the character development of students is multifaceted and be broadly categorized as positive and negative impacts. The positive influences are those characters of students showed vividly in the face of the society and that are accepted by the society as amicable practices in showing the principles and values of democracy and as good code of conducts, ethically.

The negative influences are attributed to the problems(the details given under ethical problems section 2.7) in relation to ethics, moral and value educations; and are those traits of students that are not in line with the accepted values and norms with regard to ethics and morals and that are considered by the society as bad characters, democratically.

### **2.5.1. Positive Influences**

### **A. Civic knowledge and skill**

Civic knowledge is concerned with the content or what citizens ought to know. In that the knowledge component is embodied in the form of three significant and enduring sources of knowledge as enumerated here under. There are sources of knowledge which every thoughtful citizen does or should engage in:

- I. Civic life, politics, and government
- II. The foundations of political system
- III. The purposes, values, and principles of democracy (Fisiha, 2004; MoE CEE grade 9-12 students' text, 2002)

The second essential element of civic education in a democratic society is civic skills. The intellectual skills essential for informed effective, and responsible citizenship sometimes are called critical thinking skills. Another intellectual skill which good civic education fosters is that of describing the ability to describe functions and processes such as legislative, checks and balances or judicial review is dedicative of understanding. (Branson, 1998; Fisiha ,2004; MoE CEE grade 9-12 students text, 2002)

In addition to acquisition of knowledge and intellectual skills, education for citizenship in a democratic society must focus on skills that are required for informed, effective, and responsible participation in the political process and in civic society. Those participatory skills can be categorized as interacting, monitoring, and influencing. (Branson, 1998; Fisiha, 2004; MoE CEE grade 9- 12 student8 text, 2002).

### **B. Essential Traits of private and public character**

The third essential component of civic education, civic dispositions, refers to the traits, of private and public character essential to the maintenance and improvement of constitutional democracy. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns, and experiences, in the home, school, community, and organizations of civic society. Expected traits of private character include such as morals, possibility, self discipline, and respect for the worth and imperative. Tracts of public character are such or public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to the success of democracy. (Branson, 1998). These dispositions or traits of private and public character might be described as:

- Becoming an independent member of society - this disposition means accepting responsibility, for the consequences of one's actions and fulfilling the moral and legal obligations of membership in a democratic society. (Branson,1998)
- Assuming the personal, political and economic possibilities of a citizen these responsibilities include taking care of one's self and educating one's children, voting, paying taxes, serving on juries, performing public service and serving leadership positions commensurate with one's talents.(Branson ,1998)
- Respecting individual worth and human dignity - respecting others means listening to their opinions, behaving in a civic manner, considering the rights and interests of fellow citizens, and adhering to the principle of majority rule, but recognizing the right of minority to dissent. Participating in civic affairs in a thoughtful and effective manner. This disposition also inclines the citizen to work through peaceful, legal means to change lives that are thought to unwise or unjust. It also encompasses being informed and offensive to public affairs, learning about constitutional values, principles, and checking the adherence of political leaders and public agencies to those values and principles and taking appropriate measure if there are any misdeeds. (Branson, 1998)

Civic and Ethical Education is therefore a vital part of preparing an individual for various forms of responsibilities in his/her community, society and his/her formal work group. And is also an education that aims at equipping a citizen with the knowledge and skills in understanding accepted norms and conventions of the society at its various stages of development. Besides, it helps analyzing and finding solutions for social, economic, political, and legal and many other issues and problems. Civic education is an important tool in making an individual a responsible, conscious citizen who is an active, functional and useful citizen who makes sound, well-informed and wise decisions of wider social importance in his/her immediate community, his/her occupation and in the political community that is the state.

Generally as we understood from the objectives of the course, civics and Ethical Education has a vital role in molding and shaping the students behavior. Furthermore, the curriculum in general

and the society in particular expect observable good behavior from the students after learning the course.

## **2.6. CEE Challenges in Influencing Character Development of Students**

Although Civic and Ethical Education has been playing its positive influence in promoting the democratic system of the country, the practicality and contributions it provides for so far are not satisfactory (Endalcachew, 2016). This is because there are a number of challenges which hinder the practicality and influence of Civic and Ethical Education on character development of the pupils. There are factors that hinder the practicality and influence of CEE on traits development. These factors can be broadly divided into internal (connected with the teaching- learning processes) and external factors (Michael, 2017)

### **2.6.1 Internal factors**

#### **A. Content and context related factors**

In any school subject including CEE, contents and methods play significant role to the success of curriculum implementation (Branson, 1998). The extent to which CEE influences on character development of learners largely depends on the contents it has and the methods it employed for conveyance the contents.

With regard to contents, at primary, secondary and tertiary education levels, CEE contents are alike and incorporate 11 values which are aggregated in order to meet the objectives of CEE. These contents include Democracy, Rule of Law, Equality, Justice, Patriotism, Responsibility, Industriousness, Self-reliance, Saving, Community Participation and Wisdom of knowledge (MoE Reformed Civic and Ethical Education Curriculum, 2006).

However, several different scholars have blamed the contents has vivid limitations (Endalkachew, 2016; Addis, 2013; Michaele, 2017). The limitation, as per FDRE policy study and research center(2017), there is ill-proportion between the contents of civics and ethics with which majority contents belong to civics rather than ethics.

Civics mainly emphasizes the political and legal values of state, society and individual citizens, whereas, ethics is about moral values. Morally good enough citizens give respect and value for the society common norm, value, culture and tradition (Michaele. 2017). Such imbalance arrangement of contents of civics reduces the contents of ethics to nearly none level despite the values such as justice, responsibility and pursuit of knowledge have some ethical issues,. Another issue which hinders the positive influence of CEE in relation to contents is that of vertical and horizontal relation of contents imposed boring context on CEE due to redundant contents (ibid).

### **B. Lack of civil societies' engagement**

As per Mulugata(2015), cited by Endalkachew (2016), offering the course CEE in any government institution alone does not bring change on students character whom are equipped with democratic culture and ethical values. Rather, it should be collaborated with other civil society's institutions that work on students' personality development such as the family, religious institutions, civil society organizations, the media and others too.

### **C. Improper mode of delivery**

The course CEE, is given most often in the class room by using lecture method. This mode of delivery is indeed blamed to be traditional and teacher-oriented one (Michaele, 2017). To make students active participants, it is important to find out other proper mode of delivery of the course CEE. There are number of pedagogical possibilities such as discovery-inquiry and deliberative approaches (Heberet and Sears (n.d), cited in Michaele(2017); rehearsal often and be interactive and participatory such as role playing, problem solving and discussions are better (Browne ,2013). Endalkachew(2016) by citing Tekeste(2006) stated the plasma problems that would not even be supported by local language and once beam on to offer the lesson and beam off which is even affected by electricity of Ethiopia on – and off- conditions. This, supporting the lesson of CEE by local language is essential approach. Generally, allowing students to discuss each other and with their teachers face to face will enable them to internalize the civic and

ethical values and if use simulation method that enable to exercise democratic and ethical values in their classrooms (Endalcachew, 2016).

Generally, the following summary is provided for the challenge encountered with CEE.

Some of the challenges identified by scholars are summarized here below in short.

- The teachers' and students' wrong perception on the importance of the subject and lack of inspiration to teach it properly made the course ineffective in shaping the students' behavior. The teachers see the subject as a tool to enforce the aim of the ruling party and the students understand the course category in the curriculum as to fulfill the number of courses (Dawit, 2006).
- The subject teachers lack of training in the subject and the subsequent lack of capacity to teach it properly (Addis 2013; Endalcachew 2016 )
- The subject teachers lack of maturation/in aspiration and confidence ( Michael 2017; Endalcachew 2016)
- The pressure on teachers due to the disagreement of what they teach class and what students actually face in their community in their day to day life.

Failure of schools to accomplish the special responsibility entrusted to them for the effective implementation of the subject

## **2.6.2. External Factors for the Challenge of CEE**

### **A. Hereditary and Environmental Case**

Heredity and environment are the two main responsible factors for the development of human behaviors. According to Santrock(1998) cited in Selamawit (2012), genetic influences or biological transmission of traits from one generation to another play a significant role in determination of human traits. Our inherited structures at once make our behaviors possible and place limits as genotypes. Among genetic or biological transmission of traits we can take emotional instability, unreasonable anxiety, aggressiveness and criminal behavior where as the environmental factors such as community, family, peer, cultural cases also take the lion's share in influencing the students' behaviors.

### **B. Family Case**

Children start learning at home and home is a place where children spent more times. Families transmit their beliefs, attitudes and values to children and children also learn from what they observe. This would develop the students ' personality positively or negatively. For example, unsettled or disruptive home environment results in emotional up set where as children that spend their time in settled family are emotionally stable. (Chazzan et al 1994) Parental mental disorder, criminality in the parents, large family Size, overcrowding in home, divorce situation, admission of child in the care of social all throaty and low occupational status were associated with emotional orbehavioral disturbance.( chazzan et al 1994).

### **C. Age factors**

Age factors can determine the students' behavior. Example, adolescence age is a troublesome stage, not only for the adolescent themselves, but also for people whowork with them. (Swatson et al, 1982)

### **D. School Cases**

In this section we can classify the school related factors that cause student's disciplinary problems as:

1. Teacher- related cases
2. School settings
3. School regulations and administration

## **3 Teacher- related cases**

As Brown and Phelps ( 1961 ) and kujoth( 1970) cited by SelamewitAyalew ( 2012 ) , teacher related causes for student's disciplinary problems are more associated with

### **A. Poor teaching skill of the teacher**

The teacher can set a stage for serious student's disciplinary problems his classroom if the teacher:

- Makes vague assignments or no assignments at all which pupil does not know for certain what he is to do, so do nothing on his assignment undesirable activity often results.
- Speaks in a rasping, quarrelsome tone of voice indicating irritation, talks too much, nags, scolds. (Selamawit, 2012 )
- Pays insufficient attention to the physical condition of the room pupil discomfort causes restlessness which in turn goes over in to someform of undesirable activity. As a result, the teacher is forced to take some form of disciplinary action these results inproblems.

## **B. Poor personality of teachers.**

Teacher's personality can cause many students disciplinary problems in school if the teacher: -

- As being alcohol and drug addicted personality
- Being only critical, sarcastic or biting in comments, than the pupils show resentment by being ungracious. (Selamawit, 2012 )
- Tends to play favorites. Lets it be known when he dislikes a pupil and sometimes speaks unsympathetically of a pupil to another one resentment of pupil to undesirable behavior.
- Trends to take negative reinforcement leads to undesirable behavior

## **1. School setting**

The physical environment of a school consists of the school site, the building and the equipment and materials with in the building could affect the students' behavior. The school site should be sufficiently large to provide play ground space with the building will situated and lands caped.

Furthermore, it should be free from disturbing noises, confusion, odors, smoke and have adequate supply of good water. The physical environment of a school should besociallyand culturally wholesome with definite elements of beauty and adapted to educational activity. Therefore, we can realize that the physical conditions and school setting can be the cause for behavioral problems. (Yeager, 1949 , cited by Selamawit 2012).

## **2. School administration and regulations**

Building democratic school administration which facilitates such on interaction is an important practice for the development of citizenship. The presence of good interaction among teachers, students, and administrator and the presence of good and practicable rule and regulation enable the students to de',(e lop good behavior. If not leads the students to develop opposite behavior (Barber et al, 2005 cited by Dawit2006).

### **E. Socio-Economic factors**

The socio - economic status of the society could determine the behavior of the child. Income levels such as poor, low, middle and high are determinant factors for the development kind behavior.(Swatson et al, 1982)

## **2.7. Pervasiveness of Ethical and Moral Misconducts of Students**

### ***Characteristics of Disruptive Students***

Charles (1996), cited in R. Dionne Ward ( 2007), defined disruptive behavior as behavior that is deliberate, intentional, and in appropriate during a particular time or a particular event. He further explains that students exhibit five types of misbehavior or disruptive conduct.

1. Aggressiveness, including physical or verbal assaults on school personnel or other peers;
2. Immorality, which includes acts such as stealing, lying, or cheating;
3. Defiance of authority figures;
4. General classroom disruptions, including yelling, talking without permission, making unnecessary noises, clowning around, throwing objects, or other acts that distract the teacher from teaching; and
5. Daydreaming, refusing to complete assignments, playing or goofing-off.

Teachers detest having to contend with aggression, defiance, verbal abuse and other disruptive behaviors that distract them from teaching. Teachers work and live in an age of instructional

accountability and the task of dealing with inappropriate behaviors wastes an enormous amount of academic learning time and negatively affects learning. Volenski and Rockwood (1996) define disruptive students as students who challenge or negatively confront their teachers, display defiant and/or deviant behaviors, and disregard school rules and regulations. As a result, these students spend a lot of time in detention or on suspension. These absences from the general classroom results often times leads to lower achievement.

Levin and Nolan (1996) present four definitions for “disruptive students”.

1. Disruptive students violate school expectations;
2. Disruptive students display behavior that interferes with the teacher’s ability to teach;
3. Any behavior that disrupts the teaching act or is psychologically or physically unsafe constitutes a disruptive behavior; and
4. Disruptive behavior is behavior that interferes with the rights of others to learn. It includes defacing property, running, threats, teasing, horse playing, abusive language, fighting, stealing, bullying, yelling out, and other acts that prohibit having conducive learning environment.

Wallis (1998), cited again in R. Dionne Ward ( 2007)states that student disruption is a result of the school culture that lacks respect and many students will exhibit the following problems:

Pushing, shoving, and fighting;Tardiness to class;Inappropriate behavior toward peers and adults; Truancy;Disregard for rules, dress, or compliance issues;Inappropriate language;Alcohol or drug activity; and Inappropriate sexual displays.

## **2.7. Strategies and Mechanisms in Supporting the Course to Play Maximum Role in Shaping the Students’ Behavior**

The term ‘practice’ in this study is synonymous with the exercise which is described by the way with which students are internalizing, using and showing vividly the knowledge, skill and disposition that they have learned through civics and ethical education in their daily life. It also has similar connotation with the word ‘achievement’. Whereas, the word challenge denote about difficulty and problem that encounter among students in using knowledge, skill and attitude that they obtained via learning civics and ethical education. Implementation is also similar with the word practice meaning to put into effect of what students have learned in the subject matter in their routine activities. But implementation has something as a prerequisite such as knowledge

understanding, internalizing and exertion, involving not only learning experiences from school, but also making them an element of a new way of operating from the society surroundings. The following discourse is based on these notions.

### **Practices of civics and ethical education**

Currently students are practicing to be active participants on the democratic system of the country as per their civics and ethical education teaching of democratic values (Gosa and Desta, 2014; Endalcachew, 2016). Thus, civics and ethical education has recently been producing young generations who could ask their constitutional rights that enable them to influence government decisions, policies and strategies (FDRE Policy and Research Center, 2017). Endalcachew (2016) noted civic and ethical education has played its positive contribution in building good behavior and creating active and participant citizens. Civic and Ethical Education has been creating citizens that understand at least the democratic and constitutional principles and values of the FDRE constitution in particular and in the building of democratic system in general.

Students are respecting their culture and the culture of others in cognizant with the learning of morality and ethics (Gosa and Desta, 2014; Michael 2017). In that they would be able to discharge their rights and dispositions. Civic and Ethical Education plays its positive role in promoting multiculturalism in the country. It enables students to celebrate and appreciate multiculturalism and the diversity nature of the Ethiopian nations, nationalities and peoples who have different language, culture, ethnicity, religion and any other diversity (Yamanda, 2011).

Furthermore, Civic and Ethical Education has been playing its prominent role in enhancing popular participation. In this regard, civic and ethical education has been contributing in producing citizens with necessary civic knowledge, skill and dispositions which enable them to be active participants in the political, economic and social affairs of their country (Endalcachew 2016).

## **CHAPTER THREE**

# **RESEARCH DESIGN AND METHODOLOGY**

## **3.1. Introduction**

This chapter deals with the research design of the study; sources of data; population, sample and sampling techniques; instruments of data collection; procedures of data collection; and method of data analysis.

## **3.2. Research Design**

As mentioned in the objective part of the study, the purpose of this study was to investigate the influence of civics and ethical education in students' character development. To this end, the study employed mixed methods research design.

Both qualitative and quantitative research approaches employed to this research. Qualitative research approach suits to explore the views, observation, experiences, and opinions of the key informants whether or not Civics and Ethical Education is positively or negatively influencing the character development of students in the schools under study. To employ mere qualitative approach, it has some shortcoming especially subjectivity. Thus, quantitative approach was also employed to compensate for the subjectivity inherent in the qualitative approach utilization. In connection to this, Mark et al. (2009: cited in Fetene, 2017) mixing qualitative and quantitative approaches gives the potential to cover each method's weaknesses with strengths from the other method. It also provides room for triangulation of data.

## **3.3. The Research Method and Data Collection Instrument**

Both primary and secondary data sources were used in this research. Primary data was obtained from students, school principals, teachers, unit leaders, and coordinator of discipline committee, school owners and through direct observation of the study. Secondary data have been received through reviewing of articles and research reports, varying types of documents in the three respective target schools such as CEE student textbook and teacher guide; students' attendance sheets; book of students black list and minutes that shows students' disciplinary cases; the rules and regulations of the school; first semester exam records of some selected students and recorded exhibits of tasks accomplished under variety of co-curricular activities. In addition, MoE documents like syllabi of civics and ethical education, and curriculum both revised and unrevised ones and other essential reference materials have been reviewed.

### **3.3.1. Sampling size and Sampling techniques**

Multiple sampling techniques were employed to select study participants. The study employed purposive sampling to select three schools from the population (24 private secondary schools) owing to personal experience of the researcher and the need to make the study more manageable. Bole sub-city was also purposively chosen for this study. Accessibility and acquaintance of the researcher with the schools were the criteria used to select the sample schools from the universe. The study focused on only three schools because of its intention to undertake an in-depth analysis of the situations. Besides, the inclination of the study to focus largely on qualitative data in order to answer the basic questions had urged the investigator to confine to merely very limited number of schools with whom he had some degree of acquaintance. Furthermore, purposive sampling gave the researcher prudent to choose key informants based on their familiarity to the issues. Thus, students, CEE-and- non-CEE teachers, school owners, school principals, vice directors, unit leaders, high achiever students, class monitors, homeroom teachers of all the selected schools were target population of the study.

Systematic random sampling technique was also employed to recruit student respondents to fill the questionnaire. These students pursue their schooling currently in grade 9<sup>th</sup> and 10<sup>th</sup> in the target high schools. Table 3.1, shows the number of students in each schools in each grade level and the required minimum sample size as well. The required sample size has best been determined by using scientific sample size determination formula. According to Yemane (1967),

cited in Mohammed Y.(2017) the formula used the following variables in order to calculate the required minimum sample size.

$n = \frac{N}{1 + N(e)^2}$ , where N= General Population; of the total students in all target schools= 651  
n=the required minimum sample size, linked to the sum total of sampled size in each school and  
e= Precision Level; taken to be 0.07.

<p><b>Therefore, <math>n = \frac{651}{1 + 651 * 0.07^2}</math></b></p> <p><b>n= 155</b></p>
---

Table 3.1 students’ population size in the three target private schools

No	School Code	Total number of 9 <sup>th</sup> & 10 <sup>th</sup> grade students	9 <sup>th</sup> grade	10 <sup>th</sup> grade	Sample size
1	X	185	82	103	49
2	Y	225	133	92	52
3	Z	241	105	136	54
		Grand total= 651	Total= 320	Total= 331	Total= 155

Since the population of teachers and officials in the three target schools were small in size (48), therefore, the entire population was sampled to fill the questionnaire administered.

Based on the purposive as well as availability sampling techniques, three to five participants from each schools’ teachers/school principals/vice principals/unit leaders along with high achiever and class monitor students were interviewed and also involved in FGD as key informants of the study.

### 3.3.2. Data Collection Instruments

The valuable primary data for the study has been obtained through four data collection tools, such as questionnaires, interviews, Focus Group Discussion (FGD) and observation.

### Teachers’ and students’ Questionnaires

Questionnaires were used basically as a principal data gathering instrument in the study for the following reasons. A questionnaire is widely used in education research to obtain information

about certain condition and to inquire in to opinions and attitudes of individual (Best, 2004: cited in Molalign: 2017); potentially enabled the researcher in reaching out to a large number of respondents within a short time (Koki, 2015).

Accordingly, a significant number of, both open and close ended questionnaires were developed based on the grand research questions and also distributed to a total of 155 students as was mentioned above. In addition to this, a significant amount both open and close ended questionnaires were distributed for about 48 teachers and school administrators to receive their opinions up on the pillar research questions.

### **Interview**

Face-to face interview was carried out with the key informants such as private school owners or their representatives, school directors & unit leaders, the course CEE teachers and home room teachers in order for identifying the practices students are adapted in their daily life as per the accusation of knowledge, skill and attitude in civics and ethical education. By using semi-structured interview questions the key informants would able to distinguish major ethical problems as well as their factors causing indiscipline character of students.

### **FGD**

The Focus Group Discussion was one of fundamental tools of data collection in this study. In the FGD the researcher was intended to engulf informants of CEE and homeroom teachers, class monitor and high achiever students, discipline committee coordinator, chairperson of Parent-Teacher-Student Association (PTSA) and some chosen unethical student parents found out in respective schools black list. But, the actual participant in the FGD were those high achiever and class monitor students only resulting from time constraints to include all informants.

From each school, three to five number of, both rank students and class representatives were participated in the focus group discussion. Very sound and answerable questions rose by the researcher and led the discussion himself in order to control the dialogue held among participants. In the mean time, the researcher used audio recording devices to retain the hot discussion, for further analysis.

## **Observations**

Classroom and within school compound observations were planned to be done twice in each of the three private high schools. Unfortunately, observation inside the class and outside the class room was done only once in each respective school due to time limitation. At that time the researcher used the checklist prepared in advance note book to record things and conditions he had observed in the classroom such as professional ethics of a teacher, the subject and lesson topics he/she teaches, the ways of lesson delivery, students sitting arrangement, and interactions to the teachers and also between themselves, and the like aspects. Besides, at recess and launch times, observation went on in the compound to observe what students were doing and talking about pro or against to the ethics they have learnt. As per the checklist order, note had been recorded as well. The prime purpose of classroom and in the school compound observation was to check up whether or not students' movement is in harmony with the influence of the subject CEE.

## **Validity of the Instrument**

The researcher was looking for and got expert advice and assistance from the advisor to help improve content validity of the instruments (Koki, 2015). Besides, a pilot study was also carried out in two volunteer private high schools of Bole sub-city at woreda two to pretest the instruments, in order to confirm if they measure accurately the variables they are intended to measure. The results were used for amendments of instruments for accuracy and consistency.

## **Reliability of the Instrument**

The test-retest method was applied to estimate the degree to which the same result could be obtained with repeated measure of accuracy in order to determine the reliability of the instrument (Ibid. 2015). Just on the first week of April, 2019, a significant number of questionnaires were administered to the teachers/officials and students in schools participating in the pilot study.

Similar questionnaires were distributed after two weeks to the same respondents in the schools where pilot study was undertaken. By using the following Pearson product moment correlation coefficient, the coefficient of reliability (Koki, 2015) was calculated for the two sets of scores received in different time.

$$R_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

; Where,  $R_{xy}$ = correlation coefficient;  $\sum xy$  = Sum of the products of each x deviation times each y deviation. .

A correlation of 0.75 was obtained and therefore considered the instruments were reliable for the study.

### **3.5.6. Document Review**

In order to triangulate the data collected from different sources, the researchers were reviewed School attendance, the rules & regulations of the school, co-curricular activities record (mainly club citizen and ethics) and black list documents. This analysis assumed to support ethical problems identified by using questionnaires and thereby checking up whether significant relationship between CEE achievement and practical skills exist or not. Furthermore, official documents from the ministry of education, published scholarly articles, working papers and unpublished materials were reviewed. This is because; document review is an essential tool to identify events and adds knowledge to the fields of inquiry.

### **3.4. Methods of Data Analysis**

Descriptive analysis employed mainly to make data analysis for the questionnaires. All the information from the questionnaires was first entered into Microsoft excel databases. The Microsoft excel program would immediately allow user to arrange data individually. Hence, each school data entered in the Microsoft excel spread sheets and then sent out into SPSS (Statistical Package for Social Science) software. Then the data gathered from three schools were transposed and merged together for ease of making analysis. To this end, descriptive statistics such as percent, mean and standard deviation were used intensively for quantitative data mainly in the course of identifying the extent to which CEE influence character development, what are the

major misconducts of students and factors contribute for misbehaving students. In addition to this, graphs, tables and charts were employed to visualize the analysis. To interpret first hand processed data, descriptive statistics such as Percent, Mean, and Standard Deviation statistical models were employed by using (SPSS) version 23. Specifically, mean and percent provide the agreement of the majority respondents on the variable (Koki, 2015; Addis, 2013; Tovmasyan,TT., Thoma, M., 2008) so, that the mean and percent were intensively used in the analysis part of the study.

Whereas, qualitative data gathered via interview and FGD was analyzed and interpreted by using narration and direct quote methods either for insight of new idea or triangulation of major findings obtained from other means. This way of data analysis enabled the researchers to enhance the reliability and validity of the data.

### **3.5. Ethical Consideration**

The researcher was objective during the interview, data analysis, and data interpretation to avoid or minimize bias or self- deception. Respect for intellectual property was guaranteed by giving proper acknowledgement or credit for all contributions to this study and did not engage in plagiarism.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

#### **4.1Introduction**

This chapter analyses, interprets and presents the study findings as per the aim of this study, which was to investigate the school-based influence of civics and ethical education on the character development of private secondary school students. This section contains description of the study area, the response rate, response from teacher's students and the principals about the influences, ethical problems, factors causing misbehavior of students and solutions to curb the indiscipline situations of students and thereby, magnifying the influence of CEE.

## **4.2. Description of the Study Area**

The study area focuses in Addis Ababa city at Bole sub-city woreda six. As per the data obtained from Bole sub-city administration general educational quality and conformity regulatory office (2011), under Bole sub-city there are about 24 private high school and preparatory schools that are distributed in 14 woredas (districts). Out of all these schools, as mentioned in chapter three, 3 schools were chosen deliberately from woreda six which are believed to be fit for the prime objectives of this study. And these schools symbolized alphabetically by using letter x, y and z (see fig.4.1). The name list of selected schools is not shown in the research paper and other related articles because of protecting the identity of those schools, teachers, administrators and students (Tovmasyan,TT., Thoma, M., 2008). The schools compound had been attractive and decorated by some lesson delivery subject-wise pictures, proverbs, and slogan during observation. Ninth and tenth grade students in each school were arranged at each grade level in three sections with fair and equitable class size being maximum number of students in one class about 33 and minimum for about 25 students.

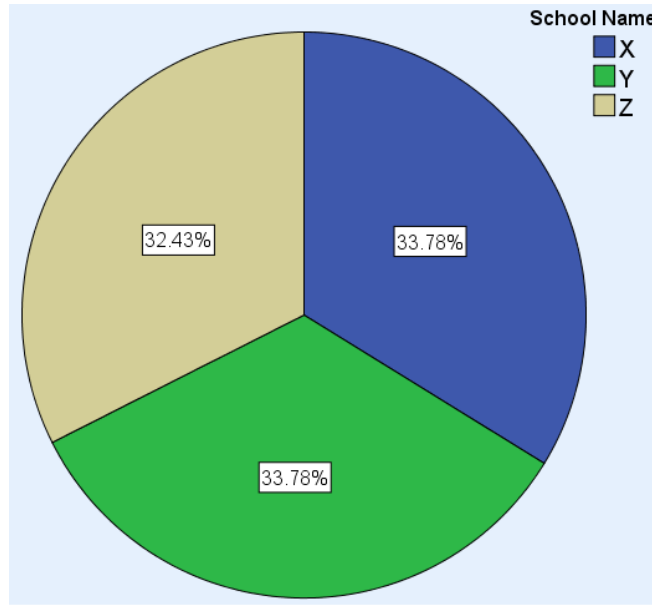


Fig. 4.1.sampled school code

While the investigator of the study worked in the position of supervisor at woreda level education office, he has observed the chosen schools got the yellow level inspection result for two consecutive years in the past. Owing to mainly for their weak educational quality, they have been blamed in many times for teaching students that are not ethically good and some even showed unwanted behavior like drug taking, being alcoholic, chewing chat and the like problems. Just as explained in the methodology part, this situation might be the reason for having small number of students in current academic year.

#### 4.2.1. Response rate

The study had a sample size of 6 principals (officials) heading the 3 selected secondary schools in the woreda six of Bole sub city, 42 teachers and officials who were also drawn from the selected secondary schools and 155 students participants drawn from three target private high schools.

Table 4.1 Response rate

Population	Questionnaire	Questionnaire	Response
	Issued	Returned	Rate (in %)
Teachers and officials	48	41	85.4
Form three students	155	148	95.5

Out of 48 principals or officials and teachers in three schools, 41 responses were obtained giving a response rate of 85.4%. The rest 7(14.6%) teachers and officials were either reluctant or unavailable in the school compound during data collection or unable to bring back the questionnaires. And out of 155 students 148 questionnaires were filled and returned making a response rate of 95.5%. There were only about 4.6% (7) missing values. From the questionnaires dully filled and returned from each of the respondents, the response rate from each category formed an adequate basis for drawing conclusions.

### 4.3. Demographic Characteristics of the Respondents

The research sought to establish the teachers and student’s personal data that comprised of age, gender, teachers’ work experience and teachers education level etc. The findings were presented in tables and figures.

Table 4.2. Demographic characteristics of the respondents

No	Demographic information	Teachers	
		Frequency	Percent
1	Sex		
	Male	37	90.2
	Female	4	9.8
		Total=41	Total=100
2	Age of teachers		
	1. Below 30 years	11	26.8
	2. 31-49	27	65.9
	3. >=50	3	7.3
		Total=41	Total=100

3	Educational status of teachers and officials 1. Diploma 2. First Degree 3. MA/MSC/MED 4. PHD	1 35 5 --- Total=41	2.4 85.4 12.2 --- Total=100
4	Work experience of teachers and officials 1. 1-5 years 2. 6-10 years 3. 11-15 years 4. >15 years	7 15 14 5 Total=41	17.1 36.6 34.1 12.2 Total=100
5	Position in the school 1. Officials 2. Teachers	10 31 Total=41	24.4 75.6 Total=100
6	Grade h/she teaches 1. 9 <sup>th</sup> 2. 10 <sup>th</sup> 3. Both grades 4. Administration	6 8 17 10	14.6 19.5 41.5 24.4
7	Subject matter h/she teaches 1. CEE 2. Other subject 3. Administration staff	4 27 10	9.8 65.9 24.4

8	Field of specialization of the teachers or officials		
	1. Natural science		
	➤ BSC	9	22.0
	➤ MSC	---	---
	2. Social Science		
	➤ BA/BED	26	63.4
	➤ MA	6	14.6

### 4.3.1. Teachers and admin staff background

As illustrated in Table 4.2, about 90.2 % (37) of the teachers and officials were male while 9.8 % (4) respondents were female. About 65.9% (27) were in the range age of 31-49 years, while 26.8 % (11) were at the age level of 30 years and below 30. The rest 7.3% (3) were at the age level of greater than or equal to 50 years. With respect to academic qualification, 85.4% (35) of the teachers and officials under study had their first degree, whereas, about 12.2% (5) of them have Masters degrees. And about 2.4% (1) are diploma graduate. Concerning their field of specialization, about 63.4 % (26) of the teachers had social science background and graduated in BA or BED. The rest about 14.6% (5) teachers and officers were MA graduate in social science branches. Finally about 22% (9) were natural science graduates in BSC.

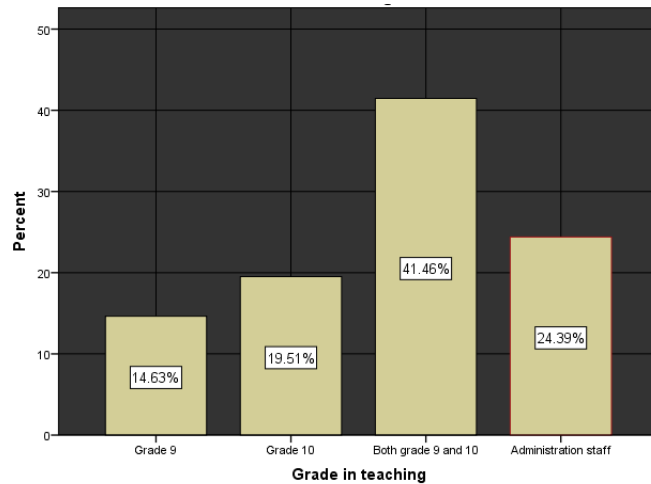


Fig 4.2. Work experience and teaching grades of teachers and administration staff

Source: researcher's own survey May 2019

As shown in the figure 4.1(left), majority teachers and admin staff (36.6%) had work experience between 6 and 10 years. About 34.1% (14) of teachers and officials had 11 to 15 years experience. Below 6 years and above 15 years have had work experience teachers and officials account for about 17% and 12.2%, respectively. This shows that most of the teachers had a teaching experience of above 5 years and they were well positioned to give credible information pertaining to the study. It also shows that they had been in the teaching career for a while and had adequate knowledge in regard to ethical misconduct of students in their respective schools.

In the same vein, in the right corner of fig.4.1, about 41.5%(17) of teachers were teaching both grade 9<sup>th</sup> and 10<sup>th</sup> during the study year. About 19.5%(8) did teach only grade 10 while about 14.6%(6) teachers did teach solely grade 9<sup>th</sup>. The rest about 24.4% (10) of respondents were administration staff. This shows that the majority of the teachers have been able to distinguish the progress students made on grasping the civic knowledge, skill and dispositions learnt in two grade levels and thereby they are believed to reflect plausible information about the influence of civics education on students' behavior.

Regarding to the position and the specific job title of each respondents in the three target schools, about 75.6%(31) were teachers teaching CEE(9.8%) and subjects other than CEE(65.9%), respectively. The rest 24.4%(10) respondents were officials appointed in the non-teaching position or as administration staffs leading and supporting instructional processes in their

respective schools. Hence, the fourth basic assumption outlined in the introduction part believed to be met because whether CEE teachers or teachers teaching other subjects in addition to pursue teaching- learning process in the classroom, they would advise students to behave as per their learning in civics and ethical education.

### 4.3.2. Students' demographic characteristics

**Table 4.3. Demographic information of student respondents**

No	Demographic characteristics	Students	
		Frequency	Percent
1	Sex		
	1. Male	79	53.4
	2. Female	68	45.9
		Total=148	Total=100
2	Age		
	1. 15-17 years	79	53.4
	2. >=18 years	69	46.6
		Total=148	Total=100
3	Grade Level		
	1. Grade 9 <sup>th</sup>	67	45.3
	2. Grade 10 <sup>th</sup>	81	54.7
		Total= 148	Total= 100
4	Live with their parents		
	1. Yes	140	94.6
	2. No	8	5.4
		Total= 148	Total= 100
5	Marital status of parents(Mom & Dad)		
	1. Alive and live to together	118	79.7
	2. Alive but divorced	28	18.9
	3. They are dead	2	1.4
		Total= 148	Total=100

As indicated in the table 4.2, the gender and age characteristics of students were presented as ensue. Out of 148 sampled students whom were recruited from three secondary schools, male accounted for about 53.4% (79) and female students were about 46.6% (69). Table 4.1 also shows that majority of the student were aged between 15 and 17 years as represented by a 53.4% and the rest were aged above 17 years by a 46.6% response rate, respectively.

In addition to this, the research sought to identify the grade level of respondent students learned by the question what grade are you currently in, he found out that majority of the participants (54.7%) in their last year of study in schools (10th grade). All those students are taught civic and ethical education a year ago, and hence the research tried to find out their attitude towards the influence of CEE on them became more plausible. The rest about 45.3%(67) students are taught in 9th grade.

Table 4.2 also shows the result with regard to the student parents' demographic characteristics. Majority student respondents (94.6%) replied that they are currently living with their family. About 5.4%(8) students were not living with their parents during the study period. As table 4.2 also shows regarding the marital status of respondent parents in that majority (79.7%) respondents father and mother were living together. Whereas, about 18.9% (28) and 1.4%(2) parents of students has been divorced and passed away, respectively. Although the figurative low value for divorce and passed away parents deemed to be negligible in this research, both divorce and mortal status of parents affect negatively the character development of children. Divorce and being died before enriching the social capital of their kids and shape them ethically to be good citizen affect negatively character development in their later age. As reviewed in the related literature divorce is one of the main causes of being emotional, restless and disruptive nature children (chazzan et al 1994, cited in Addis, 2015). In connection to this Joseph E. Kahne, et al(2008) attested the influence of parents in children character development as ensue

*Neighborhood and family civic contexts play a significant role in the development of civic orientations. Young people growing up in families and communities that are civically active and ethically better off tend to end up more*

*active themselves Discussion between parents and youth revolving around civic and ethical issues relates to a wide range of civic outcomes. And a great deal of research has focused on the role social capital plays within communities in fostering norms and social networks that make democracy work more effectively.*

#### **4.4. The Influence of Civics and Ethical Education on the Character Development of Students**

Table 4.4 Teachers /official and students responses to the question related to the influence of CEE in the character development of students

No	Question	Response	Teachers/officials				Students			
			No	%	Mean	St.Dev	No	%	Mean	St.Dev
1	Do you think the course CEE has influenced the students' character development?	Yes	28	68.3	---	---	89	60.1	---	---
		No	6	14.7	---	---	47	31.8	---	---
		I do not know	7	17.0	---	---	12	8.1	---	---
2	How do you rate the influence of the course CEE on the character development of students?	Very high	7	17.1	<b>3.85</b>	<b>1.06</b>	7	4.7	<b>2.88</b>	<b>0.87</b>
		High	18	43.9			18	12.2		
		medium	10	24.4			82	55.4		
		low	5	12.2			33	22.3		
		Very low	1	2.4			8	5.4		

The questions under the table 4.4 are milestone questions as they provide insight into respondents perception about the first guiding research question, “to what extent that the subject

CEE influences the character development of students?'. Regarding the question number 1, out of 41 teacher and official respondents above 68%(28) reflected their opinion by saying yes. That means they perceived CEE has influence in the students' character development. A bit above 14% (6) of them replied No, it means they feel that CEE has no influence on the students' disposition. While the rest 17% (7) teachers and officials answered as they do not know, meaning they feel like unable to detect the influence of CEE on the development of students' character.

In the same vein, out the total 148, about 60.1%(89) student respondents said yes for the first question. This means that in their opinion CEE has influence in their character construction. For about 31.8%(47) of them CEE has no influence as they perceived it by answering no and the rest about 8.1%(12) of student respondents disclosed their perception by answering I do not know which means they could not be noticed the influence of CEE in character development. Thus, from the view of majority sampled respondents, one can conclude that the subject CEE has marked influence in the character development of students.

The researcher further investigated the magnitude of influence of CEE on students' character building, by asking the both key respondents to rate the influence with the help of five liker alternatives such as 1. Very low; 2. Low; 3. Medium; 4. High; and 5. Very high.

The result obtained as table 4.4(2) shows, about 17.1% (7) teachers and officers and 4.7% (7) students rated the degree of CEE influence is to be *very high*, respectively. That means both respondents outlook for the influence of CEE in character development students is positive. Similarly, for the majority teachers and officials (43.9%) and in contrast, for a few number of student respondents(12.2%) CEE has influenced students' character, highly.

About 24.4%(10) of teachers/officials rated CEE influence is to be *medium*. While the majority (55.4%) of student respondents ranked the influence of CEE to be medium of. About 12.2%(5) teachers/officials and 22.3%(33) student respondents chosen low influence of CEE. The rest about 2.4%(1) of teachers/officials and also about 5.4%(8) student respondents ranked the influence as *very low*, respectively. The mean and standard deviation of the rate of teachers' /officials and students' response were **3.85** and **1.06** and likewise **2.88** and **0.87**, respectively. Thus,

teachers and officials feel the degree of influence of CEE in character development of students' *high* while student respondents had outlook on the magnitude of CEE influence to be medium. For triangulation purpose the researcher has deliberately posed similar question for all key informants in the form of FGD and in an interview. Hence, the result is discussed as ensue. In the focus group discussion, high achiever students and class monitor students participated to deal up on the question "how do you evaluate the influence of CEE in molding the character of students?" ( see Appendix C). A student A (girl) from school X, suggested about the influence that in content-wise the subject CEE is essential and have composed of all political, social and economic knowledge. Therefore, it has nothing to do with some inconvenience situations that students showed today. Another student B ( class room monitor), from the same school reacted for her reply and opposed her idea by saying as follow:

*Content-wise the subject CEE is full of that disinterested political issues of the country. And full of democracy jargon disclosing mainly for government structures. Nothing else it equipped us in character development. Even we don't know the way how we can practice those stated democratic values as our teachers teach us what is given in the textbook without omission. We all know practicing those values during the election of class room monitor. The club civics has setup but does nothing yet in our school.*

Another student C, from school Y, raised his notion by supporting the previous students' idea. He said that in connection to the contents the subject CEE has multiple good knowledge, skill and disposition which are mainly practiced in the school or the community. For instance, obeying to the school rules and regulation can be an indication of the knowledge we grasped from rules of law and whether we want it or not we have obeyed to school rules so that the subject CEE has some influence in students' character though the magnitude of influence is not as expected level.

The ultimate repercussion of the influence CEE on students' behavior is related to more of democratic values. For example at a time of one's student right is violated he or she reacts vigorously to be respected but when it comes to shouldering the responsibility most students lag behind. This was suggested by a student D, from school Z and who had to say:

*Despite more of about democratic values the contents exist in the text book; redundant contents existence; unable to contain the textbook more contents of moral and ethical education in the textbook; and also lack to hold ways of practicality of knowledge, skills and disposition grasped in real life, of course CEE has certain influence on students' behavior. Students also need to develop participatory skills and then learn how and when to effectively use these skills. Generally, it should be better if CEE holds contents from character education. It holds a few contents, currently.*

#### **4.4.1. Further check up the influence of CEE on character development of students by taking some exemplary contents**

As noted by Gould, cited in Suzanne S., 2012, the course CEE leads to a positive school climate. Thus, high-quality civic learning teaches students about the importance of community (both within the school and more broadly), respectful dialogues about controversial issues, creative problem solving, collaboration, teamwork and the importance of diversity which all are values for foundational to a positive school climate.

In this regard the researcher has taken some common parameters of which he believed in them to be indicators of leading a positive school climates existence as a result of the influence of CEE. These variables are likely to be indicators of the magnitude of CEE influence and perhaps which are also related to rule of laws, democratic and human rights, patriotism, listening to others opinion, cooperative work, effective communication and the like contents of CEE. Mean and standard deviation were employed to reflect majority respondents' agreement as shown in table 4.5

Table 4.5 Analysis of some parameters to indicate the extent of influence of CEE in the development of students' character

No	Indexes of the influence of CEE in school climate	Teachers			Students		
		Mean	St.Dev	rank	Mean	St.Dev	rank
1	Students demonstrate the perception and ability to respect the rules and regulations of the school	3.63	0.82	2	3.66	1.00	1
2	Students struggle to ensure that their democratic & human right is respected in the school	3.17	0.86	5	3.47	1.25	2
3	Students cooperate with teachers and officials in keeping the school rules & regulations to be respected	2.95	1.07	6	2,97	1.36	4
4	Students practice modern patriotism by singing national anthem during flag ceremony, respecting diversity in color and ethnicity, tolerance etc	3.80	1.00	1	3.47	1.33	2
5	Students show courage to avoid bad character like insulting, intimidation, disrespect etc	3.41	1.11	4	2.95	1.21	5
6	Students be able to respect human rights of others as so do theirs	3.48	1.09	3	3.22	1.31	3

Out of the six selected parameters, teachers and officials feel that students very often showed modern patriotism by a mean of 3.80. Nevertheless, this trait of students was felt by majority respondents as it is done sometimes with a mean of 3.47.

As per the teachers/officials response for students' demonstration the perception and ability to respect the school rules and regulations, majority of them put forward their opinion as students show such character often in the school with a mean of 3.63. This trait of students is the second choice for teachers' respondents next to modern patriotism while it is the first choice for students with a mean of 3.66 as the table 4.5 shows. This is to mean that majority student respondents

outlook on the school rules and regulations to be respected was positive and often respected by students

The study also found out that the extent of CEE influence was great on students' character as both respondent parties feel students often respect for human rights of others so do theirs to be respected with the means of 3.48 and 3.22, respectively. This variable of portraying CEE influence was the third chosen one by the whole respondents.

The study also found out majority teachers and officials perceived that CEE has influence in students' character in avoiding very often bad habit with a mean of 3.41. This is the fourth choice for them. But, for student respondents this parameter had less effect because they feel that students in the school dare rarely to avoid bad habit like insulting, breaking in someone's property, humiliating one another with a mean of 2.95.

According to both respondents agreement, ultimately the study was also detected out that effort of students to cooperate with teachers to defend rules and regulation of the school when one breach them was rarely performed with a mean 2.95 and 2.97, respectively.

From the above analysis, one can deduce that generally CEE has brought change in the students' character in terms of practicing the rules of law, developing self-esteem, and act as modern patriotism, keep respecting human and democratic rights of others. However, the influence of CEE was insignificant in some points of students' character like avoiding bad habit and as active participatory citizen lag behind to show cooperation and team work for the common goods.

The aforementioned conclusion was supported by the ideas of key informant participants in the study. For the question raised to key informants to what extent the school rules and regulations are respected and how these rules are abiding in the FGD, a student (A) from school X, replied that once a copy of school rules and regulations handed over to each students, every one read it and perceived it well though the perception varied from a student to student to put in effect the rules. A students C, from school Y, added that in principle the rules and regulations are fantastic and deemed to be abiding but in practice majority students are not afraid of these rules because whatever repercussion has come after violating the rules, the capacity of school administrator to

enforce the rules is minimal. Since everybody knows this fact some students even deliberately breached them by insulting even teachers, breaking windows, writing something taboo words on the walls of classroom, rest room, even at corridor. Of a student D opinion, from school Z is cited as follows:

*The rules and regulations are strict but as my previous colleague speeches about enforcement level, students scared nothing even after damage of school properties because majority private school students came from economically have parents and thus no problem, parents pay back the cost of damage. In the worsen cases, a week much suspension levied on a student who break the rules as the punishment which is again looked at by those acting bad habit as rest time.*

Another student B, from school X, suggested on top the student D opinion as below

*In case of one student insulting or humiliating another student or teacher as it happened in the private school which live by the money students pay off, therefore, the school owner prohibited knocking out that student from school due to the kind of breaking rules and regulations unless it happened frequently. Besides, we (students) refrain most often from exposing the rule breaker even if we saw who he is on spot.*

### **Key informants interview for the extent of CEE influence**

The researcher tried to discover if private school leaders and owners have noticed the influence of CEE on the character development of students. This investigation was used for triangulation purposes of the data analyzed through major instruments.

As indicated in the appendix A, school principals, vice principals and unit leaders were asked to evaluate the extent of influence of CEE on students' character development. They replied differently in the three target schools. The school X principal suggests that CEE has played incredible role in changing students' attitudes towards positive in some democratic values and to lesser extent in moral and ethical issues. "And CEE showed them the way how they struggle to their right but not that much to their responsibility". As a case in point he mentioned further

students raise any issue and make a lobby right away even when they feel dissatisfaction with a teacher teaching performance and enforced us to look for another efficient teacher. Another vice director asserts “ of course students were influenced by CEE as they exercise democratic and constitutional values in the school by engaging actively in different co-curricular activities; raising the issues to the directors in celebrating culture day, color day, earth and water days for instance including the fairness of learning assessment.” The third school director states that students have a chance to express their opinions often in and out of the class room so that this is an indication of CEE influence.

The next question asked to the key informants to determine the observed indiscipline of students that prevent the CEE outcomes. A school principal Y responded that students in his school are governed by school rules and regulations. “We have given to each student a copy of the rules and regulations and enforce them to be governed by giving lesson daily on the flag ceremony”. However, he states that in all these endeavors, disciplinary problems of students are commonly observed in his school. “We are in a great mess of students indiscipline due to paradoxical approach when we enforce the rules to be abiding, something undesired result would come on the business of the owner”. Thus, owner of the school directly or indirectly ordered us not to take harsh measure.

A school Z unit leader replied to this question as ensue:

*Yes, CEE has brought change on the character of students especially in the many values of democracy. Students are keen and stand still about their right to be respected but in the context of shouldering responsibility and accountability some of them lagged behind and that why some of them indiscipline. We have strict rules and regulations. Every students are governed by these rules and we are afraid nothing and are too series those rules and regulations to be respected. In the course of first semester, for instance, we had taken series measure on two red handed alcoholic students and who were fired from the school right away.*

The researcher has also found this to be right through document analysis. During reviewing the black list book and minutes of the school(Z), he saw statements(written in Amharic) describing disciplinary problems with which these students involved in and signatures of two students and their parents as part of memorandum of understanding for the reason that students fired. The students had given last warning two times and at the third they had been fired (refer to the **appendixE-0** for letter of warning).

Besides, interview intended to make with all target schools owner was not fully become successful due to refrain of owners to be interviewed. Out of the three private school owners, fortunately, the researcher would be able to undertake an interview with one school owner.

Accordingly, for the question asked to evaluate the influence of CEE on character development of students, she (school owner of school X) answered that she had no idea about it but she says that the report for students' result analysis brought from principal office showed her interesting scores that most students got high score in CEE. This score implies her influence of CEE is paramount.

To the question asked do special criteria exist in school system to hire CEE teachers?She answered that to hire all subject teachers the school has its own criteria. For example to hire CEE teachers the first criteria is looking for teachers graduated in civics and ethical education. If no one is found in the market the chance to those graduates in any social science but have experience in teaching CEE. Teachers' educational documents are checked and when they fit to the criteria they exposed for interview and practicum. Through all these processes that teachers are hired in the school.

In answering to the question if this all about, why for students disciplinary problems do exist in the school?she says that as school owner she had tried to strengthen controlling system by hiring one director, one vice director, unit leader, watchman who keeps his eye on students who come out and in the classroom before recess and lunch time and even hired sufficient number of guards who could give support for administration staff. Of course, through all the staffs controlling system, in rare case critical allegation of some students for series indiscipline cases reached to

my office. However, she would never allow to be taken any sort of punishment that is likely to endanger her business.

#### **4.5. Ethical Problems of Students**

As has been described in the review literature of this paper, unlike the civics education of Imperial and the Military government of Ethiopia, EPDRF, in view of fostering democracy and good governance, introduced civic education as one but key subject in the new education system of Ethiopia (MOE, 2006). As per MoE, the new civic education aims at producing politically, economically and socially active and responsible citizens. The purpose of this subject was to develop good moral character and civic competence (MOE, 2007).

However, some literature revealed and as has been confirmed by MoE later on that though civic education had been implemented in Ethiopian school curriculum since 1994, the desired objectives had not been attained (MOE, 2006). The pervasiveness of ethical problems among young generation showed the failure of CEE curriculum and enforced the government urgently to look for the newly revised curriculum of civic education. As a result, the subject's curriculum was revised and introduced to all grade levels in 2004 (Endalkachew (2015)). The newly developed CEE curriculum has 11 core politically, socially and morally related contents such as building democracy, rule of law, equity and equality, justice, patriotism, responsibility and accountability, industriousness, self reliance, active community participation, saving and pursuit of wisdom (Birhanu, 2012, Addis, 2015).

In this study, the dominant ethical problems that were emphasized by respondents in the private secondary schools are analyzed in details as follows.

To the question posed “what are the major ethical problems observed among students of your school” key informants in a FGD, CEE teachers, and the school administrators, distinguished varieties of problems they thought to be. For the sake of managing the data in the analysis, however, the researcher sorted out and taken up those dominant misbehaviors that are most commonly stated by respondents.

Theselected ethical problems include *Aggressiveness which includes physical or verbal attacks on teachers or school personnel or other peers; Immorality, which includes acts such as stealing, lying, or cheating; defiance of authority positions, ruin school property, threats, teasing, use of hateful language, fighting, bullying or harassing , yelling out, tardiness to class; inappropriate behavior toward peers and adults; truancy; disregard for rules, dress, or compliance issues; alcohol or drug activity; chewing chat at the schooling time etc.*

Almostall these problems are parallel with the disruptive behavior of students identified by R. Dionne Ward (2007); Birhanu (2012); Addis (2013). And such unwanted acts of students are indeed considered to be against to the learning outcome of CEE (Birhanu, 2012); disrupt the learning-teaching process in the classroom(R. Dionne Ward(2007) ; and also is related to weak academic achievement of the students who are involved in misbehaving as they are often exposed for detention or suspension (ibid).

The study tried to look over in the analysis of some common misconducts of students such as defiance of responsibility, immorality in the context of lying, cheating, begging mark, defacing schools property, truancy or tardiness, smoking and alcohol or drug taking, bullying / harassing, and fight individually or in group.

Table 4.6. Students’ misbehavior in defiance totheir responsibility and damage school property

No	Questions	Response	Teacher/officials			Student		
			Frequency	%	Mean	Frequency	%	Mean
1	Some students are defiant to the school rules and regulations	Not at all	2	4.9	<b>3.26</b>	31	20.9	<b>3.46</b>
		Rarely	6	14.6		34	23.0	
		Sometimes	14	34.1		49	33.1	
		Very often	17	41.5		22	14.9	
		Always	2	4.9		12	8.1	

2	Some students deface the school property	Not at all	3	7.3	<b>2.92</b>	32	21.6	<b>2.66</b>
		Rarely	10	24.4		37	25	
		Sometimes	15	36.6		48	32.4	
		Very often	13	31.7		19	12.8	
		Always	0	0		12	8.1	

Table 4.6(Q1) shows that the study has found out majority of teachers and officials (41.5%) agreed defiance of some students to their responsibility occur very often; while 34.1%(14) agreed about defiance occur sometimes. About 14.6%(6) of teachers/officials chosen defiance occur rarely and equal proportion(4.9%) teacher respondents agreed that some students are defiant always to their responsibilities and not at all, respectively with a mean of **3.26**.

Similarly, majority student respondents(33.1%) perceived that students disobedience to the school rules and regulations occur sometimes in their respective schools. About 23%(34) and 20.9%(31) student respondents said that defiant for their own citizenship responsibility among students occur rarely and even not at all, respectively. The rest about 14.9%(22) and 8.1%(12) student respondents felt that defiance to the school rules and regulations occur often and very often, respectively with a mean of **3.46**.

Generally, the study found out that, some students in the target private secondary schools showed the manner of defiance to the rules and regulations of the schools. Indeed, such defiant manner of some students' to the rules and regulation even counteract the explanation of section 4.4.1(Q1) of the study, and also undermines the achievement of CEE in influencing positively the character development of students.

Furthermore table 4.6(Q2) portrays that out of the total 41 teachers and officials respondents, about 36.6% (15) of them feel that some students involved sometimes in damaging the school properties. About 31.7(13) of them said that some students in their respective schools deface the school properties very often. The rest about 24.4% and 7.3% of teacher/official respondents agree on such unethical behavior of some students occur rarely and even not at all, respectively with the mean value of a **2.92**.

In the same vein, out of the total 148 student respondents about 32.4%(48) answered to the question that some students in the sampled private high schools ruin the school properties sometimes. According to 25%(37) sampled students opinion, defacing the school properties occur rarely by some students in their schools. For about 21.6%(32) of them school properties are not at all damaged by some students. 12.8%(19) students replied that defacing school properties occur even very often while about 8.1%(12) of them put their opinion forward by choosing always defacing properties occur in their schools with a mean of **2.66**.

Hence, from the above analysis one can generalize that damaging school property was one of unethical character of some students in private secondary schools. Of course, this situation tends to lower the success of CEE in character development of students.

Table 4.7 Percentage and mean analysis of immorality (lying, cheating, stealing and bullying)

No	Questions	Responses	Teacher/officials			Students		
			No	%	mean	No	%	Mean
3	Immoral act of students involving in stealing, lying, cheating examinations & begging marks for own advantage	Not at all	0	0.0	<b>3.17</b>	38	25.7	<b>2.87</b>
		Rarely	10	24.4		26	17.6	
		Sometimes	18	43.9		25	16.9	
		Very often	9	22.0		34	23.0	
		Always	4	9.8		25	16.9	
4	Some students humiliate their peers by race, color, religion, difference in wealth status of their parents and the like diversity	Not at all	2	4.9	<b>2.60</b>	16	10.8	<b>2.95</b>
		Rarely	20	48.8		29	19.6	
		Sometimes	11	26.8		51	34.4	
		Very often	8	19.5		50	33.7	
		Always	0	0.0		2	1.5	

Table 4.7 (Q3). displays that out of the total 41 teacher and official respondents, about 43.9%(18) suggested that some students were sometimes involved in certain immoral acts like stealing, lying, cheating mainly in time of examinations and begging teachers to give them free mark. By the same token about 24.4%(10) of respondents agreed that some students do same rarely. 22% (9) of same respondents replied that some students had exercised stealing, lying, cheating or begging teachers for mark. The rest 9.8% (4) teacher/official respondents agreed for some students did always do immoral things like stealing, lying and cheating with a mean of **3.17**.

Student respondents asked for the same question replied that out of the total 148 students, 25.7%( 38) majority of them agreed up on the fact that no a student act immorality things like stealing, lying, cheating and begging mark for teachers. Contrary to this nearly equivalent percent(23% actual) student respondents replied some students engaged even very often in stealing, lying and the like immoral things. About 17.6%(26) student respondents suggested rarely while 16.9%(25) of sampled students said students immorality happened sometimes and always, respectively with a mean value of **2.87**.

As table 4.7 shows generally, immorality act of students existed in the target private schools even the rate of occurrence vary between rarely and sometimes for teacher/official respondents and between not at all and very often to the student respondents.

In connection with question 4 as table 4.8 shows, 48.8%(20) of teacher/official respondents said that disgracing students in their ethnicity, color, religion, etc by some students exist rarely in their respective schools. For about 26.8% (11) of these respondents believe that disrespect among students occurred sometimes by their race, color, religious affiliation. Respondents who answered the question to be very often were about 19.5(8). And no one respondent believe that such unethical manner was always observed in their school with a mean of **2.60**.

In the same question, student respondents reacted in differently. Out of the total 148 student respondents, for about 34.4% (51) of them disrespect in race, religion, color diversity existed sometimes in their respective schools. 33.7% (50) of student respondents said such disrespecting

happened even Very often in the private schools. 19.6% (29) and 18.8% (16) sampled students answered for the question rarely and not at all, respectively. The rest 1.5% (2) replied always with a mean of **2.95**.

From the analysis above, it is possible to generalize that disrespecting for ethnic and religious diversity was prevailed in the target sampled schools. This is because of the majority (more than 68%) student respondents rated such disgracing misbehavior of some students that occurred sometimes and very often, respectively. While majority teacher/official respondents chosen and were rated it rarely and sometimes. Perhaps the students' response of very often is attributed to the notion that in their entire age span they have seen ethnic superiority and inferiority in the Ethiopian political context. It is paramount that those children that grew in the family which thinks its race or religion is being superior over the others; the same thought would grow up along with the child and feel in such ways in his/her later age. Therefore, hatred due to ethnic or religious diversity is inevitable.

Table 4.8 Analysis of problems related to insulting teachers/ staff/peers & individual or group fighting

No	Questions	Response	Teachers/officials			Students		
			No	%	Mean	No	%	Mean
5	Some Students insulting teachers/supportive staffs and other peers in –and –out of the class room.	Not at all	0	0.0	<b>3.80</b>	32	21.6	<b>2.78</b>
		Rarely	4	9.8		20	13.5	
		Sometimes	13	31.7		60	40.6	
		Very often	11	26.8		20	13.5	
		Always	13	31.7		16	10.8	
6	Some students have fighting experience in the class, school	Not at all	0	0.0		21	14.2	
		Rarely	12	29.3		32	21.6	

	compound or outside	Sometimes	11	26.8	<b>3.34</b>	59	39.9	<b>2.85</b>
		Very often	10	24.4		20	13.5	
		Always	8	19.5		16	10.8	

As the table 4.9 shows, the research found out that majority teacher/official respondents confirmed definitely students in the target private schools insulted or made verbal abuse on teachers, supportive staff and peer students in their respective schools. This misconduct of students was ascertained by about 31.7%(13) of teachers/officials whom had chosen both sometimes and always, respectively. Those respondents said very often were about 26.8%(11) out of the total. The rest about 9.8% (4) had chosen rarely insulting teachers and non-teaching workers in their schools with a mean of **3.80**.

For student respondents insulting teachers or someone workers in the school did exist sometimes by about 40.6% (60) respondents or else did not exist at all by 21.6%(32) respondents. Students who said verbal abuse of teachers and other staff members did occur rarely and very often were about 13.5%(20), respectively. The rest 10.8%(16) respondents answered as the problem occurred always with a mean value of **2.78**.

Thus, as for teachers/officials very often some students did insult or verbally abuse their teachers and assistances which imply existing serious ethical problem in connection to insulting teachers. But, majority student respondents assured it has been occurring sometimes in their respective schools.

Regarding to students fighting in-and –outside the class room either individually or in group, out the total 41 teacher/official respondents, about 29.3%(12) of them replied that student did fight rarely in the school compound. Fought sometimes said respondents were about 26.8%(11) and very often 24.4%(10), respectively. About the remaining 19.5%(8) of them suggested such ethical problem happened very often in the school compound with a mean of **3.34**.

In the same vein, student respondents, agreed on the analysis of previous respondents as the majority of them (39.9%) suggested it occur sometimes in the school. About 21.6% said it happened rarely with a mean of **2.85**.

Hence, it is possible to conclude that there was a great ethical misconduct of students by fighting individually or in group in the targeted private high schools.

Table 4. 9 makes unearthing about ethical problems in connection to truancy /tardiness and whether or not students took alcohol, drug (mainly ganja) and chat by doing as usual percentage and mean analysis of the respondents.

Table 4.9 Analysis of truancy or tardiness and alcohol, drug and chat practice of students

No	Questions	Responses	Teacher/official opinion			Student opinion		
			No	%	Mean	No	%	Mean
7	Tardiness and truancy are most commonly observed problems of students	Not at all	0	0.0	<b>3.39</b>	11	7.4	<b>3.46</b>
		Rarely	7	17.1		18	12.2	
		Sometimes	15	36.6		46	31.1	
		Very often	15	36.6		37	25.0	
		Always	4	9.8		36	24.3	
8	Some students are blamed to smocking cigarette, drug, drink alcohol and chew chat	Not at all	11	26.8	<b>2.63</b>	70	47.3	<b>2.27</b>
		Rarely	6	14.6		19	12.8	
		Sometimes	13	31.7		22	14.9	
		Very often	9	22.0		22	14.9	
		Always	2	4.9		15	10.1	

As table 4.10 indicated with regard to question number 7, about 17.1%(7) of teacher and official respondents replied as truancy and late coming occurred rarely. 36.6%(15) and another 36.6% of

them suggested tardiness and absenteeism occurred sometimes and very often, respectively. The rest about 9.8% (4) teachers and officials said this ethical problem happened always with a mean of **3.39**.

Similarly, majority students (31.1%(46) answered to this question as it occurred sometimes while about 25%(37) student respondents said truancy and late coming had been existing very often. 24.3%(36) sampled students ascertained this problems had been occurring always with a mean value of **3.46**.

So, truancy and tardiness was commonly observed problems and the rate of occurrences were between sometimes and very often.

Ultimately coming to the 8<sup>th</sup> question, majority teacher/official respondents (31.7%) replied it exists but observed sometimes. About 26.8% of them said not at all exist in the school while 22% teachers and officials suggested some students took alcohol, smock cigarette as well as drug. Those respondents who said in rare situation students involved in to being alcoholic, chewer and gambler/smoker with a mean of **2.63**.

Majority student respondents (47.3%) said no one student involved in taking alcohol, drug or smock cigarette in their respective schools while about 14.9%(22) chosen sometimes and very often, respectively. Those who said rarely were about 12.8(19) with a mean value of **2.27**.

Generally, this ethical problem existed occasionally in the three target schools under study.

Next to questionnaire, class observation was used for triangulation purpose of the information received in other ways and summary of this observation brought forth as follow.

**The following memory paragraphs were being written by the researcher during his observations**

In the course of my first and this also my last observation, I have reached in front of the gateway of the school X at 1:50 A.M local time. I have found my friend (academic director) over the gate talking with one of the oldest guard and thereby waiting for students. By the way he was

supervising who come early for his daily task as a duty teacher. When I stayed in front of the gateway of the school along with him some teachers I did not know yet whether or not they were duty teachers arrived and later on a great number students reached at the gate way. Watchman and woman were somehow checking up the suit of students. Just at 2: 10 local time the gate closed and unit leader tried to manage the flag ceremony just by ignoring the students waiting for permission to get in.

There were about 42 late comer students I have observed wearing their school uniform.

One thing comes in my mind what would be the fate of these late comer students if ignorance not run out for the time being and asked one student that what students should do if no way to get in; he replied that they will disperse and dismissed to the place where they want to go. And suddenly at glance I have observed coffee houses and also saw some students moving direction point out to these houses.

After I got this response, I left the students and I entered into the school compound. At that spot students and teachers were in the flag ceremony. Although the number of students attending the flag ceremony was plenty enough but the voice that comes out during singing national anthem song seemed to be of a few students. What I did recognize is what influence CEE on student character change if it is even not practical in national Anthem?

I was continued my observation. During in the teaching - learning process I have seen a number of students were out of the class. I asked them why they left the class in this situation. As their expressions, the reasons to some for going to rest room ( mind you this happen during first period soon after they return back from flag ceremony) for the others a teacher got rid of them for they did not do their homework.

I entered in the class room which was arranged by the school unit leader. Fortunately, I have found CEE class the teacher teaching the title 'Self-reliance'. His way of teaching was traditional lecture method. In this method he wrote short note without saying anything to students about the new topic. Till the teacher finish composing note on black board students got chance to talk to each other very loudly, moving around the class, shouting or yelling out one another etc.

At this time the teacher said nothing. He started teaching then by asking the definition of self-reliance and then no one gave him answer. Even asked by calling the names of some students but did get nothing. Still students answer no and kept silence. What comes in mind was ignorance or non- participation in class room activities is being regarded as a type of misbehavior of students. Finally he tried to give for himself. Generally the class room atmosphere was very cold and some students were sat in their body on the table but their minds go further away from the class. After I passed 45 minutes in the class room, I went out to wait for recess time to observe what is going on in the compound. Break time was on. During the break time, some groups of students were stayed in their classroom and they were doing their own works. The rest were gathered around the class gateway and others were playing different games in the field. During these conditions, I heard unethical speech at the corridor wheninsulting one another. Finally, I felt that the impact of CEE in changing students' character and attitude was nor that much interested as has been told and desired by the objectives of CEE itself.

#### **4.5.1 Indication of the relationship between students' learning outcome of CEE and ethical problems**

It is obvious that indiscipline situation of students has certain repercussion on their learning outcome. Some students' disruptive character not only disrupts the teacher's ability to teach but also prohibit having conducive classroom atmosphere. Obviously absence of good classroom condition, interferes the rights of otherslearn(R. Dionne Ward, 2007). Students having some disciplinary problems spend a lot of time in detention, suspension or complete expulsion (in the worsen cases) as a disciplinary practice being used on the basis of school rules and regulations. These absences from the general classroom results often times leads to lower their achievements(Volenski and Rockwood, 1996). R. Dionne ward(2007) has disclosed that negative students whom are usually with some sorts of ethical problems are low achievers in academic courses. The later notion was the basis for doing correlation analysis in this research to consolidate the aforementioned qualitative narration of classroom observation with other numerical data obtained through other means.

Accordingly, three terms of average CEE final examination results of a few students' with ethical problems had been obtained through document reviewing procedure. And as the table 4.11 shows the pre-requisite process was held to make safe of the way to implement Pearson moment correlation(  $r_{xy}$ ) that is used for unearthing the relationship between CEE outcome (i.e. influence) and actual practice( ethical problems) of students in the school.

### Procedures

1. About 11 students all target schools were sorted out whose misbehavior worsen and accused for more than two different types indiscipline through document reviewing
2. The average result of CEE was calculated for the last three consecutive terms/quarters in this academic year and;
3. The data served for analysis of person moment correlation analysis.
4. Some common ethical problems are listed out in the table with which some students signed more than two times of school warning.

Table 4.10. Tabular arrangement of data for correlation analysis

School code	Code of students	average score in CEE	Common delinquency type of students that have been accused with and warranted more than two times							
			fighting	Defacing properties	Using hateful language	Consuming addictive drugs	Cheating Examination	Taking Alcohol	Tardiness & truancy	Restless and Leave the class without permission
X	A	54	X		X		X		X	
	B	46			X		X			X
	C	45		X			X			X
	D	52	X	X					X	
	E	63							X	
	F	47			X		X		X	X

Y	G	43							X	X
Z	H*	41		X		X		X	X	X
	I*	39			X	X	X	X	X	
	J	40	X				X		X	X
	K	57			X					X

\*  
**Expelled students from their school**

To investigate the significant relationship between CEE score and unethical manner of some elected students, two variables identified first and on the basis of these variables correlation analysis carried out. These variables are:

- The three semesters' average CEE score of the students represented by 'X' and
- The total number of indiscipline act with which allegation brought on one student was represented by 'Y'
- To the process of optimization each Y values were multiplied by constant number '2'
- The formula devised of Pearson moment correlation(r) is:

$$r = \frac{N(\sum XY) - \sum X \sum Y}{\sqrt{\{N(\sum X)^2 - \sum X\} \{N(\sum Y)^2 - (\sum Y)\}}}$$

(Gary W, Heiman,\_\_\_\_)

The degree of relationship between the variables accounted was based on the following rule identification.

- 0.00 - 0.19 No or very low correlation
- 0.20 - 0.39 low correlation
- 0.40 - 0.59 Medium correlation
- 0.60 - 0.79 High correlation
- 0.80 - 1.00 Very High correlation

Table 4.11. Students' three terms CEE score and number of disruptive behaviors students accused with

Student' code	(X)	X <sup>2</sup>	(Y)	Y <sup>2</sup>	XY
A	54	2916	8	64	432
B	46	2116	6	36	276
C	41	1681	10	100	410
D	52	2704	6	36	312
E	63	3969	2	4	126
F	47	2209	8	64	376
G	43	1849	4	16	172
H	45	2025	6	36	270
I	39	1521	10	100	390
J	40	1600	8	64	320
K	57	3249	4	16	228
N= 11	$\sum X=527$ $(\sum X)^2= 277729$	$\sum X^2= 25839$	$\sum Y=72$ $(\sum Y)^2= 5184$	$\sum Y^2=536$	$\sum XY= 3312$

As the table 4.11 indicates, based on the formula of Pearson moment correlation(r), the study found the r value to be **-0.70**, which falls in the high correlation classification. In other words, the study found that there is strong correlation (-0.70) between ethical problems and academic achievements. But the direction is negative. That means any increase in disciplinary problems, the academic achievement decreases with same magnitude.

#### **4.6. Factors Causing for Unethical Behavior of Students**

There are a number of factors causing misbehavior of high school students. Some of them are concerned with the student's himself, his parents and the environment a student grow up in.

Some other factors are associated with the teacher's personal and intellectual performance and others are attributed to the school internal and external environments.

Table 4.12. Analysis of students' age and families factors for misbehaving

No	Questions	Responses	Teacher/official			Students		
			No	%	Mean	No	%	Mean
1	The students age can be a factor that hinder the achievement and contribution of CEE in character development	Not at all	5	12.2	3.14	34	23.0	2.72
		Rarely	7	17.1		27	18.3	
		Sometimes	11	26.8		49	33.1	
		Very often	13	31.7		21	14.1	
		Always	5	12.2		17	11.5	
2	Student parents do care to their children and monitor their schooling time	Not at all	19	46.3	2.21	47	31.8	2.24
		Rarely	8	19.5		38	25.7	
		Sometimes	4	9.8		43	29.0	
		Very often	6	14.6		20	13.5	
		Always	4	9.8		0	0.0	
3	Of most student parents meet the school administration frequently to get informed about the behavior of children	Not at all	16	39.0	2.29	55	37.2	2.35
		Rarely	9	22.0		31	20.9	
		Sometimes	7	17.0		25	16.9	
		Very often	6	14.6		28	18.9	
		Always	3	7.4		9	6.1	

As the table 4.11 indicated that the age of students and the extraordinary concern family gives to the student were primary causes to students' misbehaving. It has been explained in the demographic part that majority students are in the age between 15 and 17 years. As per the psychologist labeling, this age is adolescent age at which student make change of stature and with which students remain under stress and reflect unrest situations until their grow up in both

physical and psychological aspects. For majority ( 31.7%)respondents of teachers/students age factors very often affect their behavior. The second largest number of respondents replied age factors sometimes affect the students' behavior. About 17.7% respondents thought that age factors affect the students' behavior rarely with a mean of **3.14**. Similarly, the student respondents replied that age as factor for behavioral change plays sometimes (33.1%) significant role, plays no role(23%), rarely plays(18.3%)significant role with a mean of **2.72**.

Generally, students in their adolescent age reflects something unwanted character like dissatisfaction to the given lesson, the way how a teacher teach them, and they are disinterested to the school compound in general and all what are going on the compound in particular. The study findings is congruent with the idea of Swats on et al(1982), cited in Addis(2013) regarding age being a factor for misbehaving.

Next to age the research found out family affect the student character negatively and positively. Teachers and students respondents requested to raise their opinion on the care family take to their kids in their schooling time, majority about 46.3%(19) were agreed that except a few parents, what are students doing during schooling time would not their business for majority parents. Once the parent sent his/her child to school, did not give attention for checking up the schooling day of his/her child. About 19.5% (8), teacher/official respondents agreed up on parents did care to his or her child rarely with a mean value of **2.21**. In connection to student respondents, about 31.8%(47), sampled students did agree with the opinion for majority teachers raised. For these respondents parents did not give care for the time their children had in the school. The second largest share of respondents, however, replied to the question parents do care sometimes to their children schooling. There was also respondents replied as if rarely parents give concern to the children learning about 25.7% (38) out of the total 148 students respondents with a mean of **2.24**.

On the table 4.11, question number 3 implies for the extreme level of parents follow up in their children schooling days. Out of the total 41 teacher/official respondents, about 39%(16), said no parents visit the school and get consultation time with school administration for his/her child behavior. About 22%(9) of respondents, parents rarely visited the school and got time to talk

with school administrator about the academic and behavioral achievement of their kids. For about 17%(7) of respondents, parents did so sometimes with a mean of **2.29**.

By the same token, students' respondents suggested their opinions regarding family made visit the school to get idea about their progress on academic and discipline affairs. Out of the total 148, 37.2% (55) of sampled students agreed on that their parents make no visit to school to get informed for their children academic progress and discipline. 20.9% (31) said parents did so rarely while about 18.9%(28) said very often of the parents visit to school with a mean value of **2.35**.

So the research has found out that age and parents follow up to their children schooling strictly cause students indiscipline. Being at the border of fire age to majority high school learners, age they are naturally exposed for age-bringing change in their behavior. It also found out that parents giving do care and follow up to their children might mold the student character in positive way. In the situation of no way to do so, may be contributing to indiscipline student. The following key informant participants' explanation used to confirm the factors elaborated in the aforementioned.

As indicated in the Appendix C & D, the research tried to get empirical information through interview and FGD for the real data purpose or triangulation. In this regard key informants of CEE teachers and Home room teachers asked what are the main factors causing students indiscipline and thereby hinder the influence of CEE on character development of students.

Interviewee A, from school X, replied that the determinants are many and out of which some are related to students discipline background, the family they grew up and the environment they live in. others are connected to the school environment including teachers being in good position not only to teach but also to bring change on student character as has been expected in the CEE syllabus.

Just interfered by the interviewer to focus on the school cases, the interviewee add the following

*Of course the teacher teaching performances encourage or discourage the students understanding for CEE contents and objectives. Performance refers to he or she is indeed qualified in the CEE or if any related discipline, have taken the methodology on how to teach, and personal behavior of a teacher. If the performance of the teacher in the right track, students like the teacher and follow strictly to the lesson he/she delivered and internalize these lessons and reflect back in their life long to be disciplinary good citizens. If the opposite performance of a teacher exists, he/she disliked by students and they have given no attentions to the lessons he delivered and do you know what does that mean? The students have no sense and perception to the objectives and contents of CEE that hinder its influence on character development.*

Right away the researcher did have this information he went back to each target school in order for triangulation of the qualification of CEE and other subject teachers. The researcher had done to review of document showing educational background of teacher in the respective target schools. He found out majority teachers were BED holder mainly attended PDGT after graduation. Astonishingly, however, merely one teacher in school Z was qualified directly by CEE. The rest had geography, history, sociology even human resource and economics background in their first degree. Thus, delivery of the course by untrained teachers might be the cause for being disinterested of students thereby affecting their dispositions.

Some other interviewee (B) from school Z (homeroom teachers), argued whatever the qualification of teachers had be it on CEE or not if he or she put the lesson in smart ways students like it and give attention to the subject thereby CEE can bring change on the student character. Thus, when added more and concluded his suggestion, the best thing is the methodology that teachers follow and his communication skills to convey the message in the lessons. When he measured teachers in this criteria majority of them lag behind and that why students reacted in response to being weak of teachers on their eyes.

Another, interviewee C, from school Y, was related the causes to the subject CEE itself. He explained that the course has contained mainly civics which gives emphasis to democratic values and political structure of the government. The curriculum or syllabus of the subject lacked to

engulf moral and ethical values. Of course difficult to identify which moral values or ethical conducts are standardized ones in the country like Ethiopia which has more 87 different language and societal norms, traditions and cultures. And as the subject itself is led by interdisciplinary principles, therefore it is again difficult to find out better methods to deliver the course ethics and moral values. Despite all these constraints, ethical and moral values should surpass civics education by contents but what exists in reality is the opposite one. In this situation, both teachers of owners of the subject as well as those students learning CEE feels they are advocating the government propaganda rather than giving empirical lesson existed in the society.

For those high achiever and class monitor students grouped to discuss on the disciplinary problem of the students today, they blamed mainly their parent and elderly brother and sister, them the environment grew up and the society in general. With regard to family, majority FGD participants agreed that students today grew up in the family that did not say no for the children done bad things. They asserted that they were following on the path that their elderly brothers and sisters went over. If the path went was clear the students today passed through clear path if it was full of thorny their younger sister and brothers are forced to pass through it. And generalized the same is true for the environment they grew up and the society at large.

With regard to the school case, they asserted that the contents in CEE has nothing to do with their indiscipline rather the teachers from their long experience did not feed us ethical values meaning which thing is good or bad. They teach us only contents written in the text book. As compared to CEE with other subject teachers, the teachers teaching us other subjects advice us to be ethically good and civically well-informed and participatory students. Even the school has guidance and counseling workers, but unable to tell us about ethics rather they had to.

Above all the school administration should be strong enough to enforce the rules and regulation up on students most often delinquent in many reasons says a one of class monitor when he was giving opinion on the school administrator stance to abiding the rules and regulations. He added that there is no problem with rules and regulations of the private schools. The problem was associated with school runner on how these rules are abiding and treated breakers according to the rules. Most often the school administrators were reckless and simply passed off the series

case by giving warning. If nothing has come as a series measure on the previous student, the second one practiced the case next time in the wrong and worsened way.

The research let student respondents in the questionnaire, to write factors causing disciplinary problems of students. Students had given a number of causes but among all what attract the attention of researcher and he had proven it during observation was flourishing chat and coffee houses together with pension houses nearby the schools. Their agglomeration was in terms of benefiting from the mass of students coming from different corners towards that with different needs for different things. In contrast their presence there stimulates students to act accordingly and even turn them in the wrong way. This was the fact obtained during interview with school principals too.

#### **4.7. Remedial Strategies for Students' Misbehaving**

Data for strategies on how to curb ethical problems of students were gathered through questionnaires administered both for teachers and officials as well as sampled students as open ended question and also were collected through interview held with school principals, high achiever students, CEE teachers and school owners. The followings were the solution received from respondents by using deferent data collection methods as has been described earlier.

- Change how civic learning is taught from the dry facts of history and the structure of government to an emphasis on how students can and must participate in civic life.
- Add in the curriculum of CEE more ethical and moral contents than stick on mere political affaires
- Character education must be given side by side of CEE
- The school administrator should use any opportunities to give lesson for students to be good citizens , act and react as per the rules of law, provide sense of humor for their teachers as well as supportive staffs etc
- The school owners should not only focuses on business issue rather have to focuses on quality of education. Especially when they hire teachers they should give due emphasis on the relevancy of educational background to the subject he would hire for.

- Everyone knows that private schools are governed by the certification process of education bureau when they pass the tight inspections. While certifying the private schools, they have to do it in the sense of good governance means barely without corruption. Allowing a school to deliver education service by looking at that school is surrounded by businesses that have no relevance to the students and would rather lead them into unwanted ways means something shame.
- Equip up teachers teaching performance by offering training both on the methods of teaching and also language efficacy to be effectuate in their communication.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of the Finds

The primary purpose of this study was to investigate the influence of CEE in the character development of students learning currently in private secondary schools. The study had designed four pillar research questions to attain the general and specific objectives of the study. These basic questions are the extent to which CEE influences students' character development; what ethical problems do exist among private secondary school students that hinder the achievement of CEE; what factors contribute to the students' unethical manner and finally what strategic mechanism sought to alleviate the problems and thereby boosting the influence of CEE on character development students.

To accomplish the objectives of the study, data were collected by using questionnaires, interview, FGD, observation and DA. The data gathered were analyzed and some major findings obtained as well. To summarize the results in connection to the extent to which the subject CEE influences the student behavior, as table 4.4 depicts, both the frequency and mean values revealed that majority respondents had positive perception to the influence of CEE in the students' character development by choosing 'yes' option. While some of teacher and student respondents say 'no' and others have no idea whether or not CEE has influence on character development of students. But the rate of influence of CEE was different in the teachers opinion( i.e. high with a mean of **3.34**) and for students (i.e. medium with the mean of **3.10**). In connection to the extent of CEE influence key informants suggested that since content-wise CEE textbook has no more content related to ethical and moral values, therefore, its influence on character development is partial. Furthermore, they forwarded if it would contained character education which emphasis on ethics, values and morals of CEE.

In analyzing further implication of CEE on character development, teacher and student respondents had different outlook for the parameters used to reflect the magnitude of influence. According to the majority teacher/official respondents, CEE had influence on students to put in to effect of modern patriotism with a mean of **3.80**(i.e. very often show this character). Next to it respecting the rules and regulations comes with a mean value of **3.63**(i.e. student show this behavior very often). Students exercise the influence of CEE in respecting the rights of others and do defend theirs to be respected too with a mean of **3.48**(i.e. very often they do this). As to teachers and official respondents, the least two influences of CEE were struggle to their democratic rights to be respected with a mean of **3.17** and cooperation to safeguard rule of law with a mean value of **2.95**.

Student respondents have given great concern to the influence of CEE in respecting the school rules and regulation(**3.66** mean which implies students showed this very often). Next to it, struggle to defend their democratic rights(**3.47** mean indicating that students very often practice it) and also practice modern patriotism( **3.47** mean). At medium and low level practiced variables were cooperation and team work for the common goods(**2.97** mean value) and lack courage to avoid bad habits(**2.95** mean value).

Key informants were also proven these parameters to be the extent of influence of CEE in character development. Once a copy of school rules and regulations have given to each student only ruling by these laws is mandatory. However, to put in to effect of these laws had some problems in the private schools. They have also revealed for the reason that of weak enforcement ability of school leaders, over confidence of students on their parents, undesired nature of school owners to take harsh measure on law breakers and students lack to have motivation to learn and accept willingly the suspension punishment.

### **In connection to the second basic question of the study;**

It was found out that major ethical problems displayed by students included aggressiveness, immorality, defacing school properties, restless nature in the classroom, tardiness and

truancy, etc. As shown in table 4.6, to the general question reflecting students defiance to the school rules and regulations, both teacher and student respondents of the questionnaires put their opinion in different frequency.

Teachers said that this misbehavior exist sometime in the private secondary schools under study with a mean value of **3.26** while for students it occurs very often with a mean of **3.46**. School properties ruin act of some students occurs sometimes for both teacher and student respondents with mean value of **2.92** and **2.66**, respectively. Similarly, breaking in some properties of someone, lying, cheating mainly in the course of examination, begging marks and the like unethical manner of some students were observable problems in the private secondary schools under the study(table 4.7). For both teacher and student respondents this indiscipline does exist sometimes in the schools with a mean of **3.17**& **2.87**, respectively.

The study disclosed that regarding students act in intimidation of peers and staff members by their diversity in ethnicity, color, gender, physical and mental impotency, and teacher respondents agreed it happens rarely with mean of **2.60** while students perceived it happens sometimes with mean of **2.87**. Using hateful language and insulting teachers and other school staffs occurs sometimes including fighting in group or individually (table4.8). Tardiness and truancy was also a great disciplinary problem in the targeted private secondary schools. Both teachers and student respondents felt that this is a great problem in their schools with mean values of **3.39** and **3.46**, respectively.

As table 4.9 depicts, being some student alcoholic and addictive drug taker including chewing chat and smoking cigarette, there is slight difference between students and teacher/official respondents in their opinions. For teachers, such unethical act happens sometimes in the schools with a mean of **2.63** while for student respondents, it occurs rarely with a mean of **2.27**. To be frank in the analysis of ethical problems in private secondary schools, classroom observation has been done and narrative description provided with ideas parallel to the former explanations in the context of certain parameters.

Further correlation analysis made to consolidate what have been attained in analysis of questionnaires and data gathered by other means. Hence, there were some problems related to ethics and morals of the students with which students involved in disciplinary practice got lower score in CEE three terms examination with Pearson moment correlation( $r$ ) equaled negative 0.70. The correlation between ethical problems and exam records of some students is strong but negative in orientation meaning students with misbehavior are low achievers.

To summarize the results obtained under the basic research question of factors causing ethical problems of students, the researcher employed both questionnaires and other qualitative methods of data gathering.

As table 4.10 shows in response to the question about age as a factor for causing unethical behavior of students, majority respondents' opinion was that age of students determines seriously the students' behavior. Majority teacher/official respondents(31.7%) agreed that age can very often be cause for misbehavior of students. The second largest of these respondents(26.8%) believed that age can be cause for students' unethical act sometimes with a mean of 3.14. For majority students(33.1%) age factor is determining the code of conduct of students sometimes. about 23% of them believed it has nothing to do with the student behavior. For the rest about 18.3% age factor determine the character of students rarely with a mean of 2.72.

Concerning the family care bestowed to their children beyond of sending them to school, majority teacher/official respondents(46.3%) replied that they do believe not at all parents follow up of their children schooling there in the schools. The second largest number of teacher/officer respondents suggested that parents rarely follow up their children in the school with a mean of 2.21. In the same vein, majority student respondents(33.1%) believed that their parents followed their schooling sometimes. The second largest number of students(31.8%) replied as not at all with a mean of 2.24. In the same ways both respondents answered parent-school leaders contact as not existing if exist it happened in rare case in their respective schools.

Key informant participants in FGD & interview have identified other several factors contributing for misbehavior of the students. Some of these were the CEE curriculum itself, teacher's capacity in teaching CEE, the teacher's educational status not to be graduating in CEE, impotent nature of the school leaders to implement the strict rules and regulations of the school etc.

With regard to the strategies to alleviate such problems respondents reflected solutions such as change in the methodology and contents of CEE; contains ethical and moral values in CEE textbook; provided character education along with CEE textbook in the formal classes etc.

## **5.2. Conclusions**

There are changes vividly observed currently on the students' knowledge, skill and attitude as a result of the influence of CEE as a subject matter. Students show right now the way how they exercise the rule of law because they had idea from respecting the rules and regulations of the schools. Students respecting and safeguarding the democratic and human rights of theirs and other people is some of the findings of the study. The students in private secondary schools are practicing modern patriotism by giving respect the flag of the country when they sing the national anthem regularly at flag ceremony. But this does not mean that they love their country. In the sense of modern patriotism they make community services, voluntarisms tolerance of diversity, etc.

**The other main findings of the study** were currently students in the private secondary schools practicing to the extreme level of their rights to be respected. They are keen and also shroud to be respected all their rights in the school. Respect to the rights of others, abstaining bullying (to somehow), respect to elderly people including women, etc were observed extent of influence of CEE on the character development of students.

**Regarding ethical problems** the study found that students were currently irresponsive to the common goods rather seeker of only their rights respecting. In other words, the students

currently have no room to treat their duties and responsibilities. And even have no idea for accountabilities. Therefore, they are unable to shoulder responsibilities.

Furthermore, the study also found out some indiscipline of students in private secondary schools observed which peculiars from government schools were. These misbehaving acts of students include:

**Aggressiveness** which includes physical or verbal attacks on teachers or school personnel or other peers; Immorality, which includes acts such as stealing, lying, or cheating; defiance of authority positions, ruin school property, threats, teasing, use of hateful language, fighting, bullying or harassing , yelling out, tardiness to class; inappropriate behavior toward peers and adults; truancy; disregard for rules, dress, or compliance issues; alcohol or drug activity; chewing chat at the schooling time and mainly over confidence parents cover to their fraud activities etc.

**Major causes of unethical character** of students that hinder the achievement of CEE, were stuck with the age, family, social environment, school cases that were distinguished as teachers weak performance and behavior, quality of the school compound and the surrounding agglomerated unwanted business, and more importantly being impotent of school administrators to enforce the rules and regulations amongst students and focuses of school owners to their business rather than the quality of education.

**Solutions identified as findings** in this study to alleviate the ethical problems of students were proving or amending the curriculum by including more of ethical and moral values instead of stuck on civics values only. Provision of character education side by side, the school administrator should be series to execute the rules and regulations; and would better to use all sorts of options to give lesson for students about bad and good characters; the school owners should also cooperate with school administrator in making deviated students to turn in to the right track. At least equate the balance between civics and ethics parts of CEE; parents in particular and community in general should give priority to private schools in fostering to their endeavor on how they operate service, how to keep the quality of education. A simple trust would have adverse consequences at last.

### **5.3. Recommendations**

The following recommendations forwarded based on the study findings.

1. In order to sustain the positive influence of CEE on students' disposition, school leaders and private school owners in collaboration with other stockholders should organize by adding some more values.
2. Curriculum reconstruction. That is to mean that the current CEE curriculum lacks to hold more of ethics, values (indigenous) and moral issues that are believed to be molding the students' behavior to be good, responsible and participatory citizens for the common goods of the country. Therefore, curriculum designers, educational planners and the government at large should prioritize the inclusion of ethics, value and moral -related contents in the curriculum of CEE.
3. The problems associated with ethics were multifaceted. Some are only restricted to a certain area or other are far a parching. But all of them begin from home and go to school level and beyond that as well. Thus nourishing pupils with ethically valuable asset must be started from family. Thus, family beyond sending out to school of their children they should have daily school information about their kids. And also collaborate with the school directors and teachers. A simple trust needs an incredible scarification. Wonder that private school have strict rules and regulation and controlling mechanism for unethical conditions of students when happened seemed the days to have gone away. Therefore parents should keep their eyes on their kids day to day.
4. Age, family, peers and economic statutes of parents determine whether a student to be ethically fascinating or not including other external factors like nearby school available business sectors. Therefore, diminishing their effect can minimize ethical problems so that again educational institutions and planners should try to reduce the determinants of ethical problems.

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## APPENDIX A

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTEMNT OF CURRICULUM AND INSTRUCTION

#### Questionnaire to be filled by Students

##### Dear respondents!

The objective of this research is to assess to what extent learning civics and ethical education influences the students' character development in \_\_\_\_\_ private high school in Bole Sub-city of Addis Ababa city administration. This research becomes effective and meaningful more the respondent shows cooperation to answer all the questions carefully genuinely. Thus, your active participation in giving answer to the question has great contribution to the effectiveness of the research. Moreover, the information that you give will be used only for research purpose and it is confidential. Finally, the researcher wants to offer his thanks in advance for your cooperation and devotion of time.

**Note: Dear participant please read carefully the instructions below before starting to fill the questionnaire.**

1. No need of writing your name
2. Please fill the answer by putting “√” mark
3. Please give more attention and return the completed questionnaire as much as possible
4. Please be as brief as possible in responding the open- ended questions.

**Thank you for your co-operation!**

#### **Part I. Give short answers for the following questions!**

##### **A. Personal Information**

Please, select the appropriate response and encircle it.

- 1) Sex:                    a) Male \_\_\_\_\_                    b) Female \_\_\_\_\_
- 2) Age:                    a) 15-17 years \_\_\_\_\_                    b) 18 years and above \_\_\_\_\_
- 3) Grade:                    a) 9<sup>th</sup> \_\_\_\_\_                    b) 10<sup>th</sup> \_\_\_\_\_
- 4) The school name: \_\_\_\_\_
- 5) You live with parents: a) yes \_\_\_\_\_                    b) No \_\_\_\_\_

6) If your answer to the above question is “No” with whom?\_\_\_\_\_

7) Your father and mother are: A) still live together      b) divorced      C) separated      d) specify if any\_\_\_\_\_

**B. Main Data**

**Instruction:** How frequently do students in your class and outside demonstrate/exhibit the thoughts and practices listed in the table? Indicate your observation by putting a thick mark (√) in one of the five alternatives (i.e.5= always; 4= very often; 3 sometimes =; 2= rarely and 1= not at all.)

	Questions/statements	Responses				
		Always (5)	Very often (4)	Sometimes (3)	Rarely (2)	Not at all (1)
1	Perception and ability of students to respect the rules and regulations of the school					
2	Struggle strongly for their democratic rights to be respected in the school					
3	Students are defiant to the school rules and regulations					
4	Cooperative with teachers and officials, the school rules & regulations to be respected					
5	The school community is a role model for students					
6	students deface the school property					
7	Students practice modern patriotism by singing national anthem during flag ceremony, respecting diversity in color and ethnicity, tolerance etc					
8	Students show courage to avoid bad character like insulting, intimidation, disrespect etc					
9	Students have lack to ability to accept their weaknesses peacefully					
10	Tardiness and truancy are most commonly observed problems					

11	Immoral act of students involving in stealing, lying, cheating examinations & begging marks for own advantage					
12	Some students have fighting experience in the class, school compound or outside					
13	Students have good practice in resolve conflicts through discussion and reasoning out before the case would reach to the office					
14	Students have showed due respect to elder, disable people and women					
15	Students are able to respect human rights of others as so do theirs					
16	Some students are blamed to smocking cigarette, drug, drink alcohol and chew chat etc					
17	Some students disrespect diversity in race, color, religion etc					
18	Some Students insulting teachers/supportive staffs and other peers in –and –out of the class room					
19	The students age can be a factor that hinder the achievement and contribution of CEE in character development					
20	Student parents do care to their children and monitor their schooling time					
21	Of most student parents meet the school administration frequently to get informed about the behavior of children					

## Part II: questionnaires to students

**Instruction:**-some personal affair concerned but appropriate to this study questions are brought forth to be filled properly by encircling the choice of your opinion among the given alternatives and write the response if necessary.

1. You grew up in the family of having freedom to express your feeling
  - A. Yes
  - B. Uncertain
  - C. No
  
2. Your willingness to accept order and idea difference among the family members
  - A. Good enough
  - B. Undetermined
  - C. Bad
  - D. Specify if any\_\_\_\_\_
  
3. Did you get any sort of asset (knowledge, skills and attitudes) from civics education helping you how to handle dispute when you encountered with?
  - A. Yes I do
  - B. No I do not
  - C. Specify if any\_\_\_\_\_
  
4. Do you think the course CEE has influenced the students' character development?
  - A. Yes
  - B. No
  - C. I do not know
  
5. How do you evaluate the influence of your friends on your personality?
  - A. Positive
  - B. Negative
  - C. Specify if any\_\_\_\_\_
  
6. How do rate the influence of the course CEE on the character development of students?
  - A. Very high(5)
  - B. High(4)
  - C. Medium(3)
  - D. Low(2)
  - E. Very low(1)

7. Have you ever known being accused in the school due to breaching the rules and regulation?

- A. Yes I know
- B. No I do not know

8. How do you evaluate the overall influences of civics and ethical education in your behavioral development?

- A. significant
- B. Partially significant
- C. Insignificant

9. Would you mind to list out misconduct and immoral action most often you have observed from your friends

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10. mention the cases you have accused with or some of your friend accused in the school

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11. Mention some factors you would think for unethical practices of the students that lower the value of civics and ethical education

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12. What should be done to alleviate such ethical problems of students of today? And who is the stakeholders responsible for promoting the students ethical conducts

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አዲስ አበባ ዩኒቨርሲቲ

ሥነ-ትምህርት እና የባህሪ ጥናት ኮሌጅ የሥርዓተ-ትምህርትና ማስተማር ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ወድ መላሾች!

የዚህ ጥናት ዓላም በአዲስ አበባ፣ ቦሌ ክፍለ ከተማ ካሉ የግል ትምህርት ቤቶች ውስጥ በ\_\_\_\_\_

ትምህርት ቤት የሥነ-ዜጋ እና ሥነ-

ምግባር ትምህርት በተማሪዎች ባህሪ ላይ ምን ያህል ተጽዕኖ እንደሚያሳድር መገምገም ነው።

ይህ ጥናት ውጤታማ እና ትርጉም ያለው ሆኖ የሚገኘው መልስ ስለጩታዎች ሁሉ ንምጥ ያቁዎቻቸው ጥሩ ሁኔታ ለመመለስ ትብብር ሲያሳዩ ነው።

በመሆኑም ለቀረቡት ጥያቄዎች መልስ በመስጠት ረገድ የምታደርገው/ገደብዎት ይቀጥሉት ፎለጥና ቱዌ-ጤታ ማነት-ትልቅ አስተዋጽኦ አለው።

በተጨማሪም በመጠይቁ መሰረት የምትሰጠው/ጩታው መረጃ ምስጢር ወይን ቱዌ-ጤታ ጠበቀ እና ለጥናቱ ዓላማ ብቻ የሚውል ይሆናል።

በመጨረሻም አጥኝው ለትብብር ህ/ሽ

እና ለወሰድ ከውጊዜ ምስጢር ጋና ውንክወዲ ሁማቅረብ ይፈልጋል።

ማስታወሻ:-

ወድተሳታፊ እባክህን/ሽ

መጠይቁን ለመሙላት ከመጀመር ህ/ሽ

በፊት ከዚህ በታች ያሉትን መመሪያዎችን ብቻ አንብብ/ቢ

1. ሥም መጻፍ አያስፈልግም
2. እባክህን/ሽን የጭረት ምልክት (✓) በማድረግ ምላሽ ህን/ሽን ስጥ/ጩ
3. እባክህን/ሽን ተገቢውን ትኩረት ስጥ/ጩ
4. እባክህን/ሽን በክፍት ቦታዎች ላይ የጽሑፍ ምላሽ ለሚጠይቁ ጥያቄዎች አጠር ያለ ምላሽ ስጥ/ጩ

ለትብብር ህ/ሽ አመሰግናለሁ!

ክፍል 1. ለሚከተሉት ጥያቄዎች አጫጭር መልሶች ስጥ/ጩ

1.1 ግላዊ መረጃ

እባክህን/ሽን ተገቢውን ምላሽ መርጠህ/ሽ አክብብ/ቢ

1. ያታ:- ሀ. ወንድ ለ. ሴት
2. ዕድሜ :- ሀ. 15-17 ለ. 18 እና በላይ
3. የክፍል ደረጃ:- ሀ. 9<sup>ኛ</sup> ለ. 10<sup>ኛ</sup>
4. የትምህርት ቤት ስም \_\_\_\_\_
5. ከወላጆች ህ/ሽ ጋር ነው የምትኖር/ሪ ? ሀ. አዎን ለ. አይደለም
6. ለጥያቄ ቁጥር <5> ምላሽ ህ/ሽ <አይደለም> ከሆነ ከማን ጋር ነው

የምትኖር/ሪ ? \_\_\_\_\_

7. እናትእናአባትህ/ሽ :- ሀ. አብረውይኖራሉ ለ. ተፋትተዋል ሐ. ተለያይተዋል  
መ. የተለየምላሽካለ \_\_\_\_\_

1.2 ዋናመረጃ

መመሪያ:- በክፍልህ/ሽ ውስጥእናበውጫ፤

ተማሪዎችበሰንጠረዥውስጥየተዘረዘሩትንአስተሳሰቦችእናድርጊቶችምንያህልእንደሚሰሩትዝብ  
ትህን/ሽንክአምስቱአማራጮችመካከልበአንዱውስጥጭረትምልክት (✓) በማድረግአመልክት/ች  
::

ተ. ቁ.	ጥያቄዎች	ምላሾች				
		ሁልጊዜ (5)	ብዙጊዜ (4)	አንዳንዴ (3)	እምብዛም (2)	በጭራሽ (1)
1	የትምህርትቤቱንደንበችእናመመሪያዎችመረዳትእናማክበር					
2	በትምህርትቤቱውስጥዴሞክራሲያዊመብቶችእንዲከበሩጥረትማድረግ					
3	ኃላፊነታቸውንከመወጣትይልቅእምቢተኛናቸው					
4	የትምህርትቤቱንደንብእናመመሪያእንዲከበርከመምህራንእናከር/መራንጋርይተባበራሉ					
5	የትምህርትቤቱማህበረሰብለተማሪዎችመልካምአርዓያናቸው					
6	ተማሪዎችበትምህርትቤቱንበረቶችላይጉዳትያደርሳሉ					
7	ተማሪዎችበሠንደቅዓላማሥነ-ሥርዓትላይብሔራዊመዝሙርበመዘመር፣ ብዝሃነትንበማክበር፣ ... ዘመናዊአርበኝነትንይተገብራሉ					
8	ተማሪዎችእንደመዋሽት፣ መሳደብ፣ ወዘተአይነትአመሎችንየማስወገድተነሳሽነትያሳይሉ					
9	ተማሪዎችድክመቶቻቸውንበሰላማዊሁኔታየመቀበልችሎታያጥራቸዋል					
10	ተማሪዎችየመስረቅ፣ በፈተናወቅትየመኮረጅ፣ ከመምህራንውጤት (ማርክ) የመለመን፣ ወዘተአይነት ኢ-ሥነ-ምግባራዊአመሎችአሉባቸው					
11	የማርፈድእናመቅረትችግሮችይስተዋላሉ					

12	በትምህርት-ቤት-ግቢው-ስጥእናበውጭ-ተማሪዎች በ-ድንደመደባደብልማድአላቸው					
13	ተማሪዎች የግጭት-ጉዳዮች ወደ ቢሮ ከመድረሳቸው በፊት ምክንያታዊ የሆነው ይይዙት በማድረግ ግሩግዩ መፍታት ጥሩ ልምድ አዳብረዋል					
14	ተማሪዎች የት/ቤቱን ማህበረሰብ አባላት ባለማክበር ይሳደባሉ					
15	ተማሪዎች የራሳቸውን መብት ያስከብራሉ የሌሎችን ምያክብራሉ					
16	አንዳንድ ተማሪዎች በአጫሽነት፣ በአደንዛዥ ሰጽተጠቃሚነት፣ በቁማር ተኛነት፣ ይወቀሳሉ					
17	ተማሪዎች ብዝሃነትን ባለማክበር በቀለም፣ በብሔር፣ በሃይማኖት፣ ወዘተ አንዱን ሌላውን ያጠቃልላል					
18	በትምህርት-ቤት ውስጥ ወንዶች በሴቶች ላይ ትንኮሳሲ ፈጽሞ ማየት የተለመደ ነው					
19	የተማሪዎች የዕድሜ ሁኔታ፣ የስነ-ዜጋ እና ስነ-ምግባር ትምህርት አስተዋጽኦ እና ስኬት ላይ እንቅፋት ይፈጥራል					
20	የተማሪ ወላጆች ልጆቻቸውን ይንከባከባሉ፣ የትምህርት ስዓታቸውን ይቆጣጠራሉ					
21	የብዙዎቹ ተማሪ ወላጆች ስለ ልጆቻቸው ባህሪ ለማወቅ ቅክት ምህርት-ቤቱ አስተዳደር ጋር አዘውትረው ይገናኛሉ					

**ክፍል 2. መጠይቆች ለተማሪዎች**

መመሪያ፡-

በዚህ የጥናት መጠይቅ ውስጥ የግል ጉዳዮች ቢኖሩ በትም አስፈላጊ በመሆናቸው ከተሰጡት አማራጮች መካከል የአንተን/ችን ምላሽ በማክበብ (Ó) እና በአግባቡ በመጻፍ ሙሉ/ይ

1. ስሜት ህን/ሽን በነጻነት ለመግለጽ በምትችል በት/ይ በት-ቤተሰብ ውስጥ ነው ያደከው/ሽው?

ሀ. አዎን

ለ. እርግጠኛ አይደለሁም

ሐ. አይደለም

2. ከቤተሰብህ/ሽ አባላት-ትዕዛዝየመቀበልእናየሐሳብልዮነትየማስተናገድፈቃደኝነትህ/ሽ ምንያህልነው ?

- ሀ. በቂነው
- ለ. እንዲህነውማለትአልችልም
- ሐ. እስከዚህምነው
- መ. የተለየምላሽካለ \_\_\_\_\_

3. አለመግባባትበሚያጋጥምህ/ሽ ጊዜበመልካምሁኔታለማስተናገድሊያግዝህ/ሽ  
የሚችልአንዳችአይነት (የእውቀት፣ ክህሎትእናአመለካከት) ሀብትከሥነ-ዜጋእናሥነ-ምግባርትምህርትአግንተሃል/ሻል ?

- ሀ. አዎንአግንቻለሁ
- ለ. የለምአላገኘሁም
- ሐ. የተለየምላሽካለ \_\_\_\_\_

4. የሥነ-ዜጋእናሥነ-ምግባርትምህርትበተማሪዎችየባህሪዕድገትላይተጽዕኖአለውብለህ/ሽ ታስባለህ/ሽ

- ሀ. አዎአለው
- ለ. የለምየለውም
- ሐ. አላውቅም

5. በአንተ/ች ስብዕናላይየጓደኞችህ/ሽ ተጽዕኖእንዴትትገመግመዋለህ/ሽ ?

- ሀ. አዎንታዊ
- ለ. አሉታዊ
- ሐ. የተለየምላሽካለ \_\_\_\_\_

6. የሥነ-ዜጋእናሥነ-ምግባርትምህርትበተማሪዎችየባህሪዕድገትላይያለውንተጽእኖበተመለከተበምንያህልመጠን ትለካዋለህ/ኪዋለሽ

- ሀ. በጣምከፍተኛ
- ለ. ከፍተኛ

ሐ. መካከለኛ

መ. ዝቅተኛ

ሠ. በጣም ዝቅተኛ

7. የትምህርት ቤቱን ደንቦች እና መመሪያዎች በመጣስ ተከሰህ/ሽ ታውቃለህ/ሽ ?

ሀ. አዎን አውቃለሁ

ለ. የለም አላውቅም

ሐ. አላስታውስም

8. የሥነ-ዜጋ እና የሥነ-ምግባር ትምህርት በአንተ/ች

የባህሪ ልዩነት ላይ ያለውን መልካም ተጽዕኖ በአጠቃላይ እንዴት ትገመግመዋለህ/ሽ ?

ሀ. ፋይዳ አለው

ለ. በከፊል ፋይዳ አለው

ሐ. ፋይዳ የለውም

9. ከንደኞችህ/ሽ

አዘውትረህ/ሽ

የምትታዘበውን/ቢውን መጥፎ ባህሪ እና ግብረ-ገብነት የጎደላቸው ድርጊቶችን ዘርዘር/ሪ

\_\_\_\_\_

\_\_\_\_\_

10. ከአንተ/ች ጋር አልያም ንደኞችህ/ሽ በትምህርት ቤቱ ውስጥ የተከሰሱ በትንጉዳይ/ጥፋት ጥቀስ/ሽ

\_\_\_\_\_

\_\_\_\_\_

11. የሥነ-ዜጋ እና የሥነ-ምግባር ትምህርት ንዋጋ/አሴት የሚያሳዝኑ ለተማሪዎች ያልተገቡ ባህሪ ያት ለማሳየት ምክንያት የሆኑ ነገሮችና ቸው የምትለውን/ይውን ዘርዘር/ሪ

\_\_\_\_\_

\_\_\_\_\_

12. አሁን ላይ በተማሪዎች ዘንድ የሚታዩ መሰል የባህሪ ግሮችን ለመቀነስ ምን መደረግ አለበት?

የተማሪዎችን ባህሪ በማሻሻል ለረገድ ጊዜ ለሌሎች ያለባቸው ባለድርሻ አካላት እንደማንናቸው?

\_\_\_\_\_

## APPENDIX B

ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMNT OF CURRICULUM AND INSTRUCTION

### Questionnaire to be filled by Officials and Teachers

#### Dear respondents!

The objective of this research is to assess to what extent learning civics and ethical education influences the students' character development in \_\_\_\_\_ private high school in Bole Sub-city of Addis Ababa city administration. This research becomes effective and meaningful more the respondent shows cooperation to answer all the questions carefully genuinely. Thus, your active participation in giving answer to the question has great contribution to the effectiveness of the research. Moreover, the information that you give will be used only for research purpose and it is confidential. Finally, the researcher wants to offer his thanks in advance for your cooperation and devotion of time.

**Note: Dear participant please read carefully the instructions below before starting to fill the questionnaire.**

1. No need of writing your name
2. Please fill the answer by putting “√” mark
3. Please give more attention and return the completed questionnaire as much as possible
4. Please be as brief as possible in responding the open- ended questions.

**Thank you for your co-operation!**

**Part I. Give short answers for the following questions!**

**A. Personal Information**

1. Name of your school \_\_\_\_\_
2. Age: A. 30 Years and below \_\_\_\_ B. 30\_49years\_\_\_\_ C. 50\_69 years\_\_\_\_  
D. 70 years and above\_\_\_\_
3. Sex: A. male\_\_\_\_ B. female\_\_\_\_
4. What is your current educational status?  
College Diploma  First Degree   
Second Degree
5. Service in Year \_\_\_\_\_
6. Position A. Official\_\_\_\_ B. Teacher \_\_\_\_\_
7. subject A. Civics\_\_\_\_ B. Others \_\_\_\_\_ C. Administration staff\_\_\_\_
8. Grade A. 9 \_\_\_\_\_ B. 10\_\_\_\_ C. 9 & 10 D. Administration staff\_\_\_\_
9. Graduate Qualification A. B.ED. \_\_\_\_\_ B. B.Sc.\_\_\_\_ C. M.A. D. M.Sc.\_\_\_\_

**B. Main Data**

**Instruction:** How frequently do students in your class and outside demonstrate/exhibit the thoughts and practices listed in the table. Indicate your observation by putting a thick mark (√) in one of the five alternatives (i.e.5= always; 4= very often; 3sometimes =; 2= rarely and 1= not at all.)

S. No	Questions/statements	Responses				
		Always (5)	Very often (4)	Sometimes (3)	Rarely (2)	Not at all (1)
1	Perception and ability of students to respect the rules and regulations of the school					
2	Defiant to their responsibility					
3	Cooperative with teachers and officials the school rules & regulations to be respected					

4	Students raise the issue to the director when a teacher is frequently being late and absent from the class					
5	students deface the school property					
6	Students show courage to avoid bad character like insulting, intimidation, disrespect etc					
7	Immoral act of students involving in stealing, lying, cheating examinations & begging marks for own advantage					
8	Tardiness and truancy are most commonly observed problems					
9	Some students are blamed to smocking cigarette, drug, drink alcohol and chew chat					
10	Students are bullying one another by color, ethnicity, religion etc					
11	Some students have fighting experience in the class, school compound or outside					
12	Insulting teachers/supportive staffs and other peers in –and –out of the class room					
13	Students are able to respect human rights of others as so do theirs					
14	Struggle to be respected their democratic right in the school					
15	There are Positive programs (co-curricular activities) that help students to have a better morality to carry out their responsibilities					
16	The school community is a role model for students					
17	Students who have a decision making capacity on the basis of knowledge					
18	Practice modern Patriotism in their daily school life (respect of the national flag, tolerance of diversity, voluntarisms, etc.)					

19	The students age can be a factor that hinder the achievement and contribution of CEE in character development					
20	Student parents do care to their children and monitor their schooling time					
21	Of most student parents meet the school administration frequently to get informed about the behavior of children					

**Part II. Questionnaires to Officials and Teachers**

1. Do you think the course CEE has influenced the students' character development?

- A. Yes
- B. No
- C. I do not know

2. How do rate the influence of the course CEE on the character development of students?

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

3. Would you mind to list out misconduct and immoral action most often you have observed from your students

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5. Mention some factors you would think for unethical practices of the students that lower the value of civics and ethical education

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## APPENDIX C

ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMNT OF CURRICULUM AND INSTRUCTION

### **Guidelines for the Research Participants**

#### **i. Interview Guidelines for Officials**

1. How do you evaluate the influence of Civic and Ethical Education on the discipline or conduct of the students?
2. Does Civic and Ethical Education shape students' behavior? Does it possible to say it has played its role in creating ethical citizens with good behaviors?
3. How do you evaluate the students overall ethical conducts?
4. What are the major ethical or moral problems have observed among students?
5. How do you evaluate students' character in struggling to their rights and accountabilities to their duties?
6. Are there Positive programs (Co-curricular activities, Students' Union, Parent-Teacher-Student Association [PTSA], etc) that help students to have a better morality to carry out their responsibilities?
7. Is there any possible ground to make accountable when students violating the school rules and regulations?
8. To what extent parents help the school concerning the students' ethical conduct?
9. What should be done to promote the influence of Civic and Ethical Education in shaping positively the students character?
10. And which stakeholders are shouldering the liability singly or in collaboration to meet the expected consequences of civics and ethical education?

## **ii. Interview Guideline for Teachers**

1. How do you evaluate the influence of Civic and Ethical Education on the discipline or conduct of the students?
2. Does Civic and Ethical Education shape students' behavior? Does it possible to say it has played its role in creating ethical citizens with good behaviors?
3. How do you evaluate the ethical conduct of students today?
4. What are disciplinary problems students are frequently doing against to the rules and regulation of the school?
5. What are the factors of behaving students against to the learning of Civic and Ethical Education?
6. How do you evaluate the school administration and governance in shaping students' character?
7. In its content wise, do you think Civic and Ethical Education has gap that makes it lags behind in shaping students behavior to be good citizens?
8. To what extent parents help the school concerning the students' ethical conduct?
9. What should be done to promote the influence of Civic and Ethical Education in shaping positively the students character?
10. And which stakeholders are shouldering the liability singly or in collaboration to meet the expected consequences of civics and ethical education?

## **iii. Focus Group Discussion for Students**

1. How do you evaluate the influence of Civic and Ethical Education on the discipline or conduct of the students?
2. Do you realize the basic rights of Ethiopian citizens as formulated in the Federal Constitution?
3. How do you struggle to assure these basic rights of citizens in your school?
4. What are the major ethical problems of students?
5. How do you evaluate the school administration and governance in shaping students' character?

6. Do you think that different subject other than Civic and Ethical Education teachers give emphasize for ethical issues in their instructions as well as outside the class room?
7. To what extent parents help the school concerning the students' ethical conduct?
8. What should be done to alleviate the students' ethical problem? Who are the stakeholders?

#### **iv. Interview Questions for School owners or Representatives of the School**

1. How do you understand ethical characters?
2. How do you evaluate the influence of Civic and Ethical Education in molding students' character?
3. What are the students' major ethical problems in the school?
4. Do you have special criteria for hiring teachers of Civic and Ethical Education? How?
5. Do you have direct common meeting with parents regarding students' ethical character?
6. What should be done to alleviate students' ethical problem? Who are the stakeholders?

## **APPENDIX D**

### **ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTEMNT OF CURRICULUM AND INSTRUCTION**

#### **Observation guidelines for the researcher**

- Teaching methods used by the teachers
- Students activity during teaching- learning process
- Students sitting arrangements and in case the occurrence of unrest situations in their arrangement
- Unethical action of the students in the classroom.
- Students' dressing, hair style, ...etc
- The way students speak, interact, ...
- What they say, how they speak, ...
- Students activity outside the classroom in the school compound during schooling time
- Flag ceremony
- Activities of co-curricular in the school
- The role of duty teachers at recess and lunch time in the school compound
- Individual Parents or their representatives role in teaching-learning process

## **APPENDIX E**

### **ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTEMNT OF CURRICULUM AND INSTRUCTION**

#### **Document Analysis**

In order to triangulate the data that will be collected from different sources, the following documents will be analyzed:

- Students' text book of Civic and Ethical education and teacher's guide,
- Students attendance,
- Disciplinary records, (black list and minutes)
- The rules and regulations of the school
- Continues Assessment (mark list)
- Co-curricular activities record (file)



## APPENDIX F

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMNT OF CURRICULUM AND INSTRUCTION**

### **Class roomobservation check list**

School code \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

No.	Indicators	High	Medium	Low	V. Low
1	Attendance and Punctuality				
2	Attention span				
3	Come with proper uniform, hair style and education materials				
4	Express idea with gentility				
5	Solve challenges without nagging or fighting				
6	Using words, which respect teachers				
7	Respecting one another				
8	Honest in all situation				
9	Complete class works as honestly as they can				
10	Keeping all announcements on the bulletin boards				
11	School property as clean and neat as they are (not writing on desks, chairs, walls etc)				

## APPENDIX G

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTEMNT OF CURRICULUM AND INSTRUCTION

#### Check list of Disciplinary Record

School code \_\_\_\_\_ Date \_\_\_\_\_

Common Charge	Grade	Frequency of Charge			Remark
		1 <sup>st</sup> time	2 <sup>nd</sup> time	3 <sup>rd</sup> time	
Fighting	9				
	10				
Defacing properties	9				
	10				
Using hateful language	9				
	10				
Consuming addictive drugs	9				
	10				
Cheating Examination	9				
	10				
Alcohol taking	9				
	10				
Tardiness & truancy	9				
	10				
Attempt to leave the class/ compound (without permission)	9				
	10				