

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN INVESTIGATION OF HISTORY TEACHING LEARNING
PROCESS: A SURVEY STUDY OF THE CURRENT
STATUS IN SECONDARY SCHOOLS OF
HADIYA ZONE- SNNPRS**

**BY
DESTA BEKELE**



JUNE, 2006

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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THE DEGREE OF MASTER OF ARTS IN CURRICULUM
AND INSTRUCTION**

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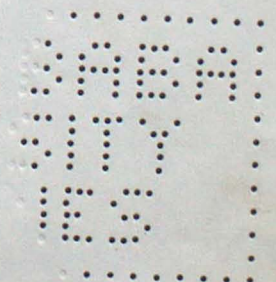
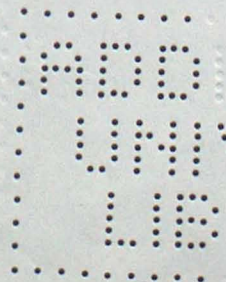
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ABSTRACT

Different researchers in their studies identified several areas of concern for history educators regarding inadequate and unsatisfactory educational provisions that tend to inhibit instruction and learning history in secondary schools. In view of this, such kind of study with regard to the problems of history teaching and learning in our secondary schools is highly needed.

The study was conducted to investigate the teaching and learning of history with respect to the effects of some of the teacher and school related variables. Attempts were also made to examine classroom-teaching competences. To this end, a descriptive survey research technique was employed.

The descriptive survey research attempted to describe the present status of history teaching and learning, with particular reference to the secondary schools of Hadiya zone- SNNPRS. The findings of this descriptive study are reflective of the situation in these schools.

The survey derived data from all the six secondary schools of the study area. Within these schools, all history teachers (34 in number) and thirty-six students were selected as sources of information using available and purposive sampling techniques respectively. Questionnaires, classroom observation, interviews, and documents were the instruments of data collection. The data gathered through these instruments were analyzed using percentages, mean scores and descriptive statements.

The present study has found out a number of interrelated factors, which hinder the teaching, and learning of history. Some among these are; the insufficient training and orientation of teachers in higher learning institutions; the incompatibility between the volume of the book and the period allowed; the insufficient provision of instructional resources that could be used for history instruction; and history teaching is highly textbook oriented.

The results of the study also show a large-group instruction with lecture teaching strategy predominates the history classroom and the low level of English language ability of students in understanding and following up of the subject matter of history. The findings further indicated that the overall level of history teacher classroom performance was found to be low in view of questioning skills, content knowledge, and general teaching characteristics.

Based on these findings and the conclusions drawn, related recommendations regarding the improvement of teacher training and the provision of the necessary instructional resources were forwarded.

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CHAPTER ONE

INTRODUCTION

In this first part, those basic aspects that could give essential information on the general nature of the study are presented. To this end, background of the study, some highlights pertaining to what the problem is about, its objectives, importance, scope and limitations are covered.

1.1. Background of the Study

At the secondary education level, students are taught a variety of subjects that are supposed to help guide them in their future career and personal choices. In line with this, Donayre, (2001:1) stated, "It is during these teenage years of moving in to adulthood that young people often take on their most formidable views and perspectives about the world in which we live in." Because of this awesome transformation, the teaching of history as part of the high school curriculum is of overwhelming importance.

The field of history is important for many educational, as well as practical, reasons. It has many potential values both for students and to the society. According to the American National Council for History Education (2005:5), "History belongs in the school programs of all students; regardless of the academic standing and preparation... because it provides the only avenue we have to reach an understanding of ourselves and of our society."

Furthermore, this council strengthened the above idea by expressing that history is the discipline that can best help students to understand and deal with change, and at the same time to identify the deep continuities that link past and present.

Proponents of the study of history asserted the necessity of history to the understanding of present society and the development of skills of critical thinking. In view this, Stearns, (1993:8) has to say "only through studying

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history, can we grasp how things change; can we understand what elements or a society persist despite change; trains students to place events in historical perspective; enables research skills and sharpens students analytical thinking.” Moreover, Donayre, (2001:1) explains:

.... History will also make the student a better prepared citizen in society, capable of making informed choices about current issues and being able to follow upon events by using basic research techniques. ... As a discipline, it can develop analytical skills, give events space-time coordinates, and increase one’s ability to make decisions.

From the above discussions, one can understand how history will play a role in achieving the various educational objectives for the development of society and how much attention should be given for its implementation. On the basis of this, how history education is essential and crucial in the fulfillment of our educational objectives is clearly indicated in the statement of the aim of history education stated in the first cycle of our secondary education history syllabi as:

The objective of secondary school history education is mainly drawn from its expected role as an instrument for the maintenance and development of democratic Ethiopian nationalism on the basis of recognition and acceptance of the unity and equality of all nations, nationalities, and peoples of Ethiopia (History syllabi for grade 9 and 10, July, 1998:1).

However, these potential values and purposes are only realizable through effective teaching and learning of the subject. With this in mind, scholars have discussed how students learn history and how history is being taught effectively. According to Giese (1994:303), it is not only important to consider the content of history curriculum, but also important to know how students learn history. In view of this, he discussed that:

... Through historical inquiry, students can construct meaningful ideas about the past; use historical knowledge as a invaluable resource. ... Historical inquiry also engages students in active construction of historical understandings, helps them to make connection between the past events and present events so as to make predictions and decision about significant current events.

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In addition, Formwalt, (2002:1-7), have also discussed on effective teaching learning of history, and explained that the key to effective history teaching and learning is, "helping students to develop their conceptual understanding of topics studied and to help them become independent learners and critical thinkers who are capable of constructing their own meaning out of historical accounts by focusing on concepts, process and problems."

All these show how an attention should be given for the teaching and learning of history So that the learners can learn history, and in turn they can apply their knowledge of history in solving problems of the Society. With this understanding, the researcher was initiated to investigate the issue further with the purpose of examining the effects of some of the teacher and school related characteristics on history teaching and learning.

1.2. Statement of the Problem

Different researchers from abroad and local (Donayre, 2001:1-7;Voss, 1998: 163-210; David Trask, 1998:1-3, Wilson, 2001: 527-544; Tekeste, 1990:180; Abebe, 1992) in their studies identified several areas of concern for history educators regarding inadequate and unsatisfactory educational provisions that tend to inhibit instruction and learning history in secondary schools like the knowledge and training experience of teachers, the inadequate time given to history instruction, an extremely broad curriculum, the role out of classroom influences such as home and the local community, textbooks that underestimate the students background knowledge and interpretative skill level.

Most importantly, the instructional aspects which included the style of teaching employed by the teachers, the instructional materials used, and the classroom environment will have an influence on history teaching learning process.

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Thus, it can be argued that all the reasons mentioned above affect history teaching and learning in one way or another and their impact could not be neglected. As a result, improving instruction and learning history in secondary schools has regained a major attention. The study to the problems of a specific subject is considered to be one way of responding to the urgent demands of the learners.

Therefore, this study will identify specific ways to improve instruction and learning history through data that will be gathered in secondary schools of Hadiya Zone- SNNPRs (South Nation, Nationalities and Peoples Regional State). The information on the obstacles to effective history teaching and learning in secondary schools in the study area may be useful in analyzing the potential problem environments, which shape the effectiveness of the teaching learning process.

In view of the issues so far discussed, the overall objective of this research is to analyze critically "how the teaching learning process of history in the first cycle (grade 9 and 10) of secondary schools of Hadiya zone is going on."

In more concrete terms, the specific objectives of this study are:

- To investigate the degree to which teachers are employing appropriate teaching methods and techniques while teaching history.
- To examine the extent to which teacher related variable influence the teaching- learning process.
- To assess the availability and utilization of instructional resource in schools that could be used for history instruction.
- To show the possible ways of improving instruction and learning history that will prepare future members of the society to solve their own problems.

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In order to achieve these purposes, the researcher has formulated the following research questions:

1. Do teacher related variables, specifically the level of qualification; teaching experience and teaching load significantly influence history teaching and learning process?
2. To what extent the instructional materials (resources) are available in the schools and utilized by teachers that could be used for history instruction?
3. How adequate is the English language ability of students in learning history?
4. To what extent are history teachers able to cover portions in the given academic year?
5. What is the current level of teachers' classroom performance in employing appropriate teaching methods and techniques while teaching history?
6. Are classes of history instruction teacher- centered or student-centered?

1.3. Justification of the Study

Previous important studies are deliberately repeated using identical or similar procedure with different subject, different setting at different time. Replication is always desirable to confirm or raise questions about the conclusion of a previous study (Best and Khan, 1993: 38). Regarding research practices in the area under discussion, one may say that efforts to analyze history teaching learning process in Ethiopian secondary schools are limited to few studies.

Among these, studies conducted in Ethiopia by a project initiated by the Ministry of Education called the Evaluative Research on the General Education System of Ethiopia (ERGESE) in (1986) rated history as one of the subject that exhibit many weaknesses (cited in Tekeste, 1990: 180).

Similarly, Abebe (1992) and Firehiwot (2005) found out a number of problems in the teaching of history. Particularly the research studies of ERGESE and Abebe emphasized mainly the content, the inclusion of more coverage to the history of Ethiopia in the curriculum, the syllabus, and the textbooks.

Moreover, the studies of Abebe (1992) and Firehiwot (2005) were confined to secondary schools of Addis Ababa, and the findings may be applicable to schools that have a similar kind of situation. Because it seems that, more qualified and experienced history teachers are placed in Addis Ababa schools. Except these, the investigation of history instruction in secondary schools out of Addis Ababa is an untouched area.

Thus, the recommendations of all the aforementioned studies emphasized the need for further research on teacher and school related variables and desired classroom-teaching competencies is the main concern of this study.

1.4. Significance of the Study

The importance of this study emanates primarily from the significance given to history education by the Ministry of Education at the secondary level. A number of educational objectives are stated to this effect. The Ministry of Education made a remarkable statement which justifies the degree of importance given to history education saying that "The secondary school history education has the mission of shaping young Ethiopians in to full citizenship with basic knowledge of historical and cultural heritage and the necessary awareness to protect, preserve and transmit them to the next generation" (History Syllabi for grade 9 and 10 July, 1998, section I and II).

More specifically, the following institutions or individuals can make use of the outcomes of the study directly or indirectly.

1. Curriculum experts: They can use the findings of the research to evaluate the history textbooks and to reconsider the time allotted for history subject in secondary schools.
2. Institutes of higher education: Institutes that train high school history teachers will also benefit from the study. They use the result of the study to judge the depth, breadth and level of difficulty of the courses being offered in training high school history teachers.
3. History teachers and students: Teachers and students too will benefit from the study of the result is to be accessible to them. Both parties can sort out where the weaknesses of the teaching learning process lie so as to try their best to improve it.
4. The study may provide up- to-date picture of history instruction in secondary schools. Hence, the findings of the study may help the zonal education department to take action on the identified problems.
5. The Regional Education Bureau could benefit from the findings of the study to improve and facilitate the quality of history instruction.
6. Since the study is limited to one zone of the region, the findings could serve as a reference for further detailed study on the problem in the region or at national level.

1.5. Delimitation of the Study

It is useful to investigate history teaching learning process in different parts of the country, because the most reliable and valid information may be found if the research study includes a country context rather than a specific one. However, to make it manageable, the study is limited to examining the process of history teaching and learning only in the first cycle of secondary schools (grade 9 and 10) of Hadiya Zone.

The problem associated with history teaching and learning is deep and wide in their very nature. Teaching-learning process is related to such factors as family background, parental expectation, and other problems within and out of school. However, it is very difficult to deal with all the factors exhaustively in this study. Therefore, to make the problem manageable size, the study focuses only on the teacher and school related characteristics.

1.6. Limitations of the Study

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

A second limitation of this study is that since the study is conducted only at one administrative zone, conclusion deduced from such a narrow context and recommendations provided may not serve the case of all schools throughout the region or the country.

In spite of these however, the researcher attempted to make the study as complete as possible.

1.7. Operational Definitions of Terms and Concepts

Curriculum: Refers to the bodies of knowledge, which are classified, recorded and documented & transmitted to the young (Schwab, 1974:162).

Class size: - Refers to the number of students enrolled in a specific class under the direction of a specific teacher (Deighton, 1971:157).

Factor: refers to a cause or determiner that underlies and influences the teaching-learning process (Good, 1973:233).

Over crowded classrooms: refers to the classrooms in which more than the average numbers of students are assigned. In Ethiopia, the average number of students in a classroom of secondary education level (9-12) is forty (MOE, 1995b: 12).

Secondary Education: is four years of duration consisting of two years of general education which enables students identify their interests for further education, for specific training and for the world of work, completed at grade 10. The second cycle of secondary education and training enables the students to choose subjects or areas of training which will prepare them for higher education (MOE, 1995:15).

Syllabus: It is a condensed or statement of the main points of a course of study that includes: goals, intents, contents and time allocation, instructional procedures etc; that guides teacher's activities (Good, 1973:578)

Teaching -learning process: It is a procedure of teaching and learning where subject matter to be taught is imparted by the teacher and acquired by students during classroom instruction (Hills, 1982:276).

Under qualified teachers: Teachers teaching in secondary schools but do not meet the academic requirement i.e. teachers who do not possess university degrees (Tekeste, 1990:32).

1.8. The Study Plan and Organization

The thesis has five chapters including this introductory one. Each chapter has its own introduction and sub-titles. Some of the problems having to do with history teaching and learning are reviewed briefly based on literature and related research in chapter two. Chapter three deals with the methodology. Chapter four is devoted to the analysis and interpretation of the findings of the present study. The last chapter is concerned with the conclusion of the study and recommendations put forward on the basis of the finding.



CHAPTER TWO

REVIEW OF LITERATURE AND RELATED RESEARCH

This chapter focus on reviewing literature and research findings deemed relevant to this study. The contents of the chapter are treated under the following sub-headings:

- 2.1 Teaching and Learning Process;
- 2.2 Aims and Values of History Teaching;
- 2.3 The Beginning of Secondary Education and History as a Subject in Ethiopia; A Brief Overview
- 2.4 Studies Related to History Instruction;
- 2.5. Some Methods of Teaching History in Secondary Schools;
- 2.6. The Impacts of Language of instruction and instructional facilities on history Teaching Learning Process; and
- 2.7. The Impacts of Teachers qualification and experience on history teaching learning process.

In view of this, the chapter embodies information obtained from the works of many scholars and researchers.

2.1. Teaching and Learning Process

Education as a human activity is largely based on the process known as teaching and learning. Teaching learning process can be understood and be clear in light of the discussion on how teaching and learning takes place. Aggarwal (1996: 54-55) explained the teaching learning process as a means through which the teacher, the learner, the curriculum, and other variables are organized in a systematic manner. Although what Aggarwal said is correct, it is not only the predetermined goals and objectives can be attained. It is also possible that the unplanned and unintended objectives could be attained through the teacher-learning process.

Although the teaching learning process is a very wide topic that cannot be handled in short, the discussion on the teaching and learning here under will give a brief highlight.

2.1.1 Learning

Learning is one of the significant processes in the teaching learning process. According to Darge (1995:90-91), the scientific study of the learning process has a long history in psychology. He said that learning is an enduring change in how we think, act, and feel about things. That means we learn facts, we develop skills, we solve problems, we like something and we dislike others. We also learn how to learn. In addition, he suggested that all these outcomes are the result of the interaction of many factors.

These factors can be related with the characteristics and needs of the learner, the relevance of the curriculum to the learner, the interest and skills of the teachers, the adequacy of instructional materials, the purpose and method of evaluation and the learning environment in general.

Curzon (1990:9) also discussed that learning is an activity that develops new knowledge and abilities in the individual; it is a process by which an activity originates or is a change through reacting to an encountered situation, a relatively permanent change in behavior or behavioral potentiality that result from experience.

Gagne (1977a, 1972) cited in Gredler (1997:108) expressed human learning as a complex, multifaceted process and is a mechanism by which an individual become a completely functioning members of the society. Kauchak (1996:6) strengthened the idea of Gagne on learning experience that human learning is an active, internally mediated, and individual process of constructing meaning from information and experience filtered through each individual's unique perceptions, thoughts, and feelings.

Looking at the above meaning and discussion on the nature of learning, it is directly associated with change in the behavior of the learner. The change in the learner may be observed in the learner's experience, emotion, activities, and behavior. It also shows that it is an activity that teachers are expected to play the greatest role, in initiating students to be involved actively in the teaching-learning process.

In support of the importance of teachers in helping students to learn, (Gage, 1985; Brophy and Good, 1986) cited in Eggen and Kauchak (1996:6) noted a large body of educational research and the findings consistently indicate that the teacher is an important factor outside the home in affecting students learning and development.

2.1.2 Teaching

Teaching is one of the most important instructional aspects, which is directly related and interconnected with learning. Scholars have discussed it as an activity causing a person to learn or acquire knowledge or skill and desirable ways of living in the society (Curzon, 1990:18; Chauhan, 1997:10). The above discussion shows the interconnection between teaching and learning. That means the goal of teaching is to bring about a desirable change in the learner, which shows that unless there is a change in learner, talking about teaching may be meaningless.

However, there is a conception that teaching is an ability to impart or the transmission and dissemination of knowledge. But, this traditional conception of teaching as imparting, transmission or dissemination of knowledge has been criticized. According to Nigussie (2002:24), such conception is defective conception that has a limitation and it can negatively influence the selection of content, methods and the understanding of the nature of the learner because it looks teaching without considering learning.

It is also a conception that emanates from lack of knowledge and skill of the science and art of teaching, which is planned, goal oriented activities that facilitate learning. In agreement to this idea (Pellicer, 1984; Gage, 1984) cited in Chauhan (1997:10) asserted that when teaching is viewed as an art, it involves much more than providing information to students.

Curzon (1990:9) also expressed teaching as a creative endeavor, which must result in the development of creative thinking abilities among learners, rather than transmitting and imparting of knowledge. In the same manner, skinner (1953) cited in Nigussie (2002:24) discussed on what is expected from education, is not only the acquisition of knowledge but also the development of skills, values and attitudes, which can not be realized through imparting of knowledge rather it requires engaging the learner's in learning experiences which give them a chance to practice the desired behavior.

Therefore, the objective of teaching is to promote learning rather than transmitting and dissemination of information; it is an interactive social process that involves active communication between the learner and the teacher.

2.2 Aims and Values of Teaching History

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

In line with these, Marwick, A. (1993:17) stated that history can encompass almost every aspects of the human past, and inherently involves a wide range of intellectual and imaginative activities.

Hence, because of the vastness of its nature, different historians view the meaning of history differently. Consequently, we do not have a universally accepted definition for the term "history."

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

So much had been said and written about the value of history teaching. There are many scholars like Brown (1966), Stearns, (1993), Giese, (1996), who see history as an essential school subject and have tried to justify the place of history in the school curriculum. Among others, Stearns (1993:52) written:

Our society's most pressing problems are rooted in history. Knowledge of history is essential if we are to avoid the mistakes of the past. ... Students without an understanding of history lack an essential component of citizenship and of global understanding. Knowledge of the past is our best guide in making decisions that will determine our future.

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

1. History is a subject that insists on the critical evaluation of evidence... and encourages the analysis of problems and the communication of ideas not only contributes the pupils' general education but develops skills and perceptions that increase the employability of young people (Historian, Peter N. Stearns, 1993:51).
2. History teaches many useful skills- information gathering, problem solving, the public presentation of arguments and assessments. But that should be the broader objectives of discovering how we were and how we got to where we are (Marwick, 1993:17).
3. As a discipline, history is a unique process of enquiry, which everyone should experience (Carr, 1996; 27).
4. It is obvious that you must have some history: you are not a complete person unless you have that knowledge. You simply must know, roughly, chronologically, how things happened, what their significance was and why (Politician: Margaret Thatcher cited in Culpin, C. 1994:141).
5. It is only through knowledge of its history that a society can have knowledge of itself (Historian, Marwic, A. 1993:16).
6. The conceptual knowledge, inquiry process and communication skills that young people develop through the study of history are vital tools in their lives as national and global citizens (Historian: Peter, N. Stearns, 1993:52).

2.3 The Beginning of Secondary Education and History As a Subject in Ethiopia: A Brief Overview

In Ethiopia, secondary education began in 1943 when the first secondary school (Haile Selassie I secondary School, Now Kotebe college of Teacher's education) was established. Ever since secondary education under the auspices of the government, has continued to expand (Ma'aza, 1966).

Even though secondary education commenced in 1943, the system was not immediately followed by a standardized curriculum. School subjects used to be chosen by the teaching staff of each school. As a result, there was variation in the kinds and numbers of subjects taught in the different schools and the selection of school subject was highly determined by the nationalities, knowledge and experiential background of the teaching staff (Ibid).

The first attempt at unifying curricular offerings came just in 1949. In that year the board of education of the ministry of education approved and issued a secondary school curriculum of four year (9 to 12) duration based on the requirements of the General school Certificate of education (GCE) (Ma'aza, 1966: cited in Abebe, 1992). As an academic subject and as part of the requirements of the GCE, history was one of the components of this curriculum.

As has been shown in the preceding section, history as a disciplined academic activity and body knowledge begins at the beginning of sixteenth century in European schools. But, in Ethiopia's secondary education, as a school subject, history began to be offered in 1943 (Abebe, 1992).

Nevertheless, the syllabus has been subjected to several revisions from its introduction until recently. During these years, problems in the teaching of history were identified and some improvements were made (Ibid.). The syllabus was also criticized for being irrelevant to the educational system of Ethiopia because the successive governments in the country used history as a vehicle to inculcate their ideology (Tekeste, 1990:180).

With this in mind, until recent times, the history syllabus of Ethiopian secondary schools did not largely treat the history of our country. During the imperial era, based on the western orientation, the history syllabus of secondary schools had a Euro-centric character (MOE, 1949:123). In addition;



history during this period was dominated by “solomonic” legend. The story of the queen of Sheba was a cardinal element of that legitimacy. History was taught to glorify the deeds of the kings, and writers and teachers were either foreigners or priests, who seemed to sing the praise of the kings (Bahiru, 2000:4).

The same is true even after the out set of the 1974 Ethiopian revolution that magnified the importance of history by proclaiming an emphasis on socialist ideals. During this regime, history was considered as the main instrument to raise the national consciousness of the youth. The government had a motto of Marxism (Ibid.). In support of this, Tekeste (1990:67) has to say, “... The history curriculum pays too little attention to Ethiopia and Ethiopian worldview. The curriculum pays more attention to European and American history than the curriculum of any developed state.”

Now a days, the new education and training policy of 1994 had a bearing on the history syllabus of Ethiopian secondary schools i.e. it gave more coverage and making Ethiopian history the focal point of the courses. There fore, it is at the secondary level, beginning from grade 9, history began to be offered separately as a single discipline. According to the New Education and training policy of 1994, some of the principal purpose of providing history for young Ethiopians in secondary school is to enable them:

- Develop basic knowledge and understanding of the historical evolution of Ethiopian society with in the context of Africa and world history.
- Develop the basic knowledge of historical and cultural heritage and the necessary awareness to protect, preserve, and transmit them to the next generation.
- Acquire an objective and balanced picture of the historical path their country has traveled to become a modern multi- national state.

- Develop the method of logical reasoning and critical thinking; acquire the skills of setting the sequences and interaction of causes and effects; seek and assess sources and decide on their reliability.
- Understand the concept of time- the past, the present and the future in the study of history as one interconnected whole; apply the principles of causation and see the general direction and trend in the development process of their country with the general context (History syllabi for grade 9 and 10, July 1998: 1, Section I and II).

2.4. Studies Related to History Instruction

The quality of education is largely dependent on the quality of instruction being provided in the actual classroom. One of the major qualities that a teacher needs to possess to implement the curriculum plan effectively is a sound knowledge of the fundamental methods and techniques of teaching. In support of this, based on history teaching, Giese (1996:273) has to say the following:

Knowing the subject matter or content knowledge is not sufficient for history teachers to transform those topics to students. Substantial knowledge and an understanding with regard to general and content specific pedagogy should support that subject matter. --- In addition to knowing this type of generic pedagogy cutting across subjects, history teachers should be familiar with subject specific pedagogy.

From the preceding discussion, it can be stated that teachers who implement curriculum innovation need expertise in both the subject: what to teach and the pedagogy: how to teach. Otherwise, with out adequate performance on such basic activities, no individual can claim the status of professional teacher.

On the other hand, a teacher who knows his subject but cannot put it across to his students is a teacher who is poor in methods of teaching and as a result it leads to bad teaching (Brown et.al. 1982:11). Therefore, a teacher cannot possibly succeed unless he has a thorough knowledge of the most accepted

methods and techniques of teaching, which enable him to communicate effectively with students.

With this in mind, there are certain problems, which require drastic changes in the existing methods of history teaching. In line with this, that is, concerning the problem of history teaching in secondary schools, Wilson, in his article entitled "Research on history teaching" published in American Educational Association (2001:541) has to say:

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

In the same vein, researches done in our country show that history is a subject uninteresting to students due to boring activities and the teaching methods used by the teachers (Tekeste, 1990; Abebe, 1992; Solomon, 1993). From the above discussion, one can raise a question by what kind of strategies, methods and techniques can history be taught more effectively?"

Educationalists observe that as in the case of all other subject areas, in the teaching of social studies, in which history forms one major component, there is no one best approach that fits all instructional objectives, content, etc. An effective teacher utilizes a variety of approaches that suit the elements specified above (Savage and Armstrong, 1987:114).

Research studies (Stearn, 1993; Aggrawal, 1983; Rodney, 1994) indicate that the traditional method of history teaching is not the most effective method for the diverse learners. This is a view commonly shared by many scholars. For instance, Rogers is one of those scholars who emphasize the same argument.

He has the opinion that traditional method of history teaching not only bored student but also misrepresented the nature of the subject (Rogers, 1987: 3-5).

By traditional method of history teaching scholars are referring to expository teaching, now it is more specifically the lecture method that is under attack by scholars and researchers. Expository teaching strategy is appropriate when the aim is the transmission of a specific body of knowledge to a student. In such a strategy there is little room accorded to students' active involvement (Bayer, 1971: 11-13).

The lecture method is one of the methods, which are essentially telling, and thus it belongs to expository strategy. As Perrott (1982: 19) points out, this method occupies much of the lesson time in classroom instruction of every subject. Research studies conducted specifically on history teaching have also shown that the lecture method remains the basic form of instruction in which history courses are most commonly taught (Wilson, 2001; Hahn, C. L. 1994).

Thus, the lecture method has been under criticism for being teacher dominated; for it ignores the principle of active students' participation and it does not enable students to develop tools of knowing i.e. tools for finding out meaning for them (Aggarwal, 1983: Friere, 1972).

Despite these drawbacks, many advantages are ascribed to the lecture method. This method is said to be more appropriate to cover a large amount of material. It is effective also when the task is to impart ideas and information. People strongly defend this method for history teaching, on the ground that it is very effective in giving factual information (Aggrawal 1983: 78).

However, it is important to note that traditional history teaching is coming under attack because it gives greater emphasis to memorization of facts. In support of this, Giese (1996: 278) has indicated "students forget most of factual information once they take the tests based on the fact mastery. Factual

information also does not have any meaning for students especially when they are not contextualized and integrated into students' prior knowledge frameworks structured around key ideas."

It needs to be emphasized, however, that students cannot develop their historical thought through a pure lecture method, which emphasize on mastery of factual information. Based on this through careful selection of appropriate methods, teachers can have significant impact on what is learned by students. In light of the present realities found in most Ethiopian secondary classrooms, history teachers should change the way in which they teach history. Emphasis should be given to active, student-centered approaches to learning where students are given the opportunity to discuss, think, analyze and develop skills necessary to understand cause and effect, change, etc. (Rodney, 1994:7).

In the same manner, Steeves, K.A (2004:5) based on the constructivist approach to teaching, provides further confirmation regarding the necessity of active learning approaches in history teaching, when he wrote:

.... Teaching history involves more than mere accumulation of historical knowledge. The aim of history is not to transfer historical knowledge from a textbook to students on the grounds that historical knowledge or information does not have value in him or her. They should not be seen as ends in themselves but as a means to help cultivate reasoning and judgment on the part of the students... Rather, Students take an active role in engaging with historical studies by constructing their own historical knowledge through historical inquiries.

Therefore, history teachers must make the teaching meaningful. They can make it meaningful by linking it to students' experience and by building certain conception in a variety of ways (Downey, M.T. and Levstik, L; 1991).

In the last analysis, Formwalt, L. (2002: 1-6) suggests some key points for effective history teaching or bringing life to the history classroom:

- a) Teachers need to be inspired and they need to inspire their students. You must love what you teach. You need to know your subject and learn something more about it each day.
- b) You should not make the textbooks your sole authority. Let the textbook guide the outline for the course, but teach from other sources, especially primary sources as well.
- c) Give students questions that will get them to look for important ideas and points while they read.
- d) Ask students to read local newspapers accounts of reconstruction.
- e) Use local history in teaching.
- f) Use music and film to appeal to those senses not necessarily stimulated by reading.

At last, the same author went on saying, when you make history exciting for your students, they are motivated to learn more and thus develop a deeper understanding of the meaning of the past. In general, in history instruction, teachers must realize the extent to which students are learning. For this, they need to specifically pay attention to the use of various methods and techniques, and also consider the issues of students' instructional process.

2.5. Some Methods of Teaching History in Secondary Schools

Textbook learning, teacher telling, lecturing and factual achievement tests all indicate the overwhelming emphasis on the mastery of information in the present system of education and especially teaching of history. This method of teaching history doesn't facilitate the achievement of desirable teaching skills, attitudes and behavior (Aggrawal, 1983, Solomon, 1993).

- * It has been observed that history has been losing its utility and interest as a subject for study primarily because of 'uninspiring and defective' method of teaching (Crookal, 1960; cited in Abebe, 1992). In view of these, effective

teaching and learning are vital to the well being of history teachers and students and thus to the future of the discipline itself.

Although the specific ways in which students learn history and what their various experience of the subject remain relatively unexplored, recent educational literature about the ways in which students learn can provide much information that is of great practical value (Booth and Hyland, 1996). However, questions about how our students learn best need to be carefully considered when designing and reviewing curriculum, teaching methods and assessment procedure.

There are a wide range of methods from the Socratic technique and more or less to straightforward methods to the elaboration projects and similar research methods from modality to debates, from filmstrips to school broadcast. For instance, several scholars like Aggrawal (1983: 68-189) in his book entitled "Teaching of History", Garvey, B. and M. Krug (1989) in their book "Models of History Teaching in the secondary school" and Brown (1966: 16-41) in his article "Teaching history in Africa" included a number of teaching methods of history. The following are some of these methods and supplementary materials taken from these books:

Timeline Method: The Timeline method to the study and teaching of history means the chronologically ordered study and teaching of history, starting from the earliest times and progressing forward towards the present, divided in to periods. This method helps students to clearly follow the progress of social development along the span of historical time. Therefore, it underscores for them the fact that the present is to some extent the result of the past, and the future will be to some extent the result of the past and the present.

Thematic Method: In teaching history, one other method is to use themes in order to tie up and discuss historical events, across time and in parts. Theme



in history refers to a particular type of events that are of the same nature and can be put under the same category, regardless of their time of happening. Historical events can be classified and studied under various themes. Thematic method to the teaching of history enables the teacher to cover the human past that is of significance and direct relevance to the real life of students and their society by saving time, unlike the timeline method.

Causation Method: Essentially, history is the study of major transformations and continuities in the political, economic and social spheres of life of past society by examining cause and effect inter-relations, and in order to get lessons from the past, among other things. Consequently, the studies of cause and effect inter-relations are a key aspect of the study of history. Accordingly, one can teach history by selecting and orderly organization of events that are linked together by cause and effect inter-relations. The causation method to the teaching of history reinforces the core aspect of the study of history, which is the dynamic link of cause and effect inter-relations.

Problem solving method: It is a method in which a person used his/her ability to solve problem, which confront him/her. It helps to launch students into the sphere of building problem-solving capacities in their education and for life. Here, the role of the teacher should be assisting the students in solving the set activity, the problem or facilitating the historical investigation being conducted by his/her students.

Debate: It is an appropriate method for teaching history. Students love to compete and excel. That desire should be used constructively by holding debating sessions of issues of significance to students, both inside and outside the classroom, from time to time. Debates sharpen both the minds of the debaters and students at large. They help the development of critical thinking and internalization of ideas in students, broaden the minds of students, help them develop the capability to see at more than one side to an issue, and deal

with varied sources of information. It is a very useful and desirable method of teaching history.

Fieldtrips: (visits to Museums and excursions to Historical sites). It is a means which local or community makes resources outside the school and classroom available by means of first- hand experience. This method of teaching history takes the students into the community and gives them a first- hand looks or experience at things or place that they may not be familiar with. As a method of teaching history it increased opportunities to students develop insights into what is taught and learnt. Field trips need to be conducted primarily with in the community where the school is found.

Interviewing resource persons: is a good method of teaching history by either inviting these persons to class in the school or outside on their job at their work place. The selection of a resource person for interview should be based primarily on what the resource person has to contribute to students' learning of history. Interviews should be used wisely, in order to help advance the learning of students and not to waste time.

Newspapers: serves as a wonderful supplementary material as they contain a reservoir of resources and illustrations. They help in closing the gap between information contained in the books and changing developments in politics, economics, social, industrial and international fields. Social features, the editorials, the cartoon etc, all can enlighten the students.

Dramatization: is a method of teaching history where by students are allowed to act out what they have experienced in their history lessons. It helps students to internalize what they have studied in a creative way. It enables students to develop critical thinking and problem-solving skills. It also affords students opportunities to develop skills of democratic group planning, discussion action, and evaluation. Dramatic play also enables students to create new interest,

problems and needs. It is not easy but can be a stimulating and satisfying approach to history teaching.

A history room: History is a subject with its own technique and it may be fairly claimed that it needs its own room for their effective use. Each history room, however, should possess one or two historical atlases, which the teacher and the class can use for reference purposes. In addition, a small collection of historical wall maps can be acquired. A history room, fully equipped with modern aids can facilitate the use of modern methods and techniques like play-way method, problem method, and project method. Special setting and equipment are needed for utilizing these methods.

It is obvious that no teacher has time or energy to experience to use all these methods (Entwistle, 1988). But a knowledge to wide range of method and aids to methods is essential if the teacher of history is to make a subject lively and effective method of education.

2.6. The Impacts of Language of Instruction and Instructional Facilities on History Teaching Learning Process

2.6.1. Language of Instruction

It is through the language of instruction that the content of the subject is delivered to students (Marew, 1998: 205). The language of instruction is a key factor either to facilitate or hinder the teaching learning process. There should be effective communication between the students and the teacher in order to enhance the teaching learning activity.

However, majority of secondary school students for whom, the medium of instruction is through their second or third language, are very poor in the language of instruction. Findings of various researches (Wana and Tsion, 1994; Brown, 1996, Genet, 1991) have shown that, English as a medium of instruction has created difficulties on the teaching learning process. When

students do not have language ability, they cannot understand their teachers as well as the teaching materials written in English (Caillados, 1989; 153). The same author also noted that if the language of instruction and the language, which is the instructional materials, are written the language, which is no vernacular to the learners, it creates problems.

With regard to the above idea, Aggarwal (1983:133) has to say "particularly, in countries where students' mother tongue is not used as medium of instruction, the language element need dully concern, the author of the text book who needs to pay regard to the levels of students' understanding." This is to say that in order to convey ideas, the vocabulary should be appropriate for the class level; the language should be grammatically correct; long and complicated sentences should be avoided; and the technical terms should be used appropriately (Ibid).

* Due to the language problem the students fail to work hard and face the problem of academic deficiency. In Kenya, as it is indicated by Wakitavi and Vender (1997:258) as in other developing countries, teachers are required to instruct their students in English. Some students have limited proficiency in English and teachers find it very difficult to help them.

Similarly, students in secondary school of Ethiopia have shared the above noted problems regarding the language of instruction. Hence, it creates difficulties during the teaching learning process. Regarding the inefficiency of the students in the medium of instruction, Tekeste (1990:22), has noted that the greater number of secondary school teachers had explained that the language ability of the learners at this level of education is poor.

Thus, this situation has hindered the effective communication between the teacher and the students, which in turn influence the understanding of the subject matter. Since majority of the students do not have the language ability,



they cannot understand their teachers and the teaching materials written in English.

Moreover, research findings of Wanna and Tsion (1994), and Genet (1991), revealed that the language problem is in fact the major impediments to student's educational progress, because, the curriculum is taught in a language that is different from one (s) used at home. In addition, a study result conducted by Amare (1998; 296), on the Ethiopian secondary schools, indicated that many educational critics argue that the major limiting factor to the quality of education in Ethiopia was considered to be the language of instruction.

With this in mind, it is important to note here that the nature of the medium of instruction through which the students attempts to come to grips with the problem is one of the factors influencing students understanding in history.

Students should learn historical lessons through the written and spoken word. This is to say that language as a medium of instruction by which history is taught has a paramount importance in students' understanding of history lessons (Carr, 1966:232).

The above statement of Carr has validity concerning historical education of every country. But, as Brown (1966:25-26) points out the problems of language in historical education is much more significant for most African countries. The same author has to say, there, historical education is more complicated and problematic because of the co-existence of at least two languages, native language and the second "official" language. It is an established fact that in most African countries, history is taught and learnt through a second language rather than the mother tongue (Ibid).

In line with this, concerning the language situation in our secondary schools the co-existence of three languages, mother tongue, Amharic as an official

language and English as a language of instruction in the secondary schools, makes the language situation in Ethiopian education graver.

Generally, many writers and researchers have documented the usefulness of effective communication in the teaching learning process. For instance, Kuper (1989:2) cited in Dereje (1998:188) has asserted that;

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

2.6.2 Instructional Resources

Different research findings (Coombs, 1985:117; Lockheed, 1991:46; Amare, 1999:54) reveal that instructional materials such as textbooks, news papers, audio-visual aids, reference books, magazines and other equipment are very crucial in facilitating effective teaching and learning. The wealth of teaching materials available in secondary schools and the way in which they are used and related to the instructional program, determine the successfulness of the teaching learning activities.

- ✧ Instructional resources are among the important variables that enhance instructional outcome. However, it doesn't mean that adequate availability of these materials alone guarantee effective learning outcome. But also the quality and relevance of these materials and effective and efficient utilization of them determine their positive association with the teaching learning process (Bedi, 1997).

In the same manner, Anderson et.al (1989:74), have noted clearly, the provision of sufficient, quality and relevance of the text books and other reference

materials in secondary schools is one of the most consistent factors leading to improve the quality of education.

Teaching is a very challenging task even with adequate availability of instructional materials. Indeed, when there is a shortage of these and other equipment, it becomes more difficult. Many educators have identified textbooks as the most important teaching material. Research in education often considers them as a prime source of data because they are regarded as reflecting so fully and accurately the curriculum content (Palmer, 1966:74). In light of this, Lockheed et.al. (1991:41) have also asserted that textbooks are the single most important instructional resources because they deliver the curriculum.

However, a textbook is only one type of instructional tool. It is not supposed to be the sole instructional resource to be used in history class. In line with this, Mcphil (1969:460-465) points out that "in far many classrooms ...the text becomes the curriculum; it becomes the objective of the course; it become the end rather than a means to the end." What follows then is that the teacher too often becomes the "assistant" and covering or finishing the textbook rather than helping student to develop understanding becomes his significant task.

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

- ⊗ *Instructional resources that are appropriate for history classes are (1) audio-visual materials, e.g. models, real objects, pictures, motion pictures, slides, recordings, radio, television, maps, charts, dramas, art and music. (2) Community resources, e.g., visit to museums and historical sites, resource visitors, and persons to interview. (3). Reading materials like textbooks, encyclopedia, references, magazines, pamphlets and newspapers.*

From the preceding discussion, it has been noted that the criticality of instructional resources for noticeable achievement of educational objectives at all levels. However, in most of the developing countries, in which Ethiopia is one, it is hardly possible to have such materials adequately. Regarding this problem, Coombs (1989:121) has noted "students either lack the textbooks and other instructional materials entirely or share them extensively with other students. Teachers also lack the teachers' guides that supplement textbooks, and syllabuses, which play an important role in balancing the pace of teachers in the overall teaching learning process." In the same manner, Tekeste (1990:49) has stated the following:

In Ethiopian secondary school, teachers have no teaching manual designed to assist them, textbooks which are loaned to students against payment, are always in short supply. In most subjects, several students share the textbooks.

This reveals that one of the central problems in the secondary schools is shortage of instructional materials, which would affect the teaching learning process. This may not necessarily be due to student population. Rather, it is because of the inability of the country to provide adequate educational resources to the system.

In strengthening the above idea, a study result conducted by Amare (1998:293) proves that one of the major problems of secondary schools in this country is shortage of textbooks, school pedagogical centers, reference books, teachers' guide, etc. Which affect students' learning out come. Similarly, knowles (1977:147) has indicated "in Ethiopia as many other African countries, the entire educational system including the third level tends to be theoretical and remote from harsh realities of the poor nation." Thus, it is obvious that in this condition, the teaching learning process could not be done properly due to lack of appropriate support of instructional resources.

2.6.3 Class Size; Conceptual Framework

Class size is one major factor, which is considered among with in school variables that influence the teaching learning process. It has been the subject of concern and controversy, as Stinnett and Castetter (in Ayalew, 1991b: 120) indicate, ever since man started instructing his fellowmen.

The answer to the question "how many students should a class accommodate to create conducive environment for effective teaching and learning?" may vary from country to country and from one subject to another. In line with this, the above mentioned authors went on saying, there seems "... No unanimity of opinion or scientific evidences that has general acceptance at present" with regard to the average optimum number of students to be assigned in one section.

The controversy on class size seems not only on the number of students to be placed in a section but also on the degree of effectiveness of instruction to a group of students. With regard to this, according to Cohn and Rossmiller (1987:384), there is no optimum class size, since the optimum number varies with subject matter, the instructional mode employed, the individual students and the degree of students' mobility between classes.

In the same way, Atkinson (1987:258), Farrel and Oliveria (1993:18), argue in the same manner that class size does not have significant effect on the teaching learning process. According to these researchers' argument, what matters for effective teaching and learning is the competence and technique of the teacher to manage the classroom. Otherwise, there is no significance difference between large or small classroom in the teaching learning process. Other educator tend to be associate class size with and to be dependent up on the learning objectives. Davies (in Ayalew, 1991:120) states:

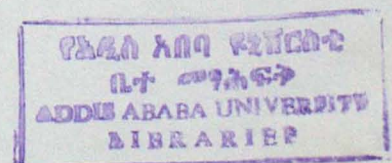
.... *There is no such thing as one optimal class size for all situations. Instead optimal class size is related to the nature of the learning objectives that are to be realized. ... (1) If lower order cognitive objectives and affective objectives are to be realized, large classes are not inferior to small class. (2) If higher order cognitive objectives and affective objectives are to be realized, small classes are optimal.*

Thus, according to the above scholar, the number of students to be accommodated in a section could be determined by the learning objectives. As a result, the extent of influence of class size may vary from one educational level to the other, and from stream to stream within an educational level. That is why, Deighton (in Ayalew, 1991b: 122) indicated that secondary schools tend to have smaller average class size than do primary schools; and with the secondary schools, the class size for the vocational secondary schools has to be lower than the academic secondary schools based on the educational objectives, methods, curriculum and organizational patterns.

In contrary to what has so far been agreed by various authorities and researchers, concerning class size, there are others who argue that large classes have disadvantages both to students and teachers.* According to Otto and Sanders (1964:58), in large classes instruction tends to become the lecture type which precludes group participation and learning by doing: oral communications with in the classroom from pupil to pupil and from pupil to teacher would be minimized, with the teacher only doing most of the talking: and identification on and provision of attention to the individual needs of the student become difficult on the part of the teacher.

Besides, providing equality of educational opportunities to students at the classroom level, is realized when the teacher notices that each student is entitled to the teachers' attention, help and guidance according to his needs and acts accordingly (Azeb, 1984).

Moreover, in a large class as related specifically to pupils, lack of adequate time for individual help and for sharing of experience, limited classroom activities



are slowed down the progress of the whole class and also considered as the draw backs of a large class (Harrison, 1968:52)

However, since most of the researches concerning class size are conducted in the developed countries, large class size to them may not be more than 30 to 45 students. But, had these researches been observed classroom of the schools of the developing nations, estimate to be like the Ethiopian Secondary Schools, where the average class size is above 80, they might not have argued in favor of such large class size.

In such classes, the argument, which supports the idea no significant difference can appear in the teaching learning process whether in large or small classes, would not be accepted. In such a situation, the teaching learning process would be affected negatively as the result of learning in over-crowded classrooms. Because the instructional process in large classes doesn't allow effective communication between the students and the teacher.

In Ethiopia, according to the policy issued by the ministry of education, the average number of students in a classroom of first cycle primary school level (1-4) is fifty while in second cycle primary level (5-8) and secondary level at both cycles, first cycle (9-10) and second cycle (11-12), is forty (MOE, 1995a: 25, and 1995b: 12). However, it has been, as noted by Ayalew (1991b: 122), adhered to such figures because of the large number of student population.

According to SNNP regional education office (2004/05:26), the contemporary average class size (pupil section ratio) in the secondary schools of the region is 1:90. The main reason for this problem might be the inability of the country to provide the education system. Regarding this problem Tekeste (1990:34-35) has identified that:

The imbalance between resources for education and the number of students in schools is one of the central problems affecting the quality of education. In the Ethiopian case, one of the most important factors that brought the crisis of education to the fore is, on the one hand, the desire of the state to expand the educational system. On the other hand, the inability of the state to provide adequate financing for the proper implementation of the educational program.

Moreover, a study results on the teachers' perceptions on educational problems in Ethiopia by Amare (1998:294) shows that over crowdedness of classrooms were one of the observed critical problems of the education system in this country. As a result of this, problems related with student follow-up, student participation, teacher-student communication and feedback systems were some of the major consequences of over-crowded classrooms.

Besides the class size, particularly concerning history teaching and learning, classroom organization should be taken in to consideration to accommodate instructional devices and different types of teaching and learning activities in history class (Brown, 1966:38). Moreover, David Trask (1998:3-4) in his article "statement on excellent classroom teaching of history" writes:

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

In supporting above idea, Farrent (1980:169), has also suggested that due consideration should be given to the classrooms in such a way to encourage both teachers and students in being conducive environment. Such a classroom situation should be attractive for the learners to encourage them to exert great effort in learning.

2.7. The Impact of Teachers' Qualification and Experience on History Teaching Learning Process

Teaching is not a mere occupation where people can go without the possession of the requisite qualification. It requires expert knowledge, specialized skills and a feeling of responsibility (Ayalew, 1991b: 114). In revealing the importance of teachers and their qualification in the process of instruction (teaching-learning), Zenebe and Wossenu (1999:12) state:

Besides introducing the appropriate changes in the curriculum, the supply of the teachers with the desired quality and profile remains to be the primary input factor for any education system. Besides, in order to make any educational level a functioning system, it must have an adequate and qualified manpower. In other words, teachers' supply must be ensured in all level at all times. This is because even when a more relevant curriculum is designed, or the school management provides unreserved support, school out comes depend to a greater extent on the availability and motivation of qualified teaching staff.

In addition, qualification, experience and skill of teachers are important factors that create favorable situations in the teaching learning. Theoretically, it is assumed that a rich background of teaching experience increase teacher's ability to instruct effectively. Results of intensive study in the area indicate the positive correspondence of teacher's teaching experience and their actual performance in the classroom. For example, Hussien, et.al (1984:26-27) have cited many studies, which show the positive influence of experience on the classroom performance.

The authors cited above have noted that all other things being equal, it is generally agreed that a teacher gains skills through experience, and that the more experienced teacher is the more successful teacher. On this point, Caillods, (1989:156) has noted that the development of stronger instructional and classroom management is gained through experience. Likewise, Fuller (1987:280) states in supporting the above idea that teacher's proficiency in organizing instruction and motivating students is positively related with their qualification and teaching experience.

Similarly, Lehman (1982:12-13) supports the above idea by asserting that experienced teachers introduce good methods and techniques of teaching that can relate the learning activity with pleasant event and consequences. In addition to this, they are able to create an environment that assists students to feel good about them.

Moreover, Weber in Cooper (1986:276) has to say the following on teacher effectiveness. For him, an effective and well-experienced teacher is one who carefully analyzed the student's activities in the classroom. That is to say that in addition to teaching, teachers are expected to plan and coordinate students' activities in and outside the classrooms. From the above findings one can well imagine that experienced teachers would have better developed knowledge that would be more relevant to the teaching situation than beginning teachers.

So far, it has been noted that teachers' qualification and experience is positively associated with the teaching learning process. However, the problem with the developing countries, according to research findings reveal that majority of these countries have faced serious shortage of well qualified and experienced secondary schools teachers. According to USAID (1994:1), in many of under-developed countries secondary education system, low-level educational personnel, insufficiency in number, under qualification, and low professional moral of teachers are commonly observed.

Similarly, Adams and Bajor (1975:124), have added that in many of the developing countries, secondary schools are characterized by shortage of qualified competent and experienced teachers having their degree in education. Moreover, Boe and Gilford (1992:31) have indicated that the secondary school education system in developing countries is suffering from lack of qualified teachers.

However, it is not only about a general shortage of qualified teachers. But, in many of developing countries, the concerns shortage of qualified teachers can also be understood in terms of the distribution of teachers among schools of

different characteristic i.e. teachers in these countries are distributed unequally among schools that vary by grade level and location in urban, sub urban and rural areas.

Furthermore, concerning the shortage of qualified teachers in history teaching, Robert Donayre, in his Article entitled "secondary education and the importance of history", (2001:3) writes the following:

With the teaching of history, among other subjects, a number of problems often arise which affect the adequacy of instruction that students receive. One of these problems... a major one to boot.... is the number of unqualified teachers in secondary education. With an ever expanding population, more and more schools are becoming built, and there fore many more teachers are needed to fill these classrooms in an effort to meet society's demands on education.

In Ethiopia, as one of the developing countries, a serious shortage of qualified and experienced teachers is one of the common problems in the secondary schools of the country that negatively affects the quality of education. According to a study result on teacher- related problems by Amare (1998; 294), teachers' qualification issues including the need for better-qualified teachers were one of the major problems in this country. Moreover, Mana and Tesfaye (2000:3) have noted that on one hand, the expansion of the education sector, on the other, the continued shortage of qualified teachers is the main reason for the crisis of education in Ethiopia.

According to the Ethiopian education standard, the minimum required qualification to teach at secondary level is at least a first degree (MOE, 2001:10-11). However, the existing reality at present shows particularly in the study area in 2005/06 (1998 E.C.) academic year, only 23.53% of history teachers who have been serving in the secondary schools, were certified for the level (Hadiya zone education main Department, see appendix E).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the design of the study, sources of data, the description of research setting, subjects and sampling procedures and the rationale for selecting them, instruments used for data collection, procedures of the study and methods of data analysis.

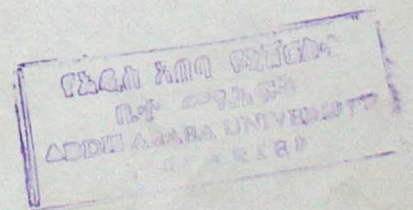
3.1. Design of the Study

The major concern of this study, as indicated earlier, is to investigate issues related to the teaching and learning process of history in secondary schools of Hadiya zone in SNNPRs. To this end, a descriptive survey approach was employed as the method of the study. This method is appropriate mainly to reveal the current state of the problem and to gather several kinds of data related to the subject under Study. The relevance of this approach for such purposes has been noted by Seyoum & Ayalew (1989: 17), Best & Khan (1993: 113), and Cohen & Manion (1994: 101). Moreover, it is a planned method of data collection that involves entering a subject population and measuring a specific set of responses (Jacob, 1987: 37; Sharma, 1986: 46).

3.2. Sources of Data

The sources of data were:

- a) Information provided by teachers and students who currently engage in history teaching and learning process;
- b) The actual classroom setting and;
- c) Documents (educational policy documents, textbooks, teacher's guide, syllabi and other related Educational Statistical data).



3.3. Research Setting

The researcher concentrated on history because history was his major in his undergraduate study and he has taught the subject in the high schools for twelve years. Thus, the knowledge and the skills required in the area would therefore help him to see problems and facilities in teaching history.

Secondary level is selected because of its importance for student to choose subjects or areas of training, which will prepare them adequately for higher education and for the world of work.

Hadiya zone was selected as the center of the study for two basic reasons. Firstly, the investigator is familiar with the study area since he has taught and educated there and thus, it is hoped that he could secure adequate cooperation and assistance from respondents. Secondly, such studies have never been carried out in the above study area.

3.4. Subjects and Sampling Procedures

To determine the sampling technique, considering the administrative organization of the zone is important. Three years ago, the zone was reorganized into seven weredas. Of these, five of them have secondary schools except one, which has two. Thus, to include all six secondary schools, available sampling technique was used and this increases the reliability of the research results.

Regarding the sample selection of respondents, again available sampling technique was used to include all thirty-four-history teachers who teach currently in secondary schools of the zone (see Table I below). However, since it was difficult to interview all students in the schools surveyed because of time, budget and manpower constraints, purposive sampling technique was used to select manageable size (see appendix D) based on their academic achievement

level. Cohen and Manion (1994: 103) argue that in purposive sampling the researcher builds up a sample size that is satisfactory to his specific needs by picking the cases to be included in his sample.

Table I: Total number of secondary schools and the distribution of history teachers in the area under study

No	Name of the school	Wereda	Number of History Teacher		Total	Sample
			Degree	Diploma		
1	Wachemo preparatory and secondary school	Hossana city Administration	3	6	9	9
2	Yekatit 25/67 secondary school	Hossana city Administration	2	6	8	8
3	Shone preparatory and secondary school	Badawacho	1	4	5	5
4	Gimbichu secondary school	Soro	1	4	5	5
5	Morsito secondary school	Misha	1	3	4	4
6	Shashago secondary school	Shashogo	-	3	3	3
Total			8	26	34	34

Source: Hadiya Zone Education main Department (See appendix E)

3.5. Data Collection Instruments

The concept of using multi-method approach in collecting data in a single study is favored in recent trends for many authors. An increasing number of researchers are using multi-method approaches to achieve broader and often better results. Denzin (in Teshome, 1998: 46), for example, argues that because each method reveals different aspects of empirical reality, multiple methods should be used in every investigation as a rule. He explains that triangulating such methods as interviews, observations, questionnaires and documents builds checks and balance to a study design.

Brewer and Hunter (1989) and Patton (1987) (both in Teshome, 1998: 46) noted that there are strengths and weaknesses to any single data collection strategy

and using more than one data collection approach permits the research to combine the strengths and correct some of the deficiencies of any one source of data. By listing its advantages, Cohen and Manion (1994) also suggest to use a combination of methods. According to Wellington (1996: 17), even in a single small-scale study, a mixture of methods can often be adapted. Therefore, the instruments employed to gather the necessary data for this study were questionnaire, observation rating scale, interview and documentary sources.

3.5.1. Questionnaire

One of the instruments used to collect data was questionnaire, developed by the researcher based on the reviewed literature and administered to history teachers.

The questionnaire was aimed at acquiring necessary information about some of the practical problems of history teaching and learning in secondary schools. The content of the questionnaire items were framed to this end (see the questionnaire items in Appendix A).

The questionnaire was tested by a pilot study in one of the secondary schools in Kembatta zone i.e. Angacha Secondary School (a near by school to Hossana town, the center of Hadiya Zone). The main purpose of the pilot study was to check the usability of the instrument and the planned procedure of data collection. To this end, it was tested with five history teachers of the school.

After these teachers had filled it in, the questionnaire was examined item-by-item to detect ambiguous and unclear statements, response clues or other factors, which can affect the teachers' genuine responses. On the basis of the feedback received from these teachers, some amendments were made by restating, omitting and inserting whatever needed. With the exception of this modification, all the questions in the questionnaire were found to be useful for

the purpose intended. Then, the questionnaires were distributed to the whole history teachers in the area under study. All the questionnaires were filled in and returned.

3.5.2. Classroom Observation Rating Scale

The other data-gathering tool employed in the study was an observation rating scale. It was designed to gather a descriptive data about the actual classroom practices. Observation as one of the research tools could serve for a variety of purposes. There is no substitute for direct observation as a way of finding out about the teaching-learning process in classrooms. Certainly, if one wants to enrich his understanding of teaching and learning, he needs to spend time looking in the classrooms (Nunan, 1989: 27; Wajnryb, 1993: 1).

Therefore, areas for classroom observation that incorporated various categories were set by the researcher by adopting the models developed by Chism, N. (1999); and Linse, A. (2006); and by thoroughly examining grade nine and ten history syllabus. That is, based on these, the researcher developed an integrated observation rating-scale (see appendix B). This instrument was designed to serve as a guideline for the observation of history teachers' practical teaching. Thus, twenty-five items were prepared for four general aspects of teaching (Lesson presentation skills, teachers' content knowledge, general teaching characteristics, and questioning skills). A five-point rating scale (1 = Poor, 2 = below average, 3= Average, 4= Good and 5 = Excellent) was used for this purpose.

To carry out the observation, in addition to the researcher, two observers were selected who have BA degree in history. They have a teaching experience of 7 and 9 years. Such an intentional selection was made on the assumption that these observers will have the necessary knowledge and skills required to evaluate history teachers. The observers were well oriented on the objectives of

the study and the instrument employed. And then they practiced how to record the required information in four history sessions (Grade 9-10) in Angacha secondary school. This kind of practice observers' accord with the assertion of Hilum and Cane (1979: 43) which briefs that the practice of observers is a crucial factor to increase observers' agreement to the maximum possible.

About 67.65% (23 in number) of history teachers was further selected out of thirty-four for classroom observation (four teachers from each school except Shashogo Secondary School which has only three history teachers). A single teacher was observed for two consecutive periods of forty minutes at one grade level. Thus, a total of 46 periods were required to observe twenty- three sample teachers of the study. All the observed teachers teach both grade Nine and Ten.

3.5.3. Interview

Structured interview formats were employed (items which were used for guided interview are given in appendix C). According to Gall (1997), in an interview situation, an interview guide helps in indicating the out lines of the topics to be covered and their sequences in the interview. It also provides guidelines to the interviewer on what to say at the opening and closing of the interviews. Taking this in mind, interview guides were developed by the researcher based on reviewed literature and used in this study.

As a result of the necessity to frame interview questions in language that ensures effective communication between the interviewer and the interviewees, interviews were made using Amharic language, which both the interviewees and the researcher communicate with sufficiency. Thus, the interview guides were first prepared in English and then translated in to Amharic. A language teacher in Hossana College of Teacher Education whose qualification was M.A. in Ethiopian language and literature made the translation.

Then, interviews were made with sample students. Students were selected purposefully from grade nine and ten from all surveyed schools based on their academic achievements, sex and willingness (see appendix D). A total of thirty-six students (25 male and 11 female) from six schools (six students from each school, i.e. three students from each grade) were interviewed over a three-week period. Interviews lasted between 25 and 30 minutes and were conducted individually. The interview was taped- recorded and conducted using Amharic language and later all relevant interviews were transcribed and translated in to English for analysis. Finally, the responses of the interview have been used in the process of discussing data.

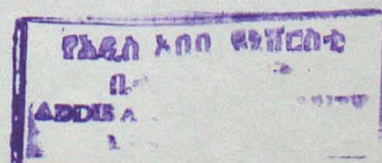
3.5.4. Documentary Sources

Best and Khan (1993: 191-193) discussed that documents are an important source of data in many areas of investigation. That means, documentary sources could serve for a useful purpose in yielding information that is helpful in explaining social or educational practices. Thus, the education policy document, educational statistical documents, student textbook, syllabi, teacher's guide were used for the purpose of this study. These documents were used for drawing information about the number of teachers and their total teaching load, their qualification and training, students- textbook ratio, class-size, periods allotted and to cross-check issues raised by participants.

3.6. Procedure

The investigation was carried out in six phases. The first phase was the phase where the preparation of proposal of the study.

In the second phase an extensive review of related literature-books, Journals, articles and related research findings was made. This stage was important to identify the issues to be included in the study as well as to develop instruments and strategies of data collection.



In the third phase two major activities were accomplished. First, the research instruments (questionnaire, observation rating-scale, and structured interview) were given to two teachers in Hossana College of Teachers' Education having a qualification of M.A. Degree in curriculum and instruction. The teachers were involved in assessing and commenting the extent to which the items were appropriate in securing relevant information to serve the purpose of the study before applying to the main study. Second, research instruments were pre-tested.

As Robson (1993) explained a 'dummy run' or a pilot study helps a researcher to avoid some of the inevitable problems of converting his/her design in to reality. Based on this view, a pilot study was conducted in Angecha Secondary School to check the relevance of the instrument: the questionnaire, observation and interviews.

Later on, in accordance with critical comments from my Advisor, my associates and from the pilot-test, certain modifications were made on some questions. For instance, in the questionnaire, items 10, 23 and 24 were a little bit modified. Similarly, item 22 were revised and some three items, which were not relevant to this study, were deleted. In the same manner, from the observation rating-scale, in categories 4, item 4.3 and 4.6 were a little bit modified. Moreover, one item was also removed from the interview guides. Then, the instruments were retyped.

In the fourth phase, a contact was made with key officials at zonal level who were involved in various ways in the study and their support was obtained. In addition, discussions with the directors of the schools and teachers were conducted at the school level for further understanding.

In the fifth phase of the study, the following activities were executed. First, the selection of respondents was accomplished. Second, research instruments i.e. questionnaires were administered, classroom observation and interview was held and documents were consulted.

Lastly, the information gathered from different sources was tallied, categorized and analyzed.

3.7. Methods of Data Analysis

The data gathered through the questionnaire, observation rating-scale, interview and documents were analyzed in the next chapter. For the sake of convenience, some of the items of the instruments were grouped in to their own categories and the presentation may not necessarily refer to each item individually. Related items were treated together. In analyzing the data, the following procedures were used.

First, the response obtained from the questionnaire items were tabulated, interpreted and analyzed. The reactions of the respondents were indicated in numbers and/or percentages. The interpretation, analysis and the ensuing discussion therefore were based on the results obtained.

Next, the view of the interviewees that have been gained from the interview items and the information gathered from various documents were used to substantiate the interpretation, analysis and the discussion wherever deemed necessary.

Lastly, the observation data obtained were assembled on the basis of the items of the observation rating scale ranging from excellent to poor to indicate the level of history teacher's classroom performances of the instructional considerations. The value given for each teacher during the two observation sessions were averaged first for each behavior indicator and then for all indicators to show the level of teachers' classroom performances in each of the instructional categories. Then, in view of the descriptive nature of the study, percentage system and mean scores were used to analyze the observation rating-scale.



CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the thesis deals with the presentation and analysis of the data gathered from secondary schools of the study area to seek appropriate answers to the basic questions of the study raised in chapter one by reporting, analyzing and interpreting data obtained from the questionnaire, classroom observation and information gathered through interviews and documents.

The chapter is divided into two sections. In section one, the data obtained through questionnaire were tabulated and reported in percentages and/or numbers, then analyzed and interpreted. Section two is concerned with analysis and interpretation of data collected by a classroom observation rating-scale by using percentage system and mean scores. In addition, the view of the interviewees that have been gained from the interview items and the information gathered from various documents were used to substantiate the interpretation, analysis and the discussion wherever deemed necessary.

Section One

4.1. Teacher-Related Variables that Influence History Teaching-Learning Process

Table II: Distribution of history teachers by qualification

Qualification Level	No	%
Certificate	-	-
Diploma	26	76.47
B.A./B.Ed. Degree	8	23.53
M.A. Degree	-	-
Total	34	100

Teaching is not a mere occupation where people can go without the possession of the requisite qualification. It requires expert knowledge, specialized skills and a feeling of responsibility (Ayalew, 1991b: 114). On the basis of this,

qualification level was one of the items of the questionnaire to determine teachers' preparation for the teaching of history.

From the data collected and tabulated, it has been found that 76.47 percent of the teachers have qualification at a Diploma level and 23.53 percent have earned a B.A. /B.Ed degree in history. In this respect, the majority of history teachers seem not to have adequate qualification. The data obtained from zonal education main department also confirms shortage of qualified history teachers i.e. according to this statistical data of 2005/06 (see appendix E) only 23.52% of history teachers who have been serving in the area understudy in secondary schools, were certified for the level.

This seems contrary to the Ethiopian education policy; the minimum required qualification to teach at secondary level is at least a first degree (MOE, 2001: 10-11). As a consequence, this could be one of the major problems that hinder history teaching learning process. This is because of the fact that unqualified teachers lack the appropriate professional competence and deep knowledge of the subject matter. They may not encourage the students and it could be difficult to provide adequate and deep knowledge of the subject matter they teach.

Furthermore, in view of the issue so far discussed, Robert Donayre (2001: 4) in his article entitled "secondary education and the importance of history", mention the following:

The more prepared and qualified a history teacher is, the easier it will be for him or her to convey historical information to their students. This will then help increase a student's enthusiasm for the subject in general. An unqualified or less- educated teacher will have a harder time answering students' questions, which may result in a student's diminished respect for the teacher, as well as lessen a student's interest in the topic at hand.

Moreover, the issue was supported by empirical evidences of various researchers in the field by Adams and Bajor (1975: 125) and Fuller (1987: 281).

Regarding this issue, these authorities argue that the effects of teaching and learning are more consistent with teachers' length of post secondary schooling and the number of teacher training courses completed.

Table III: Teaching experience of history teachers

Service Years	No. of teachers	%
1-5	14	41.18
6-10	9	26.47
11-15	6	17.65
16-20	3	8.82
21 and above	2	5.88
Total	34	100

Teacher's proficiency in organizing instruction and motivating students is positively related with their teaching experience (Fuller, 1987: 280). It is assumed that a rich background of teaching experience increases teacher's ability to instruct effectively. In view of these, the above collected data shows that the majority of history teachers do not have a good deal of teaching experience.

As indicated by the respondents, the majority of history teachers (67.65 percent which is a sum total of respondents who have taught between one and five, and between six and ten years) have taught between one and ten years. Where as 17.65 percent of them have taught between eleven and fifteen years and 8.82 percent have taught between sixteen and twenty. The number of respondents who have had more than twenty-one years of teaching experience is only 5.88 percent.

On the basis of what the study group has reflected, it may be argued that the number of history teachers who appear to have adequate number of years of

experience is insignificant. This may be because as it has been indicated in Table I, fresh graduates are usually assigned in the last four secondary schools.

Researchers like Hussen et al. (1984: 26-27) and Brown et al. (1982: 194) discussed about teaching experience as one of the basic factors that facilitate teaching effectiveness. Regarding this issue, these scholars argue that the possession of a fair number of years of teaching experience would put teachers in a better position to employ the different techniques of teaching, to identify learning difficulties in their students and give remark about their different attributes.

On the other hand, Borich (1988: 3) fail to confirm with the above idea and agreed with the results of this study. He stressed that teacher's year of experience alone are not guarantees for teaching effectiveness. According to him, their teaching effectiveness by and large would also depend on the kind and quality of training they have gone through, the support service given to them, the availability of instructional materials and the working conditions they have.

However, it needs to be stressed that results of intensive study in this problem area by many scholars (Calliods, 1989: 280; Fuller, 1987: 280; Lehman, 1982: 12-13; and Weber in Cooper, 1986: 276) indicate that experienced teachers would have better developed knowledge that would be more relevant to the teaching situation than beginning teachers.

Table IV: Teaching load of teachers per week

Teaching Load	Number of Teachers	%
15 periods or less	-	-
16-25 periods	5	14.71
26 periods or more	29	85.29
Total	34	100

The working conditions of history teachers are one area of investigation. The study approaches the problem from two angles: from their teaching load and from class size. This survey of the teaching loads of history teachers shows that the majority of them teach 26 and more periods i.e. 85.29% of the respondents. Only five teachers (14.71 percent) teach in between 16-25 periods per week.

In addition, a question (in which grade/s do you teach history now) is posed to find out whether or not teachers are required more than one course preparation. Twenty-three history teachers (67.65 percent) reported that two separate courses of different grades (courses of grade 9 and 10) preparation are required from them. Only 32.35 percent reported one course preparation required (only for one grade). The requirement for two courses preparation demands teachers relatively more time.

This survey also obtained data about the average size of history classes and its effects on history teaching learning. According to the gathered data, the average size of a history class is above 86. This was also supported by the statistical data of zonal education main department (2005/06); the contemporary average class size (pupil-section ratio) in the secondary schools of the study area is 1: 105 (see appendix E). This result contradicts with what the Ministry of Education proposed as the maximum class-size, which is forty students per classroom in secondary schools (MOE, 2001: 48).

In view of the foregoing discussion, David Trask (1998: 3-4) in his article "statement on excellent classroom teaching of history" noted that the number of students per-class must not exceed the number that can carry on meaningful interactions over course issues. In addition, teacher loads must not exceed the ability of the teacher to offer excellent instruction.

Seen in terms of teaching load, from the above data one can say that the majority of history teachers seem to be too much over loaded. The heavy

teaching load with an addition of large class sizes will be difficult for teachers to manage and to make the teaching learning to be fruitful. This may not necessarily be due to student population; rather, it is because of the inability of the country to provide adequate educational facilities to the system.

Similarly, as discussed by many scholars that heavier teaching load can affect the effectiveness of teaching; in addition, large class sizes can affect teachers teaching effectiveness. Teachers' effectiveness is small in high schools with large class size (Ross, 1998: 55).

History teaching and the classroom organization should supplement each other. In line with this, Aggrawal (1983: 68) has to say that a well-organized classroom, fully equipped with modern aids can facilitate the use of modern methods and techniques like play-way method, problem method, and project method in the teaching-learning process of history.

In an effort to obtain information on the above issue, the researcher interviewed sample students to mention how suitable the classroom organization for the teaching learning process of history. On the whole, students reported that there is no historical atlases, historical wall maps in the classrooms that could be used as a reference for history instruction and even there is no suitable furniture. Further, they said that the classroom condition is very difficult for them to learn, it is not convenient, and there is large number of students more than 90 to 105 in a class, and it will have negative impact on what they are learning.

From the above discussion, one can conclude that the size of the history classes (the number of students in one classroom as well as the total number of students a teacher handles in a semester) does not enable the teacher to pay attention to individual students. The size of history classes seems to be appropriate only for a large group of instruction. In a large group of instruction,



the student's main responsibility is to absorb and remember the facts and events presented, and lecture method appears to dominate history classes. However, the problem of large class size is common to all subjects.

Table V. Instructional means that could be used to enrich history instruction ✓

Types of Instructional tools	No	%
Only history textbook	28	82.35
Textbook supplemented by other related reference materials	6	17.65
Historical novels	-	-
Artifacts	-	-
Primary sources	-	-

The current status of history, seen in terms of the instructional tools used by history teachers to enrich history instruction, is therefore one area of the investigation of this study. In order to achieve effective teaching-learning process, classroom teachers often use textbooks as one of their important aids because textbooks are used as reference materials and as instructional means for the learning processes of students. Textbooks are useful tools for effective teaching and learning activities and they constitute highly consequential elements in the total educational achievements (Rosenberg, 1972: 142).

Thus, history textbooks in this regard are playing important role as the source of historical information on the cultural, political and socio-economic heritage of the society and in giving factual information.

In view of the issue so far discussed, the above Table shows that 82.35 percent of history teachers declared that the textbook is their principal tool for the teaching of history. About 17.65 percent of the respondents appear to

supplement the textbook by other related reference materials. Where as not a single one was reported to use other means of enriching history instruction. The number of teachers who rely heavily on the textbooks is significant (82.35 percent). This meant that history teaching in the schools seems to be highly textbook- oriented.

However, a textbook is only one type of instructional tool. It is not supposed to be the sole instructional resource to be used in history class because a single textbook cannot fully respond to the demands of the actual classroom situations. Therefore, with regard to this, Brown (1966: 37) has suggested that history teacher can draw instructional resources that are appropriate for history classes from any field of human and physical environment.

Besides the instructional tools used to enrich history instruction, portion coverage is also the concern of this study. All the respondents indicate their suffering from a want of time to cover portions. The problem is more prevalent with the course content of grade 9 and 10. Invariably all history teachers who have taught in these grades have reported that they usually cover half of the course content because history textbooks for grade 9 and 10 have thirteen and fourteen chapters respectively. The chapters are expected to be covered within a given academic year. The textbooks have 208 pages for grade nine and 207 pages for grade ten. The periods allowed in the syllabi are three per ~~X~~ week. However, according to the reaction of the respondents (both history teachers and students), only two periods are allotted.

According to the reactions of teacher respondents on the above issue, this is because of the introduction of civic and ethical education, which has not allocated periods. Thus, periods are subtracted from history and given to this subject. It is at this point that teachers and students emphasized the incompatibility between the volume of the book and the periods given. The information obtained from the interviewees also revealed that history teachers

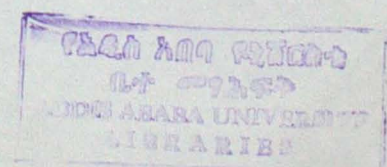
are always seen rushing to cover the portion. However, from students' response, it can be argued that at this time real learning becomes less important than the obviously significant task of covering the content.

In addition, in answering the question, "what have you done to cover the remaining uncovered chapters?", the majority of history teachers indicate that an effort was made to cover the remaining uncovered chapters by giving reading assignments, by asking students to prepare their own notes, by giving study questions to guide students' reading and by using make-up classes and summarizing the highlights to students to have some idea about the chapters which were not covered in the allotted time.

Table VI. The language ability of students ✓

No	Items	No	%
1	The English language ability of students with regard to understanding and following up the subject matter of history?		
	High	-	-
	Medium	3	8.82
	Low	31	91.18
	Total	34	100
2	If your answer to question No. 1 is 'Low', to what extent it affects history teaching learning process?		
	High	27	79.41
	Moderate	7	20.59
	Minimal	-	-
	Total	34	100

It is through the language of instruction that the content of the subject is delivered to students (Marew, 1998: 205). The language of instruction is a key factor either to facilitate or hinder the teaching learning process. There should be effective communication between the students and the teacher in order to enhance the teaching learning activity. According to the New Education and Training Policy of Ethiopia (1994), it is at the secondary level that students started to learn history as one subject using English as medium of instruction.



And students need to be sufficiently proficient in English to benefit from instruction (Darge, 2000: 80).

With regard to the issue discussed above, the above Table summarizes the views of teachers on the students' English language ability with regard to understanding and following up the subject matter of history. As can be noticed from the Table, while the majority of teacher respondents (91.18 percent) rated as weak (Low) and a few 8.82 percent rated as medium. And a good number (79.41 percent) of teachers rated this situation affects history teaching learning process highly and only 20.59 percent rated as moderate.

In addition, the interview results of student participants also confirm the existence of a language problem among the majority of students. Both the research participants (teachers and students) tried to examine the origin of the problem, which contributes for the poor language ability of students. According to their response, the problem started in the elementary classes, which left students strangers to English language in high school.

Moreover, to quote the statement of one student respondent during the interview about the adverse effects of language teaching at the primary level as "The language teaching at primary level was not efficient to make us improve the language skills. The poor English ability becomes a serious problem and challenge when we joined secondary schools where the medium of instruction for all subjects except Amharic becomes English."

Thus, the argument of both teachers and students has got the support of local researchers such as Tekeste Negash (1990: 20), and Amare (1998: 296). These researchers stated that in Ethiopian secondary schools, students have faced difficulties in the teaching learning process due to the fact that the majority of students are weak in the language of instruction i.e. English. In addition, they revealed the language problem as the major impediments to students'

educational progress, because of the curriculum is taught in a language that is different from one (s) used at home.

4.2. The Availability and Utilization of Instructional Resources that could be used for History Instruction

Table VII: The condition of instructional materials

Instructional materials	Teacher Respondents						Total	
	Adequate		Inadequate		Non-existent			
	No	%	No	%	No	%	No	%
Students' textbook	5	14.71	29	85.29	-	-	34	100
Teacher's guide	6	17.65	28	82.35	-	-	34	100
Syllabus	5	14.71	29	85.29	-	-	34	100
Wall maps	7	20.59	27	79.41	-	-	34	100
Charts	-	-	9	26.47	25	73.53	34	100
Film strips	-	-	-	-	34	100	34	100
Graphs	-	-	8	23.53	26	79.47	34	100
Photographs	-	-	5	14.71	29	85.29	34	100
Globes	-	-	7	20.59	27	79.41	34	100
News papers	-	-	-	-	34	100	34	100

Instructional resources may enrich the learning environment for student, inside or out side the classroom by arousing their curiosities, enhancing their perceptions, satisfying their quests for information, and providing them with a wide variety of experiences that deepen their understanding and widen their views or horizons (Lockheed, 1991: 46). In view of this, the availability and/or the adequacy of teaching-learning materials is another basic area of investigation in this study. With out the necessary instructional materials, teachers would become handicapped to effectively carry out their tasks.

According to the data in Table 7, 85.29%, 82.35%, 85.29% and 79.41% of the teacher respondents reported the inadequacy of students' textbooks, teacher's guide, syllabus and wall maps respectively. Reference to the Table shows that,

of the total respondents 73.53%, 100%, 76.47%, 85.29%, 79.41% and 100% of the teachers indicated a complete absence of charts, filmstrips, graphs, photographs, globes and newspapers at their school respectively.

As can be seen from the Table, students textbook, syllabus, teacher's guide and wall maps are inadequate in the surveyed schools. The condition becomes more sever when one assesses the availability of charts, filmstrips, graphs, photographs, globes and newspapers in the schools. These instructional aids were found to be non-existent in all schools to be employed while teaching history.

In general, the absence of enough copies of textbooks, syllabus, teacher's guide and maps, and the non-existent of charts, filmstrips, graphs, globes and news papers are crucial problems in all the six secondary schools in which this study was carried out. However, as it is displayed in Table 7, although textbooks, teacher's guide and syllabus are inadequate, these are in a better position as compared to other instructional aids. This could be to some extent reveal the fact that these materials are the basic tools of instruction, and hence are made available, in all schools by the concerned authorities.

Similarly, the quality and relevance of instructional materials and effective and efficient utilization of them determine their positive association with the teaching learning process (Bedi, 1997). With regard to this, a great deal of discussion time was devoted with selected students of all the surveyed schools to get their views on the utilization of instructional materials by their history teachers.

One of the items raised for discussion to the students addressed about the ability of history teachers in applying different instructional materials while teaching. The response of almost all interviewees revealed that in most cases their teachers do not use different instructional materials when they are

teaching. In addition, during the classroom observation, the investigator could see few teachers using different instructional materials like maps and graphs to facilitate the instruction of history.

Instructional resources for history embrace the total human and physical environment. It will be available in many places and in different forms like materials, tools and equipment in school, people, places, and things in a community (David Trask, 1998: 3). On the bases of these, it can be concluded that the problem is not only shortage of materials but also most of the teachers were not initiated to manipulate things from their physical and human environment to enrich instruction. Therefore, it is quite to generalize that poor conditions of instructional materials and teachers' lack of know how and initiative could totally halt the teaching-learning process.

Besides the adequacy and utilization of instructional materials, the availability of historical reference books in the surveyed school libraries is another concern of this study. School libraries are important sources in providing reference books that can enhance the teaching-learning process of a subject matter.

In order to consider the availability of these materials, questions to teacher respondents, interview with selected students of grade 9 and 10 and direct observation have been conducted in the surveyed schools. All the respondents agree that the availability of historical reference materials in their school libraries are very few and poor in quality. They expressed that there are no appropriate reference books, which can help the students to refer to the new curriculum under practice. The historical books that are present in the libraries are out dated and are of little importance, except few.

As the researcher personally observed, the libraries of most of the surveyed schools have few historical reference books. It is found, of course, that some history teachers from Wachemo and Yekatit secondary schools (schools which

are found in Hossana town) have been borrowing books from the public library. But, one thing we should know is that only a limited number of historical reference books that could be used for history instruction are available in the public library of Hossana town.

However, the other four schools (schools which were located at weredas) do not have such privileges. From respondents' response, it can be argued that one should not be surprised if the history teacher relies on the textbook. In the face of material scarcity, heavy reliance on the class textbook seems to be unavoidable.

Besides the availability and utilization of instructional materials, field trip as one of the community resources, to supplement the teaching and learning process of history is one area of investigation of this study. It is an educational activity that is conducted outside the normal classroom. According to Brown (1966: 36), it is a means which local or community makes resources outside the school and classroom available by means of first-hand experience. He strengthened these ideas by expressing that the wise history teacher encourages out-of-school interests in his pupils by organizing visits to sites of historical interests and to museums.

On the basis of the foregoing discussions, a question posed to both teacher and student respondents about visit to sites of historical interests to make the teaching learning of history more practical. The response of almost all interviewees revealed that they did not get the chance to visit historical sites. According to their response, lack of finance is a common problem, which inhibits them not to visit sites of historical interests. Even, some students during the discussion time have reservations on the issues.

It is true that most parents cannot afford to pay the cost of transportation and other provisions to let their children have field trips outside their immediate

localities because of many reasons. In addition, unanimously teachers reported that they know that visiting historical places is important for students, but they had never thought of the idea at all since they are always running to cover portions. However, they admit it is a weakness.

Visit to different historical sites rather than classroom learning is what students experienced as one method of making history eye-catching activity. In line with this, Aggarwal (1983: 79) noted the importance of visit as follows:

It is rightly believed that observation under the careful guidance of history teacher proves effective in the process of learning facts; skills and behavior learnt are retained for a longer period. Observation or direct experience or visit to actual places, say a monument, a fort, a field, a river, a temple, an institution, etc. provide an ample opportunities to students for seeing, hearing, examining, gathering data and asking questions.

Generally, both teachers and students confirm that field trip is one way through which history can be concrete and attractive. It is one of the oldest and most effective history teaching techniques; however, it is least known and used in our country because of many challenges.

The survey also attempted to investigate the method and techniques history teachers (the issue further discussed in the next section of this part) more frequently use in instruction. Almost all the respondents reported that they rely on the lecture method to present history lesson. They reported the suggested techniques of history teaching such as inquiry technique, group discussion, debate, written reports, drama etc. Seem not as such useful to present a great deal of information in a large number of students with in a short period of time. The teacher respondents insist that the contents of history are very vast and there is no time to engage students in projects and other activities.

Therefore, the size of the class and lack of time to cover the contents of history were mentioned as an obstacle that prevents them from employing the new teaching methods. Some relevant points were also raised during the interview with students in this regard. According to their views, teachers talking and giving of notes throughout the year always dominate history classes.

The above results of this study fail to confirm with the view of Steeves, K.A. (2004: 5) regarding the necessity of active learning strategies in history teaching by saying:

... Teaching history involves more than mere accumulation of historical knowledge. The aim of history is not to transfer historical knowledge from a textbook to students on the grounds that historical knowledge or information does not have value in him or her. ... Rather, students can take an active role in engaging with historical studies by constructing their own historical knowledge through historical inquires.

Consequently, the result of both the questionnaire and interviewees' responses demonstrates that active learning methods are not used and the lecture method seems to be used in the history classroom. As a result, students' understanding and learning of the subject will be seriously affected.

To sum up this section, as one of the parties in the teaching-learning process, students were asked to express the most serious problems hindering their learning of history. In whatever activity is performed, there are factors that affect its process and practice. In their responses, students highly stressed on the over crowdedness of classrooms and the inadequacy of periods allotted. But, in one way or the other, these factors have been raised by both teachers and students and discussed in the previous discussions.

Lastly, it is worthy to note that the influential factors that inhibit effective history teaching learning process are totally unavoidable in a poor country like

Ethiopia. But, identifying these factors may help to act up on them step-by-step for better results.

It is with this in mind that we proceed to the next section of the study to provide descriptive data about the classroom practices.

Section Two

4.3. Teachers' Classroom Instructional Performance

The purpose of this section of the study is to describe the current classroom practices in history teaching. So, the data collected through classroom observations are presented in order to evaluate the methods and techniques of teaching that history teachers employ during instruction. The results are given with the help of Tables and followed by analysis and interpretation.

4.3.1. Bio-Data of the Observed Teachers

It is clear that bio-data reveal the past and present status of individuals or groups so that a researcher can have a clear picture of population of the study. See Table VIII and its corresponding discussion regarding bio-data of the observed history teachers in this study.

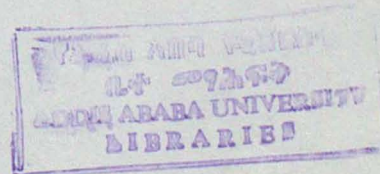


Table VIII: Bio-data of Observed Teachers

Sex	F	%	Years of teaching experience	F	%	Qualification	F	%	Responsibilities	F	%
Male	23	100	1-10 Years	15	65.21	Certificate	-	-	Teaching only	14	60.87
Female	-	-	11-20 years	6	26.09	Diploma	20	86.96	Dept-heads	3	13.04
			21 and above years	2	8.70	B.A./B. Ed.	3	13.04	Club coordinator	6	26.09
Total	23	100		23	100		23	100		23	100

F: Frequencies

Table VIII depicts the distribution of observed teachers on the basis of different profiles. As shown in the Table about 65.21 percent of the teachers are found to have teaching experience of one to ten years. Teachers, whose service years are 11 and above are about 34.79%, in addition, all observed teachers are males.

About twenty (86.96 percent) of teachers have Diploma while only three teachers (13.04 percent) are B.A. or B.Ed. degree holders in history. It was also revealed that a few teachers are with certain responsibilities (Department head and club coordinators) besides their teaching tasks.

The above-mentioned factors like years of teaching experience, qualification and additional responsibilities of teachers have an impact on the effectiveness of the actual teaching and learning. The effect of these factors had already been discussed in section one of this chapter. However, the intent of this section is to explore teachers' classroom instructional performance while teaching history.

4.3.2. Lesson Presentation Skills

The heart of the instructional function of the teacher in teaching any subject area is a well articulated presentation includes structuring of the lesson, the tone and pitch of voice, closing the instruction and the organization of lesson presentation. In view of this, the teachers' skill of lesson presentation was evaluated in terms of the six variables under the category of lesson presentation skills (see appendix B). The result is presented in Table IX.

Table IX: The summary of classroom observation results on lesson presentation skills

Item Code No.	Rating Scales										Mean X
	Excellent (5)		Good (4)		Average (3)		Below average (2)		Poor (1)		
	No	%	No	%	No	%	No	%	No	%	
1.1	3	13.04	-	-	20	86.96	-	-	-	-	3.26
1.2	6	26.08	15	65.22	2	8.70	-	-	-	-	4.17
1.3	1	4.35	1	4.35	21	91.30	-	-	-	-	3.13
1.4	4	17.39	1	4.35	17	73.91	1	4.35	-	-	3.34
1.5	-	-	1	4.35	2	8.70	15	65.21	5	21.74	1.96
1.6	-	-	3	13.04	-	-	18	78.26	2	8.70	2.17
Grand Mean = 3.01											

Note: Codes-See Appendix B

As shown in Table IX, teachers' presentation of the lesson with variety in tone and pitch of voice for emphasis and interest (item 1.2) were rated to be good that represents 65.22 percent. The evidence in the same table further shows that the proper structuring of the lesson (item 1.3), the ability to relate the days and previous class course content (item 1.1) and the organization of presentation (item 1.4) of the teachers were judged as average which constitute 91.30%, 89.96%, and 73.91% respectively.

On the other hand, 78.26% and 65.21% of the observed teachers were found to be below average in their performance of informing students of upcoming topics (item 1.6) and closing the instruction by giving brief summary (Item 1.5) consecutively.

In general, the data presented in Table IX seems to indicate that average teachers' performance was noticed in the majority of the lesson presentation skills that is in:

- Developing proper structure of the lesson,
- Organization of presentation
- The relation of the day's and previous class course content and,
- Presenting with variety in tone and pitch of voice.

Nevertheless, low performances of teachers were observed in some areas, specifically in:

- Informing students of up coming topics (item 1.6) and,
- Closing the instruction by giving a brief summary (item 1.5). These are among the essential skills that teachers should be adequately equipped to provide effective instruction. By way of conclusion, with the exception of these two items (items 1.5 and 1.6); there was a tendency of better performances in terms of the majority of the variables identified in this category. This indicates that considerable percentage of the teachers appears to have executed satisfactorily the variables contained in the category.

4.3.3. Teachers' Content Knowledge

The content knowledge of history teachers have been evaluated in terms of six unit variables contained in the category, that is, the teacher's ability to give clear and detailed explanation, relevant examples and analogies used, integration of information, language clarity, identification of diverse sources, perspectives, authorities and the teacher's mastery of subject matter.

Table X: Summary of classroom observation results on teachers' content knowledge

Item Code No.	Rating Scales										Mean X
	Excellent (5)		Good (4)		Average (3)		Below average (2)		Poor (1)		
	No	%	No	%	No	%	No	%	No	%	
2.1	-	-	2	8.70	12	52.17	9	39.13	-	-	2.70
2.2.	1	4.35	-	-	2	8.70	14	60.86	6	26.09	1.96
2.3	-	-	-	-	4	17.39	9	39.13	10	43.48	1.74
2.4	2	8.70	1	4.35	5	21.74	11	47.82	4	17.39	2.39
2.5	-	-	-	-	3	13.04	7	30.44	13	56.52	1.57
2.6	-	-	2	8.70	5	21.74	10	43.48	6	26.08	2.13
Grand Mean= 2.08											



As can be seen in Table X, 8.70%, 60.86% and 26.09% of the observed teachers were ranked as average, below average and poor consecutively in using relevant examples and analogies, to establish connections with students' previous experience and learning (item 2.2). Similarly, a relatively large number of the observed teachers 39.13% and 43.48% were judged as below average and poor respectively regarding the teacher's ability in integrating information from other areas with in and outside of her/his subject (item 2.3) and the rest 17.39% of the observed teachers were found to be average in this regard.

Regarding language clarity and teacher's effort in explaining unfamiliarly historical terms and concepts clearly (item 2.4), the results in Table X shows that 21.74%, 47.82% and 17.39% of the observed teachers were judged as average, below average, and poor respectively. However, few teachers (8.70% and 4.35%) were rated as Excellent and Good respectively concerning the issues of language and clarification of historical concepts and unfamiliar terms.

In the same manner, with the exception of 3 (13.04%) teachers (item 2.5), the data in the Table shows that (86.96%) of the teachers were not in a position in identifying diverse sources, perspectives and authorities in the field.

Besides, as shown in Table X, about 43.48% and 26.08% of the observed teachers were rated as below average and poor respectively regarding teacher's mastery of the subject matter (item 2.6). However, some teachers (21.74% and 8.70%) were rated as average and good respectively in the above issue. As to teacher's ability to give clear and detailed explanation (item 2.1), 52.17% of the teachers were rated as average and 39.13% of them were ranked as below average in giving clear and detailed explanation while teaching.

As can be seen in Table X, for most of the items, the mean rating scores of teachers are less than three. The only satisfactory point observed in this category was the teacher's ability to give clear and detailed explanation (item

2.1). With the exception of this, low performances were identified for the rest of the items. In general, as the Table portrays, it seems possible to say that almost all the variables identified under the category of teachers' content knowledge were not fully performed.

4.3.4. General Teaching Characteristics

One of the major qualities this study focuses on is related to the general teaching characteristics of the teachers. The results are presented in Table XI.

Table XI: Summary of classroom observation results on general teaching characteristics

Item Code No.	Rating Scales										Mean \bar{X}
	Excellent (5)		Good (4)		Average (3)		Below average (2)		Poor (1)		
	No	%	No	%	No	%	No	%	No	%	
3.1	4	17.39	19	82.61	-	-	-	-	-	-	4.17
3.2	-	-	1	4.35	2	8.70	7	30.34	13	56.52	1.61
3.3	-	-	3	13.04	-	-	11	47.83	9	39.13	1.87
3.4	1	4.35	1	4.35	6	26.09	15	65.21	-	-	2.48
3.5	-	-	-	-	4	17.39	13	56.52	6	26.09	1.91
3.6	-	-	-	-	1	4.35	16	69.56	6	26.09	1.78
3.7	-	-	-	-	1	4.35	16	69.56	6	26.09	1.78
Grand Mean= 2.23											

As it could be seen from Table XI, 17.39% of the teachers were rated as excellent and a large number of the observed teachers (82.61%) were ranked as Good regarding the participation of students in history lesson through expository (Lecture) activities (item 3.1). On the other hand, a total of 86.95%, 86.96% and 82.61% of the observed history teachers were rated to be below average and poor in employing non-lecture learning activities (item 3.2), active involvement of the majority of students (item 3.3) and the various instructional techniques/methods history teachers uses while teaching (item 3.5) respectively.

Similarly, the data in Table XI shows that 69.56% (below average) and 26.09% (poor) of the observed teachers were not in a position to use audio-Visual aids (item 3.6) and the same percentage of teachers were not using appropriate and relevant teaching aids to the topic they teach (item 3.7). In the same manner, the ability of the teachers to draw non-participating students in to activities/discussions (item 3.4) were rated 65.21% as below average performance and the rest 26.09% of the observed teachers were found to be average in this regard.

As can be seen in Table XI, for most of the items, the mean rating scores of teachers are less than three. The only highest point observed in this category was the participation of students in history lesson through expository (Lecturing) activities (item 3.1). With the exception of this, low performances were identified for the rest of the items. That is, in most of the classrooms, the observed teachers were not using varied instructional techniques (item 3.5) and the ability of the teacher to draw non-participating students into activities/discussions (item 3.4) was not as extensive as expected. Non-lecture learning activities (item 3.2) were also neglected by majority of the observed teachers.

In general, as Table XI portrays, it seems possible to say that almost all the variables identified under the category of general teaching characteristics of the history teachers were not fully performed. Thus, the classrooms observed results seem to lead one to assume that teachers rely on pure lecture. As the researcher personally observed during classroom observation, much of the lesson time is spent in transmitting information to students and there is also very little attempt to vary students activities.

In addition, the history classrooms are characterized by some amount of question and answer sessions, particularly, at the beginning and at the end of the lesson. This implies that the observed history teachers seem to demonstrate a less frequent use of important methods and techniques such as group discussion on written reports, problem solving etc.

The results of this observation demonstrate that lecture method pre-dominates the history classroom. These indicate that the results of observation confirm with the responses came from questionnaires and interviews. In such a strategy, the student's main responsibility appears to be absorbing and remembering the facts and events presented and it does not encourage pupils to take more responsibility for their own learning (Aggrawal 1983). Thus, the classroom interaction was, by and large, teacher dominated.

4.3.5. Questioning Skills

Different scholars (Perrot, E., 1982; Chism, N. 1999) in the area of classroom research have underlined that questioning plays a fundamental role in the interactive phase of teaching. It is central to learning. It may help students to give more complete and thorough full responses and to increase the amount and quality of student participation in the teaching-learning process (Perrot, E. 1982: 56). In view of this, a total of six criterion variables contained in this category were used to evaluate the quality of the teachers' skill with respect to questioning (see appendix B) and this is presented in the following Table.

Table XII: Summary of the classroom observation results on questioning skills

Item Code No.	Rating Scales										Mean \bar{X}
	Excellent (5)		Good (4)		Average (3)		Below average (2)		Poor (1)		
	No	%	No	%	No	%	No	%	No	%	
4.1	1	4.35	2	8.70	4	17.39	16	69.56	-	-	2.39
4.2	2	8.70	1	4.35	2	8.70	14	60.86	4	17.39	2.26
4.3	2	8.70	3	13.04	2	8.70	16	69.56	-	-	2.61
4.4	-	-	-	-	-	-	5	21.74	18	78.26	1.22
4.5	-	-	-	-	4	17.39	19	82.61	-	-	2.17
4.6	7	30.43	12	52.18	4	17.39	-	-	-	-	4.13
Grand Mean= 2.46											

It is depicted in Table XII that about half of (52.18%) the teachers observed were rated as Good and 30.43% of them were judged as Excellent in providing adequate time for students to give responses (item 4.6). On the other hand, it is clear that a fairly high proportion of the observed teachers i.e., 69.56%, 60.86% and 69.56% were found to be below average in encouraging students in dialogue (item 4.1), in asking thought-full and open-ended questions (item 4.2) and in avoiding closed questions and narrow factual questions (item 4.3) respectively.

Similarly, the largest proportion of teachers (82.61%) was found to be below average in their questioning strategies that require problem solving, analysis and reason (item 4.5). In the same manner, 78.26% of the observed teachers were rated as poor regarding cognitive terminologies that teacher's uses such as classify, analyze, predict and create when asking questions (item 4.4).

Based on the results of the observation, it would be possible to assume that in most of the variables, teachers' performance was low. This is evidenced that for most of the skills, the mean rating scores of teachers is less than three and also the Grand mean that reflects the general pattern of teachers' utilization of appropriate questioning technique is less than three.

Particularly, during the observation, teachers' level of performance in initiating students instructional involvement by asking questions of different cognitive level and in asking inquiry questions related to the content being taught was found to be negligible. For instance, words like how, why, explain, justify etc. were not used to begin the question to trigger an inquiry discussion. Instead, the observed history teachers appeared to use questions for feedback purpose i.e. questions that were answered by the use of single word responses.

Besides, such questions as "is it not", "right", "clear" and others were frequently posed by the teacher. During this time, the investigator observed that students

in mass repeatedly answered by saying "yes/No". This means that each student's ability of comparing, contrasting, analyzing, synthesizing, reasoning, evaluating etc. based on evidences were not as such given due consideration. As a result, it seems that classroom interaction that may be created due to teachers' question was less and the involvement of students as partner of the instructional process appeared to be minimal.

In view of the foreign discussions, Perrot, E. (1982: 56) stated that many research findings on questioning strategies indicate that most teachers largely have been asking questions regarding specific information students' possessed rather than questions to promote learning. According to Perrot, the main idea is that questions should not be bookish because the answer will be at a memory level. To generalize, questions played a vital role in students learning.

4.3.6. An Overall Summary of Teachers' Classroom Performance

An overall summary of teachers' classroom performance is presented in the following Table to give a clear picture of the performance of the observed history teachers on the four major instructional categories.

Table XIII: Classroom performance of history teachers in the four categories of instructional skills

Categories of Instructional Skills	Rating Scales					Grand mean scores \bar{x}
	Excellent (5)	Good (4)	Average (3)	Below average (2)	Poor (1)	
	%	%	%	%	%	
1. Lesson presentation skills	10.14	15.22	44.93	24.64	5.07	3.01
2. Teachers' content knowledge	2.18	3.62	22.46	43.48	28.26	2.08
3. General teaching Characteristics	3.10	14.91	8.70	48.45	24.84	2.23
4. Questioning skills	8.70	13.05	11.59	50.72	15.94	2.46
						Mean of the grand mean= 2.45

Note: Average percentage is used here.

An examination of the data in Table XIII clearly shows that large proportions of teachers (50.72%) were rated to be below average in terms of the variables labeled in the category of questioning skills and 15.94% of them as poor. Seen against all the variables in view of the skills required for effective questioning of technique, it is only about 13.05% and 8.70% of the observed history teachers who were found to be good and excellent respectively, while the other 11.59% as average.

Similarly, 48.45% and 24.84% of the observed teachers were judged to be below average and poor consecutively in the skills of General teaching characteristics. On the other hand, 8.70%, 14.91% and 3.10% of the observed teachers were rated as average, good and excellent respectively in the skills of general teaching characteristics.

In the same manner, about 43.48% of the observed history teachers were judged as below average and more than one-fourth, that is 28.26% and 22.46% of the observed teachers were rated as poor and average respectively on the variables labeled in the categories of Teachers' content knowledge. It is only 3.26% and 2.18% of the observed teachers who were rated to be good and excellent consecutively on the above issue. A look at the results reported in Table XIII also shows that 44.93% were judged as average and 24.64% of them were found to be below average related to the lesson presentation skills.

On the other hand, 15.22% and 10.14% of the observed teachers were found to be good and excellent respectively in the skills of lesson presentation. It is only 5.07% of the observed history teachers who were found to be poor in the lesson presentation skills.

The general results of this study have indicated that the overall level of teachers' classroom performance tends to be below expectation. Although the performance Grand mean scores of observed teachers in classroom instruction

is more than two in all of the four categories, lesson presentation skills (3.01), Teachers' content knowledge (2.08), General teacher characteristics (2.23), and questioning skills (2.46), there are certain instructional categories which have been less implemented than the other.

On the basis of what the data reflected in Table XIII, it may be argued that there is a general decreasing tendency of teachers' classroom performance from lesson presentation skills to questioning skills and then to general teaching characteristics and to teachers' content knowledge.

The mean scores in Table XIII indicate that from all the instructional categories presented in this study, teachers' content knowledge variables appear to have been least effected by the majority of the observed teachers. This was followed by general teaching characteristics and questioning skills- where this is an aspect that teachers are less effective. On the other hand, teachers have shown better performance (average performance) in employing most of the variables of lesson presentation skills.

In view of the generalization that can be drawn from the findings of the present study, it can be said that teachers' instructional qualities with respect to content knowledge, general teaching characteristics and questioning skills were found to be below expectation (three) and this implies that the observed history teachers seemed to have not acted adequately in promoting students' successful learning. In almost all the observed classrooms, oral presentation (lecture) was the predominant teaching procedure employed by history teachers and activities like group discussion, asking questions of various level of difficulty to trigger inquiry discussion which have a great role in helping students to apply the concept learned were not observed.

As a result, students in almost all the lessons observed were passive and were not fully engaged in the instructional program. This therefore, could be viewed as the teachers' serious instructional problems, which could have a negative impact upon

the success of students' learning. The findings of this study, therefore, confirm with that of Aggrawal (1996) who stressed that in the lecture method, there is little room accorded to students' active involvement.

In sum, based on the findings, it appears reasonable to assume that the current state of history teachers classroom performance seemed to be low regarding content knowledge, general teaching characteristics and questioning skills. There are several possible explanations for this pattern noted in this study. First, the observed history teachers may lack familiarity with alternative instructional techniques and the way to execute them during their training.

Second, the observed history teachers may believe that the role of the teacher is only to present information for students. Therefore, if the teacher believes that he/she is the only authority of knowledge, he/she may have difficulty in using an inquiry approach that depends heavily on students construct their own historical knowledge (Steeves, K.A., 2004:5).

Third, as one can observe the bio-data of the observed history teachers, (see Table VIII), majority of history teachers (86.96%) were not qualified for the level they teach. As already discussed in the preceding discussions, the qualification required for secondary education level in Ethiopia is at least first degree (MOE: 2001: 10-11). This indicates that most of the observed history teachers may not have the necessary academic and professional inputs required for the effective teaching of history.

Fourth, in addition to the aforementioned reasons, large class size, the inadequacy of time and inavailability of materials to the teachers, which was already discussed in section one of this chapter may also contribute a lot to the low level of history teacher's classroom performance in employing different method and techniques during instruction.

It is with this that we finally proceed to the concluding part of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the general study and then concludes on the basis of these findings. Finally, feasible recommendations are provided.

5.1. Summary

Different researchers from abroad and local (Voss, 1998; Donayre, 2001; David, 2001; Tekeste, 1990; Abebe, 1992) identified several areas of concern for history educators regarding inadequate and unsatisfactory educational provisions that tend to inhibit instruction and learning history in secondary schools. In view of the issues discussed so far, such kind of study with regard to the problems of history teaching and learning in our secondary schools is highly needed.

Hence, the purpose of this study was to investigate the current status of history teaching learning process in secondary schools of Hadiya Zone-SNNPRS and examining the effects of some of the teacher and school related variables and desired classroom teaching competencies is the main concern of this study. In order to achieve these purposes, the following major research questions were raised and their answers sought in the course of investigation.

1. Do teacher related variables, specifically the level of qualification; teaching experience and teaching load significantly influence history teaching learning process?
2. To what extent the instructional resources are available in the school and utilized by teachers that could be used for history instruction?
3. How adequate is the English language ability of students in understanding and following up the subject matter of history?
4. To what extent are history teachers able to cover portions in the given academic year?

5. What is the current level of teachers' classroom performance in employing appropriate teaching methods and techniques while teaching history?
6. Are classes of history instruction teacher-centered or student-centered?

The study was carried out in all the six secondary schools of Hadiya Zone. To this effect, the descriptive survey approach was employed as a method of study. In order to seek answers to the above research questions, questionnaires, classroom observations, interviews and documents were used to obtain data pertinent to the investigation.

The questionnaires were distributed to the whole thirty-four history teachers using available sampling techniques. In addition, classroom observations were conducted. Besides, interviews were conducted with selected thirty-six students of grade nine and ten using purposive sampling techniques. The data obtained through the above instruments, were analyzed using percentages, mean score and descriptive statements.

On the basis of the analysis made on the data secured through the above procedures, the major findings of the study are summarized as follows:

I. Teacher related variables.

1. The majority of history teachers (76.47 percent) have qualification at a Diploma level where as a few teachers (23.53 percent) have qualification at B.A/B.Ed. Degree level.
2. 67.65 percent of history teachers teach two separate courses of different grades (grade 9 and 10) and on average teachers teach 26 hours per week. In addition, they have a big class size (average 105 students in one classroom, see appendix E).
3. The findings indicate that the majority of history teachers (67.65 percent) have taught from one to ten years.

II. The availability and utilization of instructional resources.

1. The current provisions of teacher's guide, syllabus, wall maps and students' textbook are rated inadequate by a significant number of respondents (80.88%). The other teaching-learning materials such as charts, filmstrips, graphs, photographs, Globes, and newspapers are found to be non-existent in all surveyed schools by 85.71% of history teachers (average percentage is used here).
2. There are insufficient historical reference books in the surveyed school libraries to help the students to refer the new curriculum under practice.
3. The findings indicate that in most cases teachers do not use instructional aids in the classroom during the teaching-learning process.
4. The textbook was found to be the principal sources of information for the teaching-learning process.
5. History teachers do not encourage students to visit sites of historical interests to make the teaching learning more practical.

III. Low level of English language ability of students with regard to understanding and following up of the subject matter of history.

IV. The study has also revealed that periods allotted to history in the schools surveyed are not sufficient to cover the contents prescribed for the year.

V. Classroom teaching competencies.

1. As to the level of teachers' classroom performance, 44.93% and 24.64% of history teachers were judged as "average" and "Below average" respectively in the skills of lesson presentation.
2. In the category of teachers' content knowledge, 43.48% and 28.26% of the observed teachers were judged as "Below average" and "poor" respectively.
3. In the skills of general teaching characteristics, 48.45% and 24.84% of the observed teachers were judged as "Below average" and "poor" respectively.
4. With regard to questioning skills, majority of history teachers were rated to be "Below average" (50.72%).

VI. It has been inferred from the study that the classes of history instruction were, by and large, teacher-centered.

5.2. Conclusion

On the basis of the major findings derived from the reports, analysis and interpretation of the data collected through questionnaires, observations, interviews and documents, the following conclusions are made:

1. From the data gathered, it has been found that the majority of history teachers in the surveyed schools have qualification at Diploma level. Hence, it is possible to conclude that these teachers do not have enough knowledge to teach the specified level as it was explained in the Ministry of Education & Training policy (2001: 10-11) "Those teachers who could teach from grade nine up to ten should have at least first degree."
2. From the findings, it can be concluded that the size of the history class is appropriate for a large-group instruction. As a result, it is possible to say that the size of history class has its share in discouraging history teachers from applying a variety of teaching methods.
3. The study made on the six schools indicated that sufficient provision of instructional resources was not made. In all of the surveyed schools, there are shortage of teaching materials and other instructional aids. Therefore, the shortage of the teaching-learning materials seems to reduce teachers' contribution in improving teaching and learning history.
4. Concerning the understanding and following up of the subject matter of history in English language, the findings indicate that there was a problem on the part of the learners. Thus, from this it can be concluded that students' learning of history might have been affected negatively.
5. The results of the present study indicated that there was imbalance between the contents of history textbooks and the time allocated to cover it. This condition, as any one could imagine, may have its own impact on students' learning of history and discouraging history teachers from applying a variety of teaching methods and techniques since they are always in a hurry to cover the portions.

6. From the results of the present study, it seems evident that the overall level of history teachers' classroom performance was found to be low in view of questioning skills, content knowledge, and general teaching characteristics.
7. The result of this study further indicates that the observed history teachers seem to adhere to the lecture method during instruction rather than employing the various instructional techniques such as group discussion, inquiry technique, written reports etc. Hence, it is possible to conclude that the classes of history instruction were teacher- dominated.

5.3. Recommendations

In the light of the findings of the study, it seems reasonable to suggest the following recommendations.

1. Since teachers are the most important components of education, the improvement of teachers' variables seems to be of a paramount importance.

Thus, the following measures have to be taken:

- The Regional Education Bureau should maximize in-service training opportunity for those who are already in the profession and it would be one way to reduce the prevailing shortage of qualified teachers.
- It should not be only increasing the opportunity of in-service training to teachers but also due consideration should also be given by the Ministry of Education in collaboration with universities and colleges to maintain the standard and quality of the training program. To this effect, it is important that universities have to do their best towards making teacher training more meaningful, effective, and functional. Accordingly, prospective history teachers for secondary schools need to be trained through inquiry approach to understand better the process of teaching history. To this end, instructors of universities can play an exemplary role by employing various methods and techniques of teaching, which the trainees are expected to employ in their future teaching.



- In the present world, the idea of considering students as passive receivers is a dead issue. But the investigation revealed that history classes were highly dominated by teachers. This may be, among other things, due to lack of appropriate training. Therefore, the zonal education office, in collaboration with the Regional Education Bureau and Teacher Education Colleges, has to think of arranging continuous workshops or seminars on methodological issues to make history teachers familiar with modern strategies and methods.
2. As many archeological discoveries made in Ethiopia reveal and attest, our country is an important primary source for the study of pre-literate society as well as for the study of ancient culture and ancient civilization. In other words, every environment in our country is rich enough in places of historic interests, culture and cultural artifacts that are not less than that of Axum, Lalibela or Gondar, for students to observe, see and appreciate the traditional way of life. Therefore, history teachers have a major responsibility in making history real to students if the teaching and learning of the subject is to be effective. To this end, they should arrange field trips and encourage students to develop interest to visit historical sites in their surroundings in connection with their school works.
 3. In order to overcome the problem of instructional materials, an alternative strategy should be designed to use the available resources in the locality. Teachers could creatively use local materials for teaching history. They could, for example, use poetry, old photographs, biographies, newspapers as instructional aids, mobilize students to produce maps, charts, graphs, models and the like from locally available materials such as paper, wood, etc. to illustrate the period under study or what happened in history and why.
 4. For whatever reasons justifiable or not, teachers are unable to cover portions. Therefore, either minimizing contents in textbooks or increasing the number of periods in a week have to be made.

5. In order to minimize the existing problem of large class size, the Zonal Education Main Department, in collaboration with the Regional Education Bureau, should encourage private investors to build additional secondary schools in the area. The national standard regarding the required level of education could be set in order to control and monitor the quality of education in such private schools. In addition to this, the zonal education office should give due consideration to construct other secondary schools. Donor agencies could also play a substantial role in reducing the problem of classrooms, other educational resources and facilities as they do in the primary schools.
6. Finally, the problem is not such an easy one to be adequately studied by a novice investigator. Thus, the researcher would like to recommend others to search for better and wider solutions that can significantly alleviate the existing problems.

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Appendix A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

Department of Teacher Education and Curriculum Studies
Questionnaires to be filled in by History Teachers of Secondary
Schools

Dear respondent;

The purpose of this Questionnaire is to gather data for a study leading to MA degree in Teacher Education and curriculum studies. It is administered to survey your views and to collect first hand information about the problems of history teaching and learning in secondary schools of Hadiya zone by giving due emphasis to grade nine and ten. It also looks for plausible solutions to improve instruction and learning history. Since the success of this study depends on your genuine responses, you are kindly requested to be honest towards all items provided in the questionnaire. The information you provide will be used only for research purpose.

Thank you for your cooperation!

Direction

You are not required to write your name in any part of the questionnaire. To those questions with alternatives you can encircle the letter or you can provide the answer by putting the sign (√) in front of your choice. For items that require open answers, please feel free to express and write down your responses in the blank spaces provided.

1. Name of the school _____
2. Sex Male _____ Female _____
3. Academic qualification:
 - a. Diploma _____ Major _____ Minor _____
 - b. B.A/B. Ed _____
 - c. M.A _____

Please specify if other than the above _____

4. Years of service as a history teacher
 - a. 1-5 years _____
 - b. 6-10 years _____
 - c. 11- 15 years _____
 - d. 16-20 years _____
 - e. above 21 years _____

5. Which grade/s are you teaching history now?
 - a. Grade 9 _____
 - b. Grade 10 _____
 - c. Grade 11 _____
 - d. Grade 12 _____

6. During this semester how many periods do you teach?
 - a. 15 periods or less per week _____
 - b. 16-25 periods per week _____
 - c. 26 periods or more per week _____

7. Number of sections you teach at present _____

8. What is the average class size in your school?
 - a. Below 50 students _____
 - b. 50-65 students' _____
 - c. 66-85 students _____
 - d. above 86 students _____

9. If your answer to question No 8 is 'd', what do you think is the effect of over crowded classrooms on history teaching learning process?

10. What are your sources of information that you use in order to enrich history instruction? Please encircle the letters if you use more than one.

- a) Only history text book
- b) History books, teacher's guide and related reference materials
- c) Using historical novels
- d) Using artifacts
- e) Presenting primary sources

11. If there are other sources that you use, please specify:

12. How Many periods allotted to history per week in your school at present?

- a. For grade 9 _____ b. For grade 10 _____

13. Can the contents of grade 9 and 10 history be properly covered (Finished) with in the allotted timetable?

- a. Yes b. No

14. If you don't cover the whole chapters, what have you done to the remaining uncovered chapters?

15. How do you evaluate the English language ability of your students with regard to understanding and following up the subject matter of history?

- a. High b. medium c. low

16. If your answer to question No. 2.15 is 'c', to what extent the students' inability in the language of instruction can affect history teaching learning Process?

- a. Highly b. moderately c. minimally

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

18. What can be done to improve the students' ability in the language of instruction?

19 Indicate the adequacy of instructional materials in your school that are necessary for teaching and learning of history in secondary schools by making a "✓" Mark on the corresponding space provided.

No	Instructional materials	Adequate	Inadequate	Non existent
1	Students' text book			
2	Teacher's guide			
3	Syllabus			
4	Wall Maps			
5	Charts			
6	Film strips			
7	Graphs			
8	Photographs			
9	Globs			
10	Newspapers			

20 Are there additional historical reference books in your school library that could be used for history instruction?

a. Yes

b. No

21. If there are no historical reference books in your school Library, indicate your sources of supply:

22. Have you ever taken out your students for a field trip to visit sites of historical interests to make the teaching-learning more interesting?

a. Yes

b. No

If not why? _____

23. What type of teaching methods do you use more frequently while teaching history? Why do you use such a method?

24. If you don't use active learning methods (inquiry, problem solving, etc.) to teaching history, what do you think are the barriers that keep you from employing such new teaching method?

25. What measures do you suggest to improve history teaching learning process in secondary schools of Hadiya zone?

1. _____
2. _____
3. _____
4. _____

Appendix B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

Department Of Teacher Education and Curriculum Studies
Observation Rating Scale for the Investigation of History
Teaching Learning Process

1. **Introduction:** - This observation checklist is designed to record data pertinent to investigate the current classroom practice in history teaching and learning in secondary schools of Hadiya Zone. The checklist consists of four major parts that all together embrace a total of 25 categories. The information to be gathered through the observation rating-scale is to be used for the purpose of providing accurate picture of history teaching learning process in secondary schools in the area under study. Hence, as an observer, you are expected to record exact information based on the direction given below.

Thank you in advance for your cooperation!

2. Direction

- a. Complete the information at the top of the checklist before beginning the observation.
- b. The categories to be recorded are clearly stated in the checklist. Read each statement carefully and rate the following actions and behaviors you observe by circling out of the number given according to the following scales. Evaluation scale:

1 = Poor	4 = Good
2 = below average	5 = excellent
3 = Average	

- c. If a teacher to be observed teaches in more than one grade (say grade 9 and 10), choose either of the grades for observation and record your observation of that grade.
- d. Don't write the name of the observed teacher.

3. Bio data of the observers:

- a. Sex _____
- b. Years of experience in teaching _____
- c. Qualification (mark an "X" on the space provided)
M.A/M.Sc _____ B.A/B.ED _____
Diploma _____
Please specify if other than the above _____

4. Bio data of the Teacher to be observed

- a. Sex _____
- b. Years of experience in history teaching _____
- c. Qualification (mark an "X" on the space provided)
M.A/M.Sc _____ B.A/B.ED _____
Diploma _____
Please specify if other than the above _____
- e. Major _____ Minor _____

5. Other responsibilities the teacher shoulders in the school

6. General information

- a. Name of the school _____
- b. Grade and Section observed _____
- c. Date of Observation _____
- d. Period _____
- e. Time: observation began at _____ to _____
- f. Unit _____
- g. Lesson Topic _____
- h. Round of observation _____

Code No	Various Categories of Classroom Observation		Circle one for each statement				
1	Categories – Lesson presentation skills						
	1.1	The Teachers ability to relate the day's and previous class (es) course content or provides students with an opportunity to do so	1	2	3	4	5
	1.2	The Teacher varies the tone and pitch of voice for emphasis and interest	1	2	3	4	5
	1.3	The ability of the teacher to develop the class room lesson with the proper structure (such as introduction, presentation, summary and stabilization)	1	2	3	4	5
	1.4	Presentation was well planned and organized	1	2	3	4	5
	1.5	Summarizes periodically and at the end of class (or prompts students to do so).	1	2	3	4	5
	1.6	Informs students of up coming Topics	1	2	3	4	5
2	Categories – content knowledge						
	2.1	The teacher's ability to give clear and detailed explanation (The relation between cause and effect, event or state of affair)	1	2	3	4	5
	2.2.	Relevant examples and analogies were used to establish connections with students' previous experience and learning	1	2	3	4	5
	2.3	The Teacher's ability in integrating information from other areas with in and outside of her/his subject	1	2	3	4	5
	2.4	Language clarity, explains abbreviations in full and new concepts clearly (the ability of the teacher in displaying and interpreting historical facts).	1	2	3	4	5
	2.5	Identifies diverse sources, and authorities in the field	1	2	3	4	5
	2.6	The Teacher's mastery of subject matter and perspectives was clear and thorough	1	2	3	4	5
3	Categories – General teaching characteristics						
	3.1	Students participate in history lesson through expository activities (listening question and answer, speaking)	1	2	3	4	5
	3.2	The Teacher's implementation of non-lecture techniques (i.e. student- led activities, small group discussion)	1	2	3	4	5
	3.3	The instructional technique used by history teacher required a majority of students to be actively involved.	1	2	3	4	5

3.4	The ability of the teacher to draw non-participating students into activities/ discussions	1	2	3	4	5
3.5	The extent to which history teacher uses various instructional techniques / methods while teaching	1	2	3	4	5
3.6	Diagrams, charts and maps are labeled clearly	1	2	3	4	5
3.7	Appropriate and effective use was made of audio-visuals or other instructional technology to support the topic teacher's teach	1	2	3	4	5
4	Categories - questioning skills					
4.1	Encourages students to engage in dialogue, both with the teacher and with one another	1	2	3	4	5
4.2	Encourages student inquiry by asking thoughtful, open - ended questions and encouraging students to ask questions of each other	1	2	3	4	5
4.3	Avoids closed questions and narrow factual questions (e.g. emphasized higher- order questions).	1	2	3	4	5
4.4	Teacher's uses cognitive terminologies such as classify, analyze, predict, and create when asking questions.	1	2	3	4	5
4.5	Teacher's questioning strategies require problem solving, analysis and reason.	1	2	3	4	5
4.6	Allows wait time after posing questions	1	2	3	4	5

Appendix C

Addis Ababa University

School of Graduate studies

College of Education

Department of Teacher Education and Curriculum Studies

An interview Guide for Selected Students of grade 9 and 10 of Hadiya Zone Secondary Schools

Sex _____ Age _____ Grade _____

Name of the School _____

Time: Interview started at _____ finished at _____

Date: _____

Below are questions that focus on the teaching and learning of history in secondary schools. Therefore, please give your explanation in relation to the teaching and learning of history in your school.

Thank you for you cooperation!

1. How suitable is your classroom organization for the teaching learning process of history?
2. Do you think that the portions of grade 9(10) history can be properly covered with in a given academic year? If not why?
3. How do you see your and your classmates' English language ability with regard to understanding and internalizing subject matter of history?
4. How do you see the ability of your history teacher in applying different instructional materials while teaching?
5. How is the availability of reference books that could be used for history instruction in your school?
6. Have you got any chance to visit sites of historical interests? If not why?
7. Explain how your teacher teaches you history.
8. What do you think are the most serious problems hindering the learning of history? How do they affect your learning of history?

Appendix D

Student participants

The following Table shows the characteristics of student participants based on academic achievements and grade levels in each school in the research activity

Academic achievement	Grade level of students	School Name					
		Wachemo	Yekatit	Shone	Gimbichu	Morsito	Shashogo
High	Nine	X	X	X	X	X	X
Average	Nine	X	X	X	X	X	X
Low	Nine	X	X	X	X	X	X
High	Ten	X	X	X	X	X	X
Average	Ten	X	X	X	X	X	X
Low	Ten	X	X	X	X	X	X

X- Refers to one number of each student participant in each academic achievement level, from each grade level and each school which makes a total of 36 students for the interview.

N.B: The name 'high', 'average' and 'low' achievers is given by the researcher based on the first semester history result to show the students achievement levels.

High achievers: - students who are categorized as 'best' whose result is above 80.

Average achievers: - students whose results are in between 66 and 75.

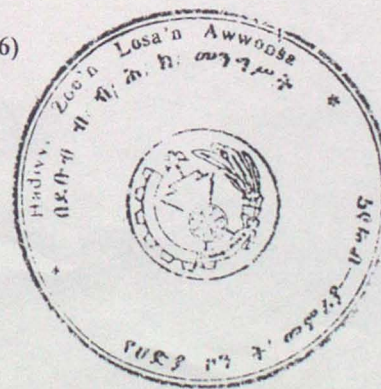
Low achievers: - students whose results are below 50 and failed in history subject.

Academic achievements of the first semester results were obtained from the respective school records. The researcher contacted among these students through their history teachers.

THE TOTAL NUMBER OF SECONDARY SCHOOLS, HISTORY TEACHERS AND STUDENTS OF GRADE
9 AND 10 IN HADIYA ZONE (SNNPRs)

NO	NAME OF THE SCHOOL	WEREDA	NUMBER OF HISTORY TEACHERS			NUMBER OF STUDENTS						NUMBER OF SECTIONS		PUPIL- SECTION RATIO	
			DEGREE	DIPLOMA	TOTAL	GRADE 9			GRADE 10			GRADE 9	GRADE 10	GRADE 9	GRADE 10
						MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL				
1	Wachemo secondary & preparatory school	Hossana city Administrative	3	6	9	1023	849	1872	998	677	1675	15	17	1:125	1:99
2	Yekatit 25/67 secondary school	Hossana city Administrative	2	6	8	2453	1714	4167	1739	1453	3192	43	35	1:97	1:91
3	Shone secondary and preparatory school	Badawacho	1	4	5	1867	713	2580	1385	391	1776	22	17	1:117	1:104
4	Gimbichu secondary school	soro	1	4	5	742	486	1228	1280	448	1728	12	16	1:102	1:108
5	Morsito secondary school	Misha	1	3	4	842	572	1414	991	518	1509	12	15	1:110	1:118
6	Shashogo secondary school	Shashogo	-	3	3	704	173	877	537	117	654	9	7	1:97	1:93
Total			8	26	34	7631	4507	12138	6930	3604	10534	113	107	1:108	1:102

SOURCE: HADIYA ZONE EDUCATION MAIN DEPARTEMENT ,1998 (2005/06)



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Appendix E

Appendix F

