

**THE ROLE OF CIVIC AND ETHICAL EDUCATION
IN SHAPING STUDENTS BEHAVIOR:
THE CASE OF HOLETA SECONDARY AND
PREPARATORY SCHOOL**

BY

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

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RESEARCH AND DEVELOPMENT

**The Role of Civics and Ethical Education in Shaping the
Students Behavior: The Case of Holeta Secondary and
Preparatory School**

By Addis Alemahu

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ACRONYMS AND ABBREVIATION

AAU:	Addis Ababa University
CEE:	Civic and Ethical Education
EPRDF:	Ethiopian People Revolutionary Democratic Force
FDRE:	Federal Democratic Republic of Ethiopia
IER:	Institute of Educational Research
ICDR:	Institute of curriculum Development and Revision
MOE:	Ministry Of Education
MOND:	Ministry Of National Defense
MGHAMA:	Major General Hayelom Ar'aya Military Academy
MGMBTC:	Major General Mulugeta Buli Technical College
UN:	United Nations
UNHCR:	United Nations High Commissions for Refugees
USA:	United States of America

ABSTRACT

The purpose of this study was to explore the role of CEE in shaping the students behavior. To this end, both quantitative and qualitative research approaches were used for data collection and analysis. The subjects of the study were 246 students, 20 teachers, 1 School Director, 4 CEE teachers, 1 Discipline committee coordinator and 4 class monitors participants. Questionnaire was used to collect data from students and teachers. Interviews were held with School Director, Unit leaders, CEE teachers, Discipline committee coordinator and class monitors. Document analysis was made to see the type of misbehaving practices which written in the discipline records. Observation was also made to make sure the existence of disciplinary problem in school. Quantitative analysis such as mean, percentage, Graph and Correlation were used. The qualitative data were also analyzed. The analysis of data showed that respondents have believed in the role of CEE in shaping the students behavior but they suggested that in the existing condition it did not play its expected role. It was found out that topics such as equality, rule of law, patriotism, and self reliance could play maximum role in shaping the students behavior. However, there are many challenges that hindered the course CEE in shaping the students behavior such as: lack of trained teachers, shortage of books, failure of some CEE teachers to serve as role model, insignificant role of the society in empowering the subject, wrong perception of some teachers and students, the students' lack interest to learn, age of adolescence and language skill to understand the subject are the main barriers. To overcome these problems the research suggested the following points: revising the course by enlarging the behavioral and moral point of view rather than economic and political agenda, CEE teachers should be model for their students, exercising observable good governance practices, giving continuous training to the teachers and increasing the participation of stakeholders.

IX

CHAPTER ONE

1. INTRODUCTION

1.1 Background

To perpetuate itself, the society is always worried about the well being and future of its generation. The continuity of any society partly depends up on the education of its young people. That is why the society invests on education. To put it another way from the investment which invested on education the society anticipates some kind of turnover in the form of behavioral adjustment of the young generation to the requirement of the society. This means, education is always expected to bring about behavioral changes by positive attitudes and characters with acceptable moral standards. According to Branson (1998) the society has an interest in the ways the young people are prepared for citizenship and how they learn to take part in civic life. This interest, according to him, might be better described as growing concern of democratic society.

To this end, the ICDR proposed the introduction of Civic and Ethical Education in to the school curriculum at both primary and secondary levels (Akalewold, 2005). The formal operation of civic education began in 1997. However, after five years implementation the government became dissatisfied with the implementation of Civic and Ethical Education in particular. This dissatisfaction precipitates the revision of the curriculum of civic education (Akalewold, 2005 ; Girma, 2006).

In 2002 Ministry of Education, in its bid to give greater emphasis to Civic and Ethical Education, promoted the working group to the Department of Civic and Ethical Education within the Ministry.

The department was entrusted with the task of restructuring and drawing a new curriculum for Civic and Ethical Education so as to make the delivery of Civic and Ethical Education much more effective.

To this end, the department first drew up the new Civic Education Curriculum Policy called **“what values should citizens develop?”** and later prepared the revised curriculum for the subject which basis itself on social values that are thought to be instrumental in shaping the personality of young citizens. (Akalewold, 2005)

The course Civic and Ethical Education is common throughout the democratic nations. And it has its own goals and these goals have common characters. For example, the goals of Civics Education in Israel are stated to be to inculcate a common Israel civic identity together with the development of identities, and to increase students' values of pluralism and tolerance and educate them to accept the diversity that exists within Israeli society, and to respect those who are different from one self. (Adan et al, 2000, cited by Abebe, 2009)

In South Africa the new manifesto on values, education and democracy was issued. The manifesto aims to show the constitution can be thought as part of the curriculum and brought to life in the school. The manifesto on values, education and democracy identified ten values: democracy, social justice and equity, accountability (responsibility) rule of law, respect and reconciliation. (Abebe, 2008) Many studies were conducted on the issues of the role and impacts of Civics and Ethical Education.

We can take some of studies such as Perception of students towards CEE by Abebe (2006), Evaluation of the implementation of grade 11 CEE syllabus in Addis Ababa city administration by Ayele (2006), The role of non - governmental organizations in promoting CEE in Ethiopia by Yishar (2007) and The implementation of grade 10 CEE in some secondary schools in Addis Ababa by (2006).

These studies indicate that the course has roles in shaping the individuals democratic behavior and attitude but the process of delivery has many limitations and these limitations are the main obstacles that hinders the significant change of the individuals' democratic behaviors and attitudes.

Although in the history of modern school education students' behavior is determined by many factors such as economic, social, environment, school, and family and by the curriculum.

Students at Holeta Secondary and Preparatory School are not exceptional to such a case in receiving the roles although the magnitude of the change differs from one context to the other. The study of Civics and Ethical Education is focused on bringing about individuals' democratic behaviors and attitudes.

1.2 Statement of the problem

The Federal Democratic Republic of Ethiopia adopted New Education Policy since 1994 with the aim of creating active and competent citizen and who have the knowledge of promoting and understanding of democratic principles.

In shaping the behavior of the students in all grades, the course Civic and Ethical Education has been expected to play major role in imposing positive impact on the student's behavior. (MoE, 2002) In particular, the peoples are expecting the course Civic and Ethical Education to play major roles in shaping the students' behavior. Civic and Ethical Education teaches the students about patriotism, constitution, tolerance, cultural and social respect, industriousness, equality, punctuality, and self-reliance---etc. (MoE Grade 9 - 12 Civics and Ethical Education student text book, 2002 E.C)

However, the role of the course in shaping the students' behavior at Holeta secondary and preparatory school is not observed. Misbehavior practices which oppose and contradict with the course teaching are common in the school. The schools' discipline records are tangible evidences for the increasing numbers of misbehaviors. For example, the number of misbehaving students who signed school warning in 2003 and 2004 are 65 and 112 respectively. This number is doubled three times in the first half of 2005. (School discipline records of 2003, 2004, 2005 E.C)

Among the misbehaving practices which are found in the school discipline records are coming late, disrespecting teachers and others, bullying, halting, distracting school's properties, ignoring disrespecting the national flag and anthem ceremony,etc. which contradicted with the teaching and objectives of the course CEE.

1.3 Objectives of the Study

The study has general and specific objectives.

General Objective: the general objective of this study is to investigate the role of Civic and Ethical Education in shaping the students' behaviors and attitudes.

Specific Objectives: the specific objectives of this study are to:

- Identify the major problems which hamper the course CEE in shaping the students' behaviors and attitudes
- Find out the barriers reasons that hinder the course CEE to play role in shaping the students' behavior.
- Propose mechanisms and strategies to minimize the major problems which hinder the course in shaping the students' behaviors and attitudes.

1.4 Research Questions

In light of the study objectives, the following research questions are formulated.

1. To what extent the course CEE play its expected role in shaping the students' behavior?
2. Is there significant relationship between theory achievement and practical skill of CEE?
3. Which contents of the course play maximum role in shaping the students' behavior?
4. What mechanisms and strategies should be designed to minimize the major problems which hinder the course to shape the students' behaviors and attitudes?

1.5 Significance of the Study

It is hoped that the study would have the following significances.

1. It may help to improve the provision of Civic and Ethical Education.
2. It can be used as a resource material to design training programs for teachers, parents and community members for harmonious work towards the development of young people's civic competence.

1.6 Delimitations of the Study

The study is delimited to Oromia Region, Special (Liyu) Zone, Wolmara Woreda, specifically Holeta Secondary and Preparatory School. The main reason why this site was chosen is to make the study manageable as there would be the financial and time constraints. Because the researcher's place of work is there, access to data and communication with the school officials and students will be easier. The study also focuses on grade 10 and 12 students and misbehaving students who signed schools' warning in the year 2004 and 2005 E.C.

There are two variables to be treated in the study. These are independent and dependent variables. The Independent variables are the provision of Civics and Ethical Education, Sex of the students and students' Achievement factors. The dependent variable is the students' behavior.

1.7 Limitations of the study

One of the limitations that encountered this research work was inadequacy of the indigenous literature works on the subject. Due to this, much of the literatures of this study restricted on the specific foreign written books and MoE blue prints. The second was, most of the time school principals were not available in their offices due to several meetings, this hindered the researcher to conduct interview on time. The other limitation was carelessness of the students in returning the questioners. The researcher overcomes the limitations with continuous follow up and negotiation.

1.8 Definitions of terms

- **Behavior:** The character of the individual, it has intrinsic value whether positive or negative. (Swatson and Watson 1982)
- **Civics:** Understood as the school subject, which studies the way government works and deals with the rights and duties that human beings have as citizens and members of a particular society. (MoE Grade 9 - 12 Civics and Ethical Education student text book, 2002 E.C)
- **Ethics:** Ethics deals with moral issues and standards and codes of behavior an individual should demonstrate in profession and his community. Or a branch of philosophy that deals with human actions from the moral point of view, as a right or wrong, good or bad; the value or rule of the conduct held by group or individuals. (MoE Grade 9 - 12 Civics and Ethical Education student text book, 2002 E.C)
- **Impact:** Any Change to the environment, whether adverse or beneficial, wholly or partially resulting from an organizations' activities, products or services.(Swatson and Watson 1982)
- **Good citizenship:** reference to citizens, who are well informed, equipped with necessary knowledge, skills for active and responsible participation in the public and who have disposition or character and attitudes of democratic behavior.(Branson , 1998)
- **Role:** in this study refers to the part played by something or somebody in a given social context, with, any characteristic or expected pattern of behavior that it entails.

1.9 Organization of the study

This study has five chapters. The first chapter of the study is introduction: containing the background, statement of the problems, objectives, research questions, significance, and delimitation, limitation of the study and definition of terms.

The second chapter of the study is review of related literature, which contained concepts and sources of CEE, the role of CEE, relationship between theory understanding and practices, barriers for its implementation and strategies and mechanism to empower the subject.

The third chapter is theoretical framework of the research methodology, research design, instruments of data collection and data analysis. While the fourth chapter deals with data presentation and analysis.

The fifth chapter is the final part of the paper, which contained summary, conclusions and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Definition of Civic and Ethical Education

2.1.1. Functional Definitions of Civic Education

Having derived from Latin, civics has developed many working definitions. Working definitions are definitions derived from the tasks or activities of the subject.

“Accordingly, civics has the following working definitions.

- 1) Civics is a branch of social science which deals with the rights and duties of citizens.
- 2) It is the intensive study and understanding of political institutions such as law making institution, executive bodies, political parties, etc.
- 3) It studies theory and practice of free and open democratic society.
- 4) It is the study of the purpose of government, nature of the law, and the way private behavior affects the public order and the political system and
- 5) Civics also studies the international socio-economic and political conditions.” (Branson, 1998; Fisiha, 2004 and MoE Grade 9 - 12 CEE student text book, 2002 E.C)

The term Civics is also understood as the school subject, which studies the way government works and deals with the rights and duties of human beings as citizens and members of a particular society. (Fisiha, 2004)

The definitions clearly indicate the concerns of civics. For instance, in the first definition, you can understand that civic teaches you about your citizenship rights and duties.

In the relationship between you and your state, you have right to enjoy and duties or obligations to perform or fulfill.

In the second definition you can see that civics is concerned with the study of political institutions of various kinds existing in the country and its organization, powers and functions.

In the third definitions it is clear that civic studies the theory and practice of a democratic society. This means that civic studies the value, commitments and assumptions of democracy and the challenges and history of democracy. .

In the fourth definition civic attempts to answer such questions as: what is the purpose of government? Why do we need governments? What is the nature of the law? Is the law equally serving all citizens? How does individual behavior affect the public order and the political system? If an individual has a bad behavior (like theft, crime, corruption, etc) that behavior may affect the order of the society and the political system.

In the fifth and final definition it is understandable that civics deals with the social, economic and political conditions operating in the world.

Based on the above premises, we can generalize the definition of civics as a branch of knowledge, which deals with various aspects of social life of citizens, paying special attention to the rights and duties of citizens and about citizenship, government/state, how the state/government works, what rights and responsibilities a citizen has in the state.

2.1.2 Definition of Ethics

“Ethics” is also a very important means of education. Ethics deals with moral issues and standards and codes of behavior an individual should demonstrate in profession and his community. Ethics, as a branch of philosophy, deals with what is right and wrong, just and unjust, and refers the accepted norms. (MoE Grade 9 - 12 CEE student text book, 2002 E.C)

2.2 Origin and Development of Civic Education

The origin and development of civic education is similar to the origin and development of democracy. Civic education first originated in Athens, one of the city-states of ancient Greece. The education system in Athens facilitated the development of responsible citizen and laid the foundations for modern educational practices. Under the emperors of ancient Rome, there had also been a sort of citizenship education. (Branson, 1998)

In the Medieval Europe, citizenship education was tied closely to the church and to religious education. This was because in the Medieval Europe there was close linkage between state and church in all aspects. Thus, state and church was partner in education. Accordingly, civic education was given along with religious education. (Bahumueller , 1991).

Economic and intellectual activities of the Renaissance period (14 – 16 centuries) resulted in many social revolutions such as the 1688 English Revolution, the 1776 the American Revolution and the 1779 French Revolution.

Those revolutions emerged with modern democratic concepts and therefore advanced Civic Education in Europe. In fact, in the United States of America (USA), a pattern for the social studies program that is still widely followed was introduced in 1916, which included a full year civic course in the high school. (Branson, 1998 and Bahumueller, 1991).

2.2.1 Origin and Development of Civic Education in Ethiopia

It is hard to exactly trace the genesis of civic education in Ethiopia. Nevertheless, based on the information at hand, we can conclude that civic Education has a short history in Ethiopia.

2.2.1.1 Civic Education during Imperial Period 1941 -1974

Civic education was being given as a character or moral education during the imperial period in both primary and secondary schools. The moral education based itself on teaching religious tenets specifically that of Orthodox Christianity. The objective of the moral education was to inculcate in the minds of the students about the divine kingship of the monarchy. This moral education was terminated immediately after the popular revolution of 1974. (Girma, 2006; Dawit, 2006)

2.2.1.3 Civic Education during Socialist Period 1974-1991

To promote its ideology and propagate Marxism-Leninism Civic Education replaced by political education was introduced in to the education system as a compulsory subject. (Girma, 2006; Dawit, 2006) Soon after its introduction, the subject became unpopular among students, teachers and the public at large. Due to this reason and the fall of socialism in the former union of soviet socialist republic and her satellites the subject vanished leading to its subsequent revocation from the school curriculum. (Akalewold, 2005)

In order to fill the vacuum created by the revocation of political education a new subject which come to be known as citizenship education was introduced (Girma, 2006).

2.2.1.3 Civic Education in the Federal Democratic Republic of Ethiopia since 1991

The government of the Federal Democratic Republic of Ethiopia (FDRE) has adopted an Education and Training policy in 1994 and is implementing it. The policy has resulted in restructuring the education system of the country based on the following general objectives.

1. Developing the physical and mental potential and the problem solving capacity of individuals by expending education and in particular by providing basic education for all.
2. Bringing up citizens who: a) can take care of and utilize resources wisely: and b) are trained in various skills, by raising the private and social benefit of education.
3. Bringing up citizens who respect human rights, stand for the well being of the people, as well as for equality, justice, respecting others and peace, endowed with democratic culture and discipline.
4. Bringing up citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology.
5. Cultivating the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs. (MoE)

To this end the ICDR proposed the introduction of Civic Education in to the school curriculum at both primary and secondary levels (Akalewold, 2005). The objectives of the course are the following:

- Empowering the young generation with democratic and good governance thinking and encouraging the young generation to participate in the country's social, political and economic affairs.
- Creating good citizen who achieves his political, economic and social responsibility.
- Bring up citizens who are endowed with democratic culture and discipline and who accept scientific knowledge and thinking and avoid backward thoughts and practices.

(Directly translated from the blue print manual prepared by MoE, June, 1999 /2007, pp 4)

The formal operation of Civic Education was begun in 1997. However, after five years implementation the government became dissatisfied with the implementation Civic education in particular. This dissatisfaction precipitates the revision of the curriculum of civic education (Akalewold, 2005; Girma, 2006).

“In 2002 the federal Ministry of Education, in its bid to give greater emphasis to civic education, promoted the working group to the Department of Civic and Ethical Education within the Ministry. The department was entrusted with the task of restructuring and drawing a new curriculum for civic and Ethical Education so as to make the delivery of civic and ethical Education effective. To this end the Department first drew up the new civic education curriculum policy called “what values should citizens develop? “ and later prepared the revised curriculum for the subject which basis itself on social values that are thought to be instrumental in shaping the personality of young citizens” (Akalewold, 2005)

As a responsible and competent citizen, you are expected to distinguish truth from falsehood, fact from myth, knowledge from opinion, and objectivity and critical thinking from faith. Philosophy is one of the most relevant subjects for Civic Education that is intended for good citizenship. (Popkin. et al, 1998) This is because you will develop certainly the following skills and qualities, such as: Problem solving skills, communication skills, self - knowledge, and Persuasive skills.

Economics - studies economic activities, decision and policies in an attempt to solve economic problems by proposing alternative options and mechanisms. Therefore, economics is the study of the processes of production distribution, and distribution and consumption of goods and services.

Without properly addressing the various economic problems at the local, national and international levels, it is nearly impossible to have lasting peace, good governance, and tolerance, rule of law and observance of human rights. (Bahumueller, 1991; Fisiha, 2004)

History – The question of who I'm I? and what about our ancestors? will be answer by history and the discipline can construct good patriotic felling.

Sociology - is the study of social life, social change, and the social causes and consequences of human behavior. The components of sociology in civic education will help you how society is organized, where power lies and you will also enrich tolerance on diversity in all its forms and respect the constitution of your country. Furthermore, you will realize the values of good governance, accountability and majority rule. (Bahumueller, 1991; Fisiha, 2004).

2.2.2 Civic Education and experiences of some other countries of the world

2.2.2 .1 Civics and Citizenship Education in Israel

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

“Formal study of citizenship education in Israeli schools has the following characteristics:

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

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

2.2.2 .2 Civics and citizenship education in France

The provision of civics and citizenship education was reinforced by introducing the subject in the lower secondary school and the teachers of French, history, and geography being given responsibility for the subject. The subject more teaches about honesty, courage, antiracism and love of country.

On the other hand Civic Education program in the nursery school was also introduced and at the same time the contribution of informal education authorities and the exercise of democratic rights within the school have been proposed as one relevant activity. (Starkey, 2000 cited in Abebe, 2008)

2.2.2 .3 Civics and citizenship education in South Africa

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

Geography- deals with the relationships between humans so as a competent and active citizen, you are expected to strike a balance between utilization and preservation of resources, self- dependent with international sensitivity, and maintaining the earth to be clean and safe for life.

2.3.2 Documentary Sources

Documentary sources such as constitutions, bill of rights and declarations, various proclamations, federal and regional acts can be the sources of the contents of Civic Education. The federal and state constitutions, the international bill of rights, the rights of the child and other similar international instruments and conventions accepted and signed by our country are some of the documents that can be used as sources of civic education. (*Fisiha, 2004*)

Documentary sources of civic education may be categorized as international and national documents. Below are given some examples of these documents.

2.3.2.1 International Instruments

International instruments mainly refer to the decisions of the United Nations (UN) on the multifaceted rights of human beings as collective citizens of the world (*Brownlie, 1971*). Some of the prominent documents among these are the following:

➤ The universal Declaration of Human Rights (1948)

As its title indicates, this document deals with those inherent and inalienable rights that belong to all people without any distinction whatsoever.

Moreover, these rights are universal because they are meant to be common to all cultures at all times. It also intended to bring lasting peace and assure the prevalence of internal brotherhood among peoples of the world. (*Brownlie, 1971*)

➤ **The Convention on the Rights of the Child (1989)**

All rights pertaining to persons under the age of eighteen are contained in this convention. As clearly stated in the convention, every child has such fundamental rights as the right to equality, the right to protection from neglect, abuse, and exploitation, the right to a name and nationality, the right to education, the right to grow up with tolerance, freedom and love, etc. (FDRE Constitution, 1995)

➤ **The Convention on the Elimination of all forms of Discrimination against Women (1979)**

Historically, women have been exposed to different forms of subjugation. Among others, these include discrimination on the basis of gender, inequalities during marriage, absence of the right to own private property. The UN, therefore, declares all women are equal with men. (UN declaration, 1979)

➤ **Convention on refugees and stateless persons**

Political and ideological intolerance, conflicts and wars, draught, famine and disasters result not only in the loss of human lives, but also in the dislocation of people. This dislocation in turn leads to mounting refugee, problems and statelessness. For this concern, the UN established the United Nations High Commissions for Refugees (UNHCR) in 1951.

UNHCR is interested to provide humanitarian aids to victims of conflicts, wars and other disasters which include food, shelter medical aids, and education and repatriation assistance. Some other international instruments adopted proclaimed and ratified by member countries of the United Nations General Assembly are:

- ❖ The International Covenant on Civil and Political Rights
- ❖ The Convention against torture and other cruel, inhuman or degrading treatment or punishment.
- ❖ The International Covenant on Economic, Social, Cultural and Civil Rights.
- ❖ The International Convention on the Elimination of all forms of Racial Discrimination.” (Brownlie, 1971)

These international instruments serve as sources for civic education that are integral parts of the law of Ethiopia. (FDRE Constitution 1995)

2.3.2.2 National Documents

Several national documents, institutions, legal attachments, policies and decisions are discussed and attached with the course.

2.3.3 Societal Sources

Outside the theoretical and documentary sources, societal sources needs serve as sources for the content of civic Education. These social, sources are institutionalized and non-institutionalized types. (Fisiha ,2004). It is not only in formal classes that knowledge, attitudes and skills are acquired but also possible to attain civic and ethical values, norms, principles from other sources. Some of these social sources are: Families, Exemplary citizens (as role models), Libraries, Schools (as agents of socialization), Professional associations, Churches and Mosques, Labor Unions and Communication Media and the like. (Fisiha, 2004)

2.4 Significance or Purpose of Civic Education

2.4.1 Building Civic Competence

Being a member of a society (including being a citizen of the state) requires some degree of capacity and ability to actively and positively participate in the affairs of that society – social, legal, political, cultural, and economic, etc. Although the citizen being informed about these specialized fields at the various depths in his formal educational levels, Civic Education simply empowers the individual citizen to be an active member who provides alternative courses of action, criticizes and accepts criticisms, respects the views of others, and believes in majority rule and minority rights. (Branson, 1998; Fisiha ,2004; MoE CEE grade 9-12 students text, 2002)

2.4.2 Promoting the Culture and Values of Civic Responsibility

Black’s Law Dictionary defines responsibility as ‘the state of being answerable for an obligation.’ We saw that membership in any social organization (associations, institutions, the community, the state) necessitates performance of certain duties, obligations and promises required from the individual member. These are the counter parts of the citizen’s rights and privileges. (Branson, 1998; Fisiha ,2004; MoE CEE grade 9-12 students text, 2002) Some principal forms of civic responsibilities include:

- Voting, studying, analyzing, and evaluating issues critically to avoid prejudices and biases;
- To make every legal effort to limit government to its constitutional power and jurisdiction;
- To participate in voluntary and free services to the community, the country, when conditions require and where it is appropriate;
- To take care of one’s family;

- To respect the rights of other individuals and groups,
- To promote tolerance and value diversity and pluralism,
- To pay fair taxes, and etc.” (FDRE constitution; MoE CEE grade 9-12 students text, 2002)

2.5 The role of CEE in building democracy in General and in shaping the individuals’ behavior in particular

2.5.1 Civic knowledge and skill

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

- I. Civic life, politics, and government?
- II. The foundations of political system?
- III. The purposes, values, and principles of democracy?

(Fisiha, 2004; MoE CEE grade 9-12 students’ text, 2002)

The second essential element of civic education in a democratic society is civic skills. The intellectual skills essential for informed effective, and responsible citizenship sometimes are called critical thinking skills.

Another intellectual skill which good civic education fosters is that of describing the ability to describe functions and processes such as legislative, checks and balances or judicial review is dedicative of understanding. (Branson, 1998; Fisiha ,2004; MoE CEE grade 9-12 students text, 2002)

In addition to acquisition of knowledge and intellectual skills, education for citizenship in a democratic society must focus on skills that are required for informed, effective, and responsible participation in the political process and in civic society. Those participatory skills can be categorized as interacting,

monitoring, and influencing. (Branson, 1998; Fisiha, 2004; MoE CEE grade 9-12 students text, 2002)

2.5.2. Essential Traits of private and public character

The third essential component of civic education, civic dispositions, refers to the traits, of private and public character essential to the maintenance and improvement of constitutional democracy. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns, and experiences, in the home, school, community, and organizations of civic society.

Traits of private character such as morals, possibility, self discipline, and respect for the worth and imperative. Traits of public character are such or public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to the success of democracy. (Branson, 1998)

These dispositions or traits of private and public character might be described as:

- **Becoming an independent member of society** - this disposition means accepting responsibility, for the consequences of one's actions and fulfilling the moral and legal obligations of membership in a democratic society. (Branson, 1998)
- **Assuming the personal, political and economic possibilities of a citizen**- these responsibilities include taking care of one's self and educating one's children, voting, paying taxes, serving on juries, performing public service and serving leadership positions commensurate with one's talents. (Branson, 1998)
- **Respecting individual worth and human dignity** - respecting others means listening to their opinions, behaving in a civic manner, considering the rights and interests of fellow citizens, and adhering to the principle of majority rule, but recognizing the right of minority to dissent. Participating in civic affairs in a thoughtful and effective manner.

This disposition also inclines the citizen to work through peaceful, legal means to change lives that are thought to unwise or unjust. It also encompasses being informed and offensive to public affairs, learning about constitutional values, principles, and checking the adherence of political leaders and public agencies to those values and principles and taking appropriate measure if there are any misdeeds. (Branson, 1998)

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

Generally as we understood from the objectives of the course, civics and Ethical Education has a vital role in molding and shaping the students behavior. Furthermore, the curriculum in general and the society in particular expect observable good behavior from the students after learning the course.

2.6 Criteria of good citizen based on Civics and Ethical Education

“The characteristics of good citizen are described as citizen should have tolerance of diversity in believing the equality of religion, culture and gender, accepting of assigned responsibility, makes wise decision, knowledge of world community and global responsibilities, Patriotic feeling, believing in others potential, strong moral and good ethical behavior, and concern for the well – being of others” (directly translated to English from MoE document; CEE grade 9-12 students text, 2002;)

2.7 Contents and standards of CEE 1- 12 grade

Although the depths of the contents differ from grade nine to twelve grades, the standards of the contents and issues are the same. The common contents are building democracy, the supremacy of the law, Justice, equality, patriotism, responsibility, industriousness, self – Reliance, saving, active community participation, and wisdom.(Directly translated from blue print manual prepared by MoE, June, 1999 (2007), pp 11)

2.7.1 Contents of the course CEE in grade ten

When we have a look at grade ten CEE student's text book in terms of contents, we can find the following issues /points/ which are stated and put in eleven units

The text begins with the lesson of building a democratic system that show in detail about the principles and values of democratic system, rights and obligation, tolerance, state formation and federalism in Ethiopia and Ethiopian foreign relation.

The second unit is focused on the rule of law that raises the points like constitution as a rule of law, understanding of rule of law as instrument to limit the political power of the government and the next unit well up on the concept of equality of citizen, respecting others, gender equality, and equality of culture.

In the next two units (unit 4 and 5) issues or points like justice, the effects of lack of justice, equal provision of social service, categories of justice, organization and functions of the judiciary and equity of taxation are raised. In addition the essence of patriotism, poverty reduction and voluntarism are discussed.

What are stated and put in the next two units (units 8 and 9) are concerned with self reliance and saving respectively. Under the topic of saving the traditional practices which affect one saving habits, ways of managing family's budget, the need of setting one plan and goes and choosing a career are stated.

6. They should establish horizontal links with other subject matters.
7. They should take the environment in which the school is located as an important input to the teaching – learning process.
8. They should take the environment in which the school is located as an important input to the teaching – learning process.
9. They should be designed with the confederation of the materials, equipments, facilities and inputs that the school can provide.
10. The texts should have visual clarity and the appropriate font size.
11. They should have significant reference materials.
12. They should have simple and brief sentences and paragraphs.
13. They have to be designed to meet the age and cognitive maturity of the learner.
14. They have to be designed in confederation of the total credit hours which assigned to the course.
15. They have to consider the levels of the learners as higher level and lower level learners.

(Directly translated from blue print manual prepared by MoE, June, 1999/2007)

C. Visual Appeal /Attractiveness

1. The materials should have diagrams, charts and pictures that help the teaching learning process.
2. These diagrams, charts and pictures should be clearly explained.
3. The cover page should be visually attractive.
4. The materials should be manageable in terms of size.

(Directly translated from blue print manual prepared by MoE, June, 1999/2007)

D. Exercises and Revision

1. The materials should include appropriate exercise in terms of variety, quality and quantity. These exercises should be designed as to help the students' develop their cognitive capacity.
2. Revision should be sufficiently provided.

(Directly translated from blue print manual prepared by MoE, June, 1999 (2007), pp 11)

2.8 The expected students' traits after completing the general secondary school Civic and Ethical Education course

A part from the standards set for this level of learning, the learners are expected to;

- Considering differences and conflicts as a normal phenomenon, learners are expected to solve and address them peacefully through discussion and rational justifications.
- Appreciate and display ethical code of conduct.
- Know and respect the constitution and act accordingly.
- Have active participation in social activities.
- Realize hard – work is the only for national growth.
- Realize that saving is a good habit to develop.

(Directly translated from blue print manual prepared by MoE, June, 1999 (2007), pp 11)

2.9 The expected students' traits after completing the Preparatory school Civic and Ethical Education course

A part from the standards set for this level of learning, the learners are expected to;

- Realize the values and significance of democratic constitution. They have to be ready and living to discharge their duties and responsibilities with regard to the implementation of the rule and regulation stated in the constitution.
- Understand the nature and significance of the Federal system of the government. They have to understand the nature of power disintegration among regional and Federal governments.
- Explain the value and relevance of the Democratic Federal system in the Ethiopian context.
- Evaluate, compare and contrast the Ethiopian constitutional government with that of other countries.
- Have active role in the economic and social activities carried out by the society.
- Evaluate the strengths and weakness of the development policies and strategies of the countries.
- Make discussions and arguments with rational/ reasonable justification.
- Develop saving habit.

(Directly translated from blue print manual prepared by MoE, June, 1999 (2007), pp 11)

2.10 The relationship between theory and practices

During the 20th century, scholarly thinking has been dominated by a strong inequality between theory and practice. Abstract knowledge was considered to be of a higher standing and of more value than concrete skills or the tacit knowledge of good performance. Much of the educational research concentrated on theory formation, both descriptive, for explanation, and prescriptive, for behavioral instructions. Consequently, educationalists in different subjects and professions were confronted with the problem of bridging the gap between theory and practice, a task that never seemed to succeed

Theory provides an analytical explanation of empirical observations and can be a useful tool for systematizing patterns of thinking. Theory is based on collective and agreed upon examinations of data. In the epistemic sense, theory is peer reviewed and built upon consensus which brings forth relevance with brevity and succinctness. In that sense, theory can provide a simple and logical basis from which correspondingly logical solutions can be derived. However theories are theories simply for the fact that they are open to conjecture until proven.

Regarding practice, one is also confronted with an ambiguous construct that may be interpreted descriptively (what is done in the phenomenal world or taken to be the general state of affairs) or normatively (what is desirable or ideal). There is also the distinction between the practice of a seasoned performer and practice in the sense of striving towards the mastery of a competent and expert practice.

The relation between theory and practice is very important as without theoretical knowledge it is impossible to use the skills in practice and make right decisions. In the currently occurring global issues we definitely need to minimize the existing gap between theory and practice. The issue indeed needs to be viewed from the theoretical prospective with following, coming solutions implemented in practice with general efforts. Theory always gives deeper understanding.

2.11 Challenges of Civic and Ethical Education

- ❖ The teachers' and students' wrong perception on the importance of the subject and lack of inspiration to teach it properly made the course ineffective in shaping the students' behavior. The teachers see the subject as a tool to enforce the aim of the ruling party and the students understand the course category in the curriculum as to fulfill the number of courses. (Dawit, 2006)
- ❖ The subject teachers lack of training in the subject and the subsequent lack of capacity to teach it properly (Training manual prepared in July 2006 by MoE, cited in Yishak 2008)
- ❖ The subject teachers lack of maturation/in aspiration and confidence (MoE, 1999EC/2007)
- ❖ The pressure on teachers due to the disagreement of what they teach in class and what students actually face in their community in their day to day life.
- ❖ Failure of schools to accomplish the special responsibility entrusted to them for the effective implementation of the subject.

2.12 Strategies and mechanisms in supporting the course to play maximum Role in shaping the students' behavior

- In order to produce good citizens for democratic society young people need to be brought up in democratic school climate and learn democratically and develop social life. Students learn the values and principles of democracy from the whole environment of the school such as participatory school administration classroom, peer interaction, home and from community.

- Teachers and students are able to express their free opinion in an enabling and free atmosphere, and there students get an opportunity to develop skills of presenting their idea, listen to the other view, understand the basic societal and moral values on which Democracy is found. The skills developed in this kind of atmosphere help students for their future citizenship roles in society.
- Employing participation in the instruction methods. Civility, courage, self-discipline, persistence, concern for the common good, respect for others, and other traits relevant to citizenship can be promoted through cooperative learning activities (Branson, 1998)
- Engaging students in co-curricular activities. Co-curricular activities that support and extend civic education should be encouraged. (Branson, 1998; Dawit,2006)
- The school administrations which facilitate such interactions are an important practice for the development of citizenship. In the words, school governance need to be open and caring for others. The classroom and school must be free for students to participate in decision making about matters that affect their daily school life. (Barber et al, 2005 cited by Dawit 2006)
- Creating teachers who have responsible and devoted to create or bring up citizens who respect human rights, stand for the well being of the people, as well as for equality, justice, respecting others and peace, endowed with democratic culture and discipline.

- Increasing the role of stake holders to achieve the course objectives. (Increasing the participation of different institutions for the effectiveness of Civic and Ethical Education) the continuity of any society partly depends up on the education of its young people. That is why the society invests on education. To put differently, from investment on education the society anticipates some kind of turnover in the form of behavioral adjustment of the young generation to the requirement of the society. The Stakeholders have responsibility in encouraging, enabling and molding the students' behavior in whatever costs. In this context, the stakeholders refer to government, non governmental institutions, and families, administrators in different levels, teachers, and people in other profession...etc. They have capacity to contribute for the development and effectiveness of the course in shaping the students' behavior directly or indirectly. (MoE 1999EC/2007)
- The teachers should be model in acting and practicing good behavior.
- Empowering the teacher: Stake holders should be more attentive to the professional development needs of beginning and less experienced teachers .(MoE, June, 1999 /2007)
- (MoE, June, 1999EC /2007)
- Civic mindedness can be increased if schools work with civic organizations, bring community leaders into the classroom to discuss issues with students, and provide opportunities for students to observe and/or participate in civic organizations. (Branson, 1998)
- Empowering the teachers
- Creating good perception
- Designing kind methodology and follow up.

2.13 Impacts of Other Factors on Students' Behavior

2.13.1 Hereditary and Environmental Case

Heredity and environment are the two main responsible factors for the development of human behaviors. According to Santrock (1998) cited in selamawit (2012), genetic influences or biological transmission of traits from one generation to another play a significant role in determination of human traits.

Our inherited structures at once make our behaviors possible and place limits as genotypes. Among genetic or biological transmission of traits we can take emotional instability, unreasonable anxiety, aggressiveness and criminal behavior where as the environmental factors such as community, family, peer, cultural cases also take the lion's share in influencing the students' behaviors.

2.13.2 Family Case

Children start learning at home and home is a place where children spent more times. Families transmit their beliefs, attitudes and values to children and children also learn from what they observe. This would develop the students' personality positively or negatively. For example, unsettled or disruptive home environment results in emotional up set where as children that spend their time in settled family are emotionally stable. (Chazzan et al 1994)

Parental mental disorder, criminality in the parents, large family size, overcrowding in home, divorce situation, admission of child in the care of social all throaty and low occupational status were associated with emotional or behavioral disturbance.(chazzan et al 1994).

2.13.3 Age factors

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

2.13.4 School Cases

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

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

1. Teacher- related cases

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

A. Poor teaching skill of the teacher

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

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

B. Teacher's poor personality.

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

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

2. School setting

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

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

3. School administration and regulations

Building democratic school administration which facilitates such on interaction is an important practice for the development of citizenship. The presence of good interaction among teachers, students, and administrator and the presence of good and practicable rule and regulation enable the students to develop good behavior. If not leads the students to develop opposite behavior (Barber et al, 2005 cited by Dawit 2006)

2.13.5 Socio-Economic factors

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

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Study Design

The research approach is a mixed type and the specific design of the study is descriptive survey. Both qualitative and quantitative data gathered by using interview, document reviewing, observation and questionnaire. The quantitative data gathered by using document reviewing and questionnaire. The qualitative data gathered through interview and observation.

3.2 Study area

Holeta Genet is found in Oromia Region, Liyu Zone, Walmera Woreda. The town was established in the last decade of 19th century by emperor Menelik II in his campaign of expansion in to the west. The town was served as a military center of the emperor. The town lay in the road to Wollega from Addis Ababa, 28 kilometer from the capital. The down town is divided in to 4 kebeles and has around 70,000 populations. The town has two military institutions, 1 Agricultural college, 1 Secondary and Preparatory school, 4 primary schools (Source Holeta city Administration). The research conducted in Holeta Secondary and Preparatory school. The school has two organizational structure which are Secondary and Preparatory school. The school is located in front of M/G/H/Ar'aya Military Academy. The school has 3304 students, 80 teachers, 12 administrative staffs.

3.3 Study participants

The students were the center of the study. The research invited the following participants; all Civics and Ethical Education teachers, sample teachers, the director, unit leaders, Discipline committee coordinator, sample class monitors and sample students.

3.4. Sampling Method

To select key informants such as Director, Unit leaders, Civics and Ethical Education teachers, Discipline committee coordinator and class monitors Purposive sampling was used. To select teachers and students for questionnaire systematic and stratified sampling were used.

3.5. Sample size

In order to get information from key informants 10 participants selected from the total of 3000 internal school community based on the principle of purposive sampling. Among these 1 Director, 4 Civics and Ethical Education teachers, 1 Discipline committee coordinator and 4 class monitors were the main participants because they have strong relations with the students and they have the chances to see the students daily behavioral activities in the school.

In order to select respondents to fill the questionnaire 246 students were selected from the total of 1237 grade 10 and 12 students based on the stratified sampling method. This covers 20 % from the total population. Variables such as gender, achievement and so on variables treated by the stratified sampling procedure.

Among the teachers 20 teachers selected by systematic sampling procedure which covers 20 % from the total population of teachers.

Table 1. Sampling procedure based on achievement

GR	STRUCTURE	TOTAL POPULATION			Achievement Variable		
		male	female	total	Sample students		
					Low Achievers	middle Achievers	High Achievers
10	GENERAL SECONDARY SCHOOL	560 X0.20 =112	378 X0.20 =76	938	347X0.20 =69	470 X0.20 =94	121X0.20 =24
		For grade 10 $P = t/T$ (P= the decided sample over total population) $187/938=0.20$					
12	PREPARATORY	174 x 0.20 =35	125 x 0.20 =25	299	25x0.20 = 5	172x0.20 =34	102x0.20 = 20
		For grade 12 $P = t/T$ (P= the decided sample over total population) $59/299 =0.20$					

Table 2. Sampling procedure based on sex

GRADE LEVEL	TOTAL POPULATION			Gender Variable								
	Male	Female	Total	Sample students								
				high Achievers			medium Achievers			high Achievers		
				male	female	Total	male	female	Total	male	female	Total
Grade 10	560	378	938	170 $\times 0.20$ $= 34$	177 $\times 0.20$ $= 35$	69	298 $\times 0.20$ $= 60$	172 $\times 0.20$ $= 34$	94	92 $\times 0.20$ $= 18$	29 $\times 0.20$ $= 6$	24
				Total sample = 187								
Grade 12	174	125	299	Low Achievers			Low Achievers			Low Achievers		
				male	female	Total	male	female	Total	male	female	Total
				13 $\times 0.20$ $= 3$	12 $\times 0.20$ $= 2$	5	95 $\times 0.20$ $= 19$	77 $\times 0.20$ $= 15$	34	66 $\times 0.20$ $= 13$	36 $\times 0.20$ $= 7$	20

3.6 Methods of data collection

The data collected through questionnaire, observation, interview and document review as described below:

1. **Observation:** The observation focused on the school settings and the students' action and activities in linking with the objectives of the course CEE teaching.
2. **Questionnaire:** Questionnaire distributed for 246 students and 20 teachers. The questionnaires enable the researcher to know the students' and teachers' Perception of CEE and the role of the course in shaping the students' behavior.
3. **Interview:** Unstructured interview presented for 10 key informants such as the Director, Discipline committee coordinator, Civics and Ethical Education teachers and Class monitors. The interview part tried to answer the 1st 3rd and 4th questions of the research.
4. **Document review:** The document review tried to see the type of misbehaving practices which written in the discipline documents and tried to answer the 2nd question of the research called 'Is there significant relationship between CEE achievement and practical skill of CEE?'

3.7 Methods of Data Analysis

Different methods of data analysis pertinent to the variables in the study were employed.

- Mean and percentage were employed to rank the respondents' responses. This helped to determine agreement of the majority of the respondents on the item.
- Graphical presentation was used to show numbers of misbehavior practices in 2003, 2004 and 2005 E.C. and enabled as to compare and contrast the intensity of the problems in the years.
- Co relational analysis was used to see the significant relationship between CEE annual score of the students and practical achievement of the students'.
- The data collected through open ended questions, interview, and observation were summarized and analyzed qualitatively to substantiate and validate the quantitative information.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 characteristics of the respondents

Table 3 characteristics of the respondents

No	Character	Teachers		Students	
		No	%		%
1.	Sex				
	1. Male	17	85 %	143	60.34
	2. Female	3	15 %	94	39.66
		Total = 20		Total = 237	
2	Age of the Teachers				
	1. 20-25	---	---	----	----
	2. 26-30	3	15 %	----	----
	3. 31-35	10	30 %	----	----
	4. 36-40	2	10 %	----	----
	5. 41-45	1	5 %	----	----
	6. 45 Above	4	20 %	----	----
	Age of the students				
	1. 15 – 16	----	----	136	57.38
	2. 17-18	----	----	67	28.27
	3. 19-20	----	----	23	9.7
	4. Above 20			11	4.64
3	Educational Level				
	1.Diploma	---	---	----	----
	2.First Degree	19	95 %	----	----
	3. MA/MSC/MED	1	5 %	----	----
	4.PHD	---	---	----	----
		Total = 20			
4	Field				
	1.Natural Science	12	60 %	----	----
	2.Social Science	8	40 %	----	----
		Total = 20			
5	Educational Level of the students				
	1. Grade 10	----	----	181	76.4
	2. Grade 12	----	----	56	23.6

As illustrated in Table 3, 85 % (17) of the teachers were male while 15 % (3) respondents were female. About 50% (10) were in the range age of 31-35 years, while 20 % (4) were at the age level of above 45. The rest 15% (3) and 10% (2) were at the age level of 26-30 and 36-40 respectively.

With respect to academic qualification, 95% (19) of the teachers had their first degree, whereas, 5% (1) was Master holder. Concerning their field, 60 % (12) of the teachers were natural science background whereas the rest, 40 % (8) were social science graduates.

Regarding to the sample students' characteristics as illustrated in table 3, 60.34% (143) of the sample students were male while 39.66% (94) were female. The majority of respondents, about 57.38% (136) were at the age level of 15-16, while 28.27 % (167) were at the age level of 17-18 and the rest 9.7 % (23) and 4.64% (11) were at the age levels of 19-20 and above 20. Regarding to the academic level of the students, 76.4% (181) were grade ten and the rest 23.6 % (56) were grade 12 students. 9 students did not return the questionnaires.

4.2 Rating the role of CEE in shaping the students' behavior

Table 4. Teachers' and students' responses to the question related to the role of CEE in shaping the Students' behavior.

No	Question	Responses	Teachers			students		
			no	%	Mean	no	%	Mean
1	Do you think that the course Civic and Ethical Education has role in shaping the students' behavior?	Yes	19	95	---	219	92.4	---
		No	1	5	---	18	7.6	---
		I do not know	0	0	---	0	0	---

2	How do you rate the role of CEE in shaping the students' behavior in your high school?	V. High	2	10	3.25	98	41.35	4.03
		High	5	25		74	31.22	
		Medium	11	55		45	18.99	
		Low	---	---		14	5.9	
		V. Low	2	10		6	2.5	

As we understand from the first research question of the research, the researcher tried to investigate the role of CEE in shaping the students' behavior. Its turning questions were "To what extent the course CEE play its expected role in shaping the students' behavior" and their point of view in regarding to the course CEE. Respondents were asked to show their reaction to the question by choosing one among the given five alternatives ranging from Very high (A) to Very low (E).

As indicated in table 4, 92.4 % (219) of students and 95 % (19) of the teachers confirmed or believed that CEE played role in shaping the students' behavior.

Regarding to the rate of the role, 41.35 % (98) of the students and 10% (2) among the sample teachers rated the role by giving the rank very high, while 31.22% (74) of the students and 25% (5) among the sample teachers rated the role by giving the rank high. The others 18.99 % (45) of the students and 55 % (11) among the sample teachers rated the role by giving the rank Medium. The rest 5.9% (14) from students rated the role of CEE in shaping the students' behavior by giving the rank low and 2.5 % (16) from students and 10 % (2) from teachers were rated the role of CEE in shaping the students' behavior is by giving the rank very low. The mean of the rate of teachers' and students' response were **3.25** and **4.03** respectively.

This question also presented in interview for all key informants except to the discipline committee coordinator.

For instance Sample one of the CEE teachers noted that the course has role in shaping the students behavior but most students not act accordingly to the course teaching. (CEE1, March 18, 2013)

Concerning this the school principal said that “yes the course has role in shaping the students behavior but the rate of the role is not in the expected level” (P1, March 18, 2013)

On this issue one of the class monitors noted that the course has role in shaping the students behavior but little change is observed. (CM1, March 19, 2013).

4.3 Students’ disciplinary problems

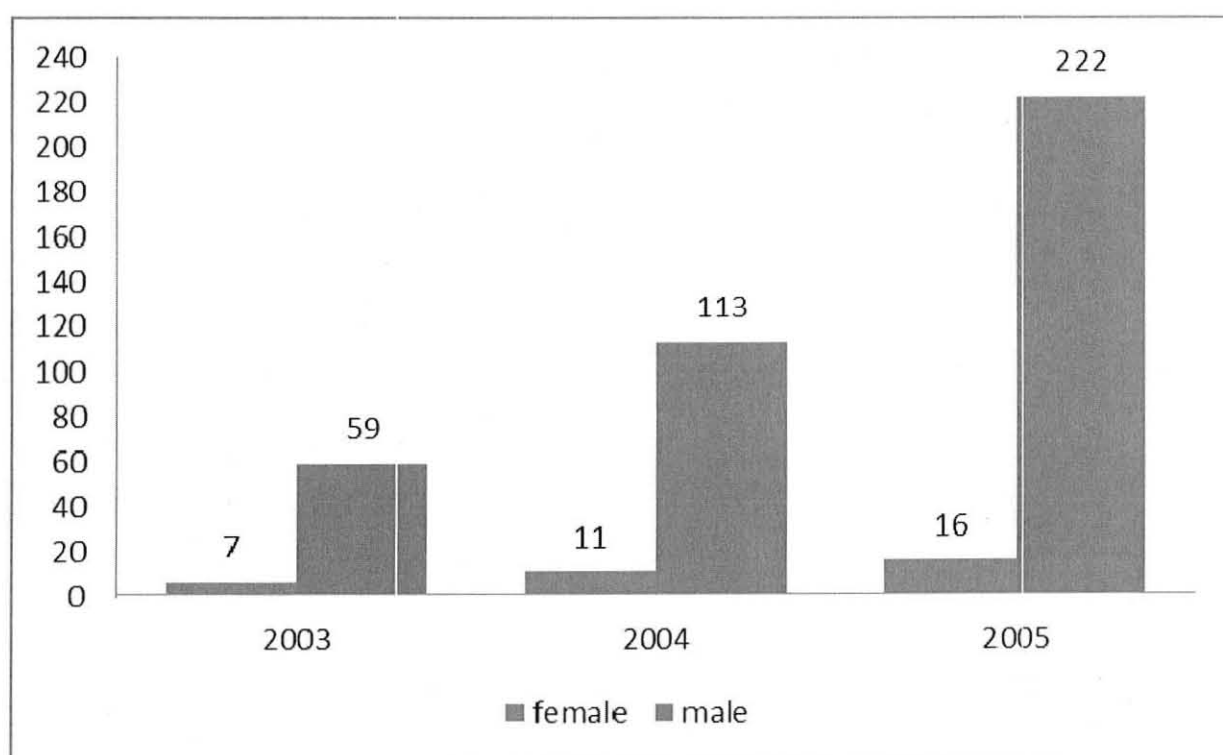
As described in the methodology part of the paper, the researcher has referred the document to answer the 2nd question of the research which was read as: ‘Is there significant relationship between Civics and Ethical Education (CEE) theory achievement and practical skill?’ In line with this, the researcher tried to see the type of misbehaving practices which were written in the three years of school’s discipline documents. The researcher has also tried to compare and contrast the number of misbehaving practices in the three years intervals.

As described in the review of related literature part contents such as rule of law, patriotism, self reliance, equality, respecting diversity and building democracy believed to bring positive impact on the students’ behavior.

So, the students who have learnt the theory should reflect or practice the contents in loving his/her country with respecting the national flag and anthem, in respecting others, respecting diversity and equality, in respecting female students, in building self confidence, industriousness... etc.

But all of them were not observed in their daily school life. Moreover, the numbers of misbehaving students have been increasing year to year. For example we can observe the next graph.

Graph 1 number of misbehaving students between 2003 - 2005



(School disciplinary document 2003, 2004 and 2005)

The graph shows, the number of students who signed the school warning in 2003, 2004 and 2005 E.C. In this case numbers of misbehaving of students have increased with double rate.

Some of the recorded problems have been seen as follow: disrespecting teachers, dispute of each other, halting, damaging school property, ignoring the flag and anthem ceremonies, and cheating have been exhibited in the written document.

Concerning this the school principal was interviewed about the presence of disciplinary problems in the school. He listed the following commonly observed misbehaving practices such as: cheating, damaging school property, halting and ignoring the flag and anthem ceremonies (P1, March 18, 2013)

On this issue the school discipline committee coordinator listed the following misbehaving practices when he was interviewed : disrespecting teachers, dispute of each other, halting, damaging school property, ignoring the flag and anthem ceremonies, and cheating are the commonly observed.(DCC 1, March 19,2013)

To crosscheck the information about the presence of disciplinary problems in the school, the researcher has conducted observation.

Three objectives have been set while data gathering through observation. These are:

1. To observe and examine the students' behavioral activities in the school.
2. To measure / scale / the students' behavior according to the criteria of good citizen.
3. To examine the impact of the external settings of the school on the students' behavior.

The following memory paragraphs are written by the researcher during his observations

‘In the first day of my observation, I have reached in front of the gateway of the school at 1:50 A.M in our local time.

When I stayed in front of the gateway of the school there were about 55 late comer students with school uniform were gathered. The main gate of the compound was closed and I asked one of the late comer students about the situation and he responded that “the door was closed before 5 minutes ago”.

After I got this response, I left the students and I entered into the school compound. At that spot students and teachers were in the flag ceremony. Although the number of students was greater than one thousand, little voice of the national anthem was heard. Deliberately one question was coming to my mind that was ‘what is the role of CEE in reducing lateness and in increasing patriotic felling?’. I was continued my observation.

During in the teaching - learning process I have seen a number of students were out of the class. I asked them why they left the class in this situation.

As their expressions, the reason was they did not do their home work. So their teachers let them leave the class. After I passed two hours in the school, break time was on. During the break time, some groups of each class were stay in their classes and they were doing their own works. The rest were gathered around the class gateway and others were playing different games. During these conditions, I heard unethical speech from them and halting each other. At last I asked myself ‘what about the role of CEE in shaping the students’ behavior and impact on the habit of tolerance and respecting others?’(March 20, 2013)

In the afternoon, the same thing has been observed. All these activities enable the researcher to examine the role of CEE in shaping students' behavior. Based on this observation, we can infer that the rate of CEE in shaping the students behavior is too low.

In addition to this the researcher conducted the second observation to examine the impact of the external settings of the school on the students' behavior or the external settings of the school as a factor barrier for the implementation and effectiveness of the CEE in shaping the students' behavior.

The school has shared boundary with two military colleges in the back and right side. Major General Hayelao Ar'aya Millitary academy in the right and Major General Mulugeta Buli in the back side of the school.

In front of the school, the down town of Arada is found and in the left side of the school mini football place is layout. In generally, the surrounding environment is much calmer and sparsely populated. There are also no disturbing voices which interrupt the school environment and negative impact was observed.

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4.4 The relationship between CEE theory achievement and practical skill

To investigate the significant relationship between CEE theory achievement and practical skill of CEE, the researcher has selected 18 students who signed the school warning two times in the year 2005EC.

The two variables are the following

1. The three semesters' average CEE score of the students represented by 'X' and
2. The students' practical skill or acts according to CEE represented by 'Y'.
The average result was taken from their evaluation results conducted by three activity evaluators (Home room teachers, class monitor and CEE teachers of the students). The average result was out of 50%.

The researcher has conducted the co relational measurement to see the significant relationship between the variables. Its degree of relationship between the variables accounted based on the following rule identification:

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

Table5. Students' three semesters average CEE Score and Practical Skill average score.

Number of misbehaved students who have signed the school warning	The average of the three semesters CEE score of the students (x)	Practical Skill (y)	x^2	y^2	xy
1	46	30	2116	900	1380
2	43	32	1849	1024	1376
3	51	29	2601	841	1479
4	59	31	3481	961	1829
5	49	32	2401	1024	1568
6	44	28	1936	784	1232
7	45	21	2025	441	945
8	48	27	2304	729	1296
9	55	28	3025	784	1540
10	61	31	3721	961	1891
11	55	26	3025	841	1430
12	42	24	1764	576	1008
13	58	28	3364	784	1624
14	38	35	1444	1225	1330
15	46	29	2116	841	1334
16	52	32	2704	1024	1664
17	53	19	2809	361	1007
18	43	23	1849	529	989
N=18	$\sum x=888$	$\sum y=505$	$\sum x^2 = 44534$	$\sum y^2= 14630$	$\sum = xy 24922$

To operate the calculation, the researcher has used the Pearson moment correlation, r_{xy} . Based on this formula the result is **0.014**. The direction of the relationship is **positive correlation** but the magnitude or degree of relationship is **No or very low correlation**.

In order to check the instrument that used by the researcher to measure the reliability nature of the practical skill evaluation whether correlated or not with the subject teachers' criteria to measure the students activity to the context of CEE teaching, the researcher has used **Spearman correlation, r_s** .

In order to do the considered procedure, firstly the researcher has given the ranks to the questions 1-10, and represented as **X** group and next CEE teachers together had given the ranks to the questions 1-10 and this referred as **y**. Ranking the criteria is based on the context of CEE and the behavioral point of view.

Table 6. The relationship between the two ranks

Number of questions	The rank given by the researcher X	The rank given by the CEE teachers Y	XY	D2=(X-Y)²
8	1	1	1	(1-1) ² =0
10	2	3	6	(2-3) ² =1
6	3	2	6	(3-2) ² =1
2	4	6	24	(4-6) ² =4
1	5	5	25	(5-5) ² =0
7	6	4	24	(6-4) ² =4
4	7	7	49	(7-7) ² =0
3	8	9	72	(8-9) ² =1
5	9	10	90	(9-10) ² =1
9	10	8	80	(10-8) ² =4
Total= 10	$\sum X= 55$	$\sum Y=55$	$\sum XY =377$	$\sum D2=16377$

Based on the Spearman correlation, rs result is **0.903**. Therefore, this shows that there is strong correlation between the two ranking variables.

4.5 Contents of Civics and Ethical Education

Table 7: Teachers' and students' responses towards the contents of the course in shaping the students behavior.

no	Question	Responses	Teachers		students		Mean
			no	%	no	%	Mean
1	How do evaluate the contents, units and over all message of the course Civics and Ethical Education in creating good and disciplined citizens?	V. High	---	---	56	23.63	3.75
		High	---	---	87	36.71	
		Medium	---	---	71	29.96	
		Low	---	---	23	9.7	
		V. Low	---	---	---	---	

As illustrated in table 7, 23.63% (56) of students were rated the contents, units and overall message of the course CEE in creating good and disciplined citizen by giving the rank V. high and 36.71% (87) of students were rated the contents, units and overall message of the course CEE in creating good and disciplined citizen by giving the rank High. While 29.96 % (71) rated Medium. The rest 9.7% (23) rated the potential of the contents and overall message of the course CEE in creating good and disciplined citizens by giving the rank low. The mean of the students' response was 3.75.

Open ended questions were also presented for sample students. Almost all students listed three chapters of the course such as **Patriotism, Rule of law and Equality**.

In addition to these, some of students listed topics such as **Self-reliance, Building democracy, Active community participation and Justice**.

Concerning the contents, Five CEE teachers of the school were also interviewed. For instance Sample one of the CEE teachers noted the following topics such as: **Building democracy, Patriotism, Equality, Rule of law and Self- reliance**. He believed that these topics have potentials in shaping the students' behavior or could impact on the students' behavior. As he stated the content of building democracy enabled the students to develop democratic behaviors. Whereas the content, "equality" transfer message about the necessity of respecting diversity such as religion, culture, gender and ethnic groups in general and respecting individuals in particular. Patriotism teaches about loving country which explains in terms of respecting the flag and anthem of the state and in dedicating to the welfare of the people. The rest contents such as rule of law and self- reliance enabled the students to know and to keep his rights and obligations in his/her daily life. Self - reliance also enabled the students to develop self confidence. (CEE1, March 18, 2013)

4.6 Barriers that hinder the course to achieve its goals

Table 8. Teachers' and students' responses to the barriers reasons

No	Question	Responses	Teachers		students		Mean
			no	%	no	%	
1	Is there any difficulty in practicing good behavior according to Civics and Ethical Education for students after they learnt the course?	Yes	12	60	55	23.21	---
		No	6	30	165	69.62	---
		I do not know	2	10	1	0.42	---
2	Are there barrier reasons that hinder the course Civics and Ethical Education to play role in shaping the students' behavior?	Yes	---	---	106	44.72	---
		No	---	---	131	55.28	---
		I do not know	---	---	---	---	---
3	How do you evaluate your CEE teachers in transmitting and creating awareness to the students?	Excellent	---	---	55	23.21	3.64
		V. Good	---	---	85	35.86	
		Good	---	---	66	27.85	
		Weak	---	---	17	7.17	
		V. Weak	---	---	14	5.91	
4	How do you evaluate your CEE teachers in acting accordingly CEE teaching?	Excellent	---	---	35	14.77	3.34
		V. Good	---	---	86	36.29	
		Good	---	---	60	25.32	
		Weak	---	---	35	14.77	
		V. Weak	---	---	21	8.86	

Table 8, shows that 44.72 % (106) of the students argued that there were barrier reasons that hindered the course Civics and Ethical Education to play role in shaping the students' behavior by responding yes. While 55.28 % (131) of the students argued that there were no barrier reasons that hindered the course Civics and Ethical Education to play role in shaping the students' behavior by responding no.

To search the difficulties in practicing or acting good behavior according to CEE for students after they learnt the course, the researcher asked both the students and teachers. So 23.21 % (55) of students and 60 % (12) among the sample teachers argued that there were difficulties in practicing or acting good behavior according to CEE for students after they learnt the course.

While 69.62% (165) of students and 30% (6) of sample teachers did not agree by the presence of difficulties in practicing or acting good behavior according to CEE for student after they learnt CEE. The rest 0.42%(1) of students and 10%(2) responded that they did not know about the presence and absence of difficulties in practicing or acting good behavior according to CEE for students after they learnt the course.

To know the competence of CEE teachers seen from the students' perspective in transmitting and creating awareness during their lessons, the researcher asked the students to rate the potentials of their CEE teachers by giving the rank from Excellent (A) to Very weak (E). Based on this 23.21% (55) and 35.85 % (85) of the sample students given the rank Excellent and V. Good respectively to the potentials of their CEE teachers. While 27.85% (66) of the sample students gave the rank Good. The rest 7.17 (17) and 5.91 (14) of the sample students gave the rank Weak and Very weak respectively to the potential their CEE teachers. The mean the responses was 3.64.

To know the CEE teachers of the school either they present themselves as role model or act according to the course or not, the researcher asked the students to evaluate their CEE teachers by giving the rank from Excellent (A) to Very weak (E). Based on this 14.77 %(35) and 36.29 % (86) of the sample students gave the rank Excellent and V. Good respectively to their CEE teachers. While 25.32 % (60) of the sample students gave the rank Good and the rest 14.77 (35) and 8.86 (21) of the sample students gave the rank Weak and Very weak respectively to their CEE teachers. The mean the responses was 3.34.

Table 9. Students understanding about the objective of the course

No	Question	Responses	Teachers		students	
			no	%	no	%
1	Do you think that the students have enough knowledge or could understand the objectives of Civics and Ethical Education?	Yes	11	55	---	---
		No	6	30	---	---
		I do not know	3	15	---	---
2	Do you understand the objectives of the course CEE	Yes	---	---	223	94.1
		No	---	---	14	5.9
		I do not know	---	---	0	0

To know the students' understanding about the objectives of the course, the researcher asked the students whether they understood the objective or not. For this question 94.1 %(223) of students responded that they understood the objectives of the course CEE. While 5.9% (14) replied that they did not understand the objective of the course CEE.

To identify whether the students understood or not about the objectives of the course the researcher asked the teachers. For this question 55 %(11) of the sample teachers did not know whether students understand or not the course CEE and 6 %(30) of the sample teachers believed that the students have enough knowledge or understand the objective of the course. The rest 15 %(3) responded that they did not have any evidence about their students' understanding.

Regarding to the barrier reasons open ended question was given for both teachers and students to write the barrier reasons that hindered the course Civics and Ethical Education to play role in shaping the students' behavior. They described the following barrier reasons

- Some teachers and students had wrong perception towards the course. It means that some teachers and students did regard the course as politics and tools of the ruling party to transmit its agendas or aims.
- Lack of trained teachers in the field (subject specialist). Still the course has been giving by geography and history teachers.
- Lack interest in learning not only to CEE but also all subjects.
- Shortage of books.
- Failure of some CEE teachers to be model in behaving according to the course. This raises the question of "what are they teaching? and What are they practicing?".
- The insignificant role of the society in empowering the course.
- The curriculum by itself has limitation. That means the course gave more emphasizes to the political and economic issues.

- The theory and the existing environment are not similar.
- Hopeless nature of the students.
- Zonal and woreda principals were failed to be model in showing good governance.
- Backwardness.
- Conservative nature of the society.
- Age of adolescence
- Language skill to understand the subject.

Four Civics and Ethical Education teachers of the school, the director, 4 class monitors and 1 school principal were interviewed about the barriers. The same things were explained in the interview.

For instance Sample one of the CEE teachers noted the following: The curriculum by itself has limitation, that means the course gave more emphasizes to the political and economic issues, the theory and the existing environment are not similar, lack of continues training for all CEE teachers, lack of motivation both in the area of teachers and students, hopeless nature of the students, backwardness, and conservative nature of the society. (CEE1, March 18, 2013)

Concerning this the school principal noted the following: lack interest in learning not only to CEE but also all subjects, shortage of books, failure of some CEE teachers to be model in behaving according to the course, this raises the question of “what are they teaching? What are they practicing?”, the insignificant role of the society in empowering the course, families did not attend their students (P1, March 18, 2013)

On this issue one of the class monitors noted the following barrier reasons such as shortage of books, age of adolescence, hopeless nature of the students and language skill to understand the subject (CM1 , March 19, 2013).

4.7 Strategies and Mechanism to minimize the major problems which hinder the course to shape the students' behaviors and attitudes

Table 10 respondents' response to question related to Strategies and Mechanism

No	Question	Responses	Teachers		students		Mean
			no	%	no	%	Mean
1	Personally, how do you rate your contribution to make Civics and Ethical Education play great role in shaping the students behavior?	V. High	2	10	---	---	3.35
		High	5	25	---	---	
		Medium	11	55	---	---	
		Low	2	10	---	---	
		V. Low	---	---	---	---	
2	How do evaluate the efforts of the school and other stockholders in charging and enabling the course Civics and Ethical Education in shaping the students behavior?	V. High	---	---	---	---	2.70
		High	5	25	---	---	
		Medium	5	25	---	---	
		Low	9	45	---	---	
		V. Low	1	5	---	---	

As illustrated in table 10, 10% (2) and 25% (5) of the sample teachers were rated their contribution to make Civics and Ethical Education play great role in shaping the students behavior by giving the rank Very high and high respectively. While 55% (11) of the sample teachers were rated their contribution to make Civics and Ethical Education played great role in shaping the students behavior by giving the rank Medium. The rest 10% (2) rated their contribution by giving the rank Low. The mean was 3.35.

Based on the question they also tried to evaluate the efforts of the school and other stockholders in charging and enabling the course Civics and Ethical Education in shaping the students behavior. 25% (5) of the sample teachers were rated the efforts of the school and other stockholders in charging and enabling the course Civics and Ethical Education in shaping the students behavior by giving the rank High. While 25% (5) of the sample teachers had given the rank Medium. The rest 45% (9) and 5% (1) of the sample teachers were rated the efforts of the school and other stockholders in charging and enabling the course Civics and Ethical Education in shaping the students behavior by giving the rank Low and Very Low respectively. The mean of the response was 2.70

Open ended question regarding to the mechanisms and strategies was asked in the questionnaire and also presented in the interview for all key informants except to the discipline committee coordinator. They suggested the following points:

- Revising the course curriculum by enlarging the behavioral and psychological point of view rather than economic and political agenda is important.
- Civics and Ethical Education teachers should be model for their students in the sense of “what they teach and what they reflect or act before of the students”.

- Existing observable good governance practices. This issue addresses the school administration in particular and the government in general. According to Barber et al, 2005 cited by Dawit, 2006 building democratic school administration which facilitates such on interaction is an important practice for the development of citizenship. The presence of good interaction among teachers, students, and administrators, the presence of good and practicable good governance and the presence applicable rule and regulation enable the students to develop good behavior. If it does not lead the students to develop good behavior it leads them to opposite behavior.
- Giving continues training to the teachers.
- Increasing the participation of stakeholders is one of the failures. In this context, the stakeholders refer to government, non governmental institutions, and families, administrators in different levels, teachers, and people in other profession...etc.

Four Civics and Ethical Education teachers of the school, the director, and 4 class monitors were interviewed about Strategies and Mechanism to minimize the major problems which hinder the course to shape the students' behaviors and attitudes

For instance one of the CEE teachers noted the following: The curriculum by itself must need revision, that means the course should emphasizes on behavioral and psychological issues, government officials should exercise good governance, giving continues training for all CEE teachers, motivating both the teachers and students, increasing the stakeholders participation. (CEE1, March 18, 2013)

Concerning this the school principle noted the following: Civics and Ethical Education teachers should be model for their students in the sense of “what they teach and what they reflect or act before of the students”, Giving continues training to the teachers, increasing the participation of stakeholders (P1, March 18, 2013)

On this issue one of the class monitors noted the following: increasing the availability of text and reference books, improving the language skill of the students, CEE teachers should be model in acting according to the course, and establishing CEE club in the school. (CM1, March 19, 2013)

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The primary purpose of this study was to explore the role of CEE in shaping the students' behavior, challenges of the course and strategies to minimize the major problems which hinder the course to shape the students' behaviors and attitudes. To accomplish this purpose, the study has attempted to enlighten the issues, prospects and challenges of the course with the intention of recommending possible solutions which would help the course to play maximum role in shaping the students' behavior. As indicated in the first chapter of the paper four basic questions were formulated to facilitate the study. These were:

- To what extent the course CEE play its expected role in shaping the students' behavior?
- Is there significant relationship between CEE theory achievement and practical skill of the students who were signed the school warning?
- Which contents of the course play maximum role in shaping the students' behavior?
- What mechanisms and strategies should be designed to minimize the major problems which hinder the course to shape the students' behaviors and attitudes?

The data were collected through observation, questionnaire, interview and document review. The observation was focused on the school settings and the students' action and activities in linking with the objectives of the course CEE teaching. Questionnaire was distributed for 246 students and 20 teachers.

The questionnaires enabled the researcher to know the students' and teachers' Perception of CEE, the rate of the role of the course in shaping the students' behavior, challenges, and strategies.

Unstructured interview was presented for 20 key informants such as the Director, Unit leaders, Home room teachers, Civics and Ethical Education teachers and Class monitors. The interview part tried to answer the 1st 3rd and 4th questions of the research. The document review was tried to see the type of misbehaving practices which written in the discipline documents.

Both qualitative and quantitative methods of data analysis were employed to substantiate the study. Among the quantitative methods of data analysis;

- A. Mean and percentage were employed to rank the respondents' responses. This helped to determine agreement of the majority of the respondents on the item.
- B. Graphical presentation used to show numbers of misbehavior practices in 2003, 2004 and 2005 E.C. and enabled as to compare and contrast the intensity of the problems in the years.
- C. Co relational analysis used to see the significant relationship between CEE annual score of the students and practical achievement of the students'.

The data collected through open ended questions, interview, and observation were summarized and analyzed qualitatively to substantiate and validate the quantitative information.

1. Graph 1 shows the number of students who signed the school warning in 2003, 2004 and 2005 E.C. The numbers of misbehaving students are increased with double rate. Among the recorded problems : disrespecting teachers, dispute, halting, damaging school property, ignoring the flag and anthem ceremonies, and cheating are repeatedly found in the written document.

The presences of these problems were also explained by the interviewee and the same things observed by the researcher during his observation.

2. As indicated in table 4, 92.4 % (219) of students and 95 % (19) among the sample teachers believed in the CEE's role in shaping the students' behavior by responding.

41.35 % (98) of the students and 10% (2) among the sample teachers rated the role by giving the rank very high, while 31.22% (74) of the students and 25% (5) among the sample teachers rated the role by giving the rank high. The others 18.99 % (45) of the students and 55 % (11) among the sample teachers rated the role by giving the rank Medium. The rest 5.9% (14) from students rated the role of CEE in shaping the students' behavior by giving the rank low and 2.5 % (16) from students and 10 % (2) from teachers rated the role of CEE in shaping the students' behavior is by giving the rank very low.

This question was also presented for all key informants except to the discipline committee coordinator. The key informants clearly said that "the course has role in shaping the students behavior" but they suggested that most students do not act according to the course teaching.

3. Based on Pearson moment correlation formula the relationship between CEE theory achievement and practical skill of CEE is **0.014**. The direction of the relationship is **positive correlation** but the magnitude or degree of relationship is **No or very low correlation**.
4. Open ended question also presented for sample students to know which contents of the course play role in shaping the students' behavior. Almost all listed three chapters of the course such as Patriotism, Self-reliance, Rule of law and Equality were reputedly listed.

In addition of these some of students listed topics such as Self-reliance, Building democracy, Active community participation and Justice. Interviewed CEE teachers also repeated the same topics.

5. About the presence of barrier reasons 44.72 % (106) of the students argued that there are barrier reasons that hindered the course Civics and Ethical Education to play role in shaping the students' behavior by responding yes. While 55.28 % (131) of the students argued that there were no barrier reasons that hinder the course Civics and Ethical Education to play role in shaping the students' behavior by responding no. The questionnaire respondents and the interviewee had listed the same barrier reasons such as: wrong perception towards the course that means some teachers and students did regard the course as politics and tools of the ruling party to transmit its agendas or aims, lack of trained teachers, shortage of books, failure of some CEE teachers to be model in behaving according to the course, insignificant role of the society in empowering the course.

The course emphasized to the political and economic issues, The theory and the existing environment are not similar, hopeless nature of the students, conservative nature of the society, age of adolescence, language skill to understand the subject, faller in exercising good governance, shortage of text and reference books, less ethics and psychology point of view...etc

6. Question regarding to the mechanisms and strategies was presented in the questionnaire and interview parts. Therefore the following points were listed such as; revising the course curriculum by enlarging the behavioral and psychological point of view rather than economic and political agenda is important, CEE teachers should be model for their students in the sense of "what they teach and what they reflect or act before of the students", giving continuous training to the teachers, increasing the participation of stakeholders and exercising good governance. The last issue concerns the school administration particular and the government in general.

5.2 CONCLUSION

The summary given above highlights the major points of the research such as the role of the course, contents, relationship between practice and theory, challenges of the course and strategies. The findings lead to the following major conclusions. Majority respondents and interviewee confirmed/ believed in the CEE's role in shaping the students' behavior. The majority also rated the role of CEE in shaping the students' behavior by giving the level Very high and High.

Based on Pearson moment correlation formula, the relationship between CEE theory achievement and practical skill of CEE is positively correlated but the magnitude or degree of relationship is No or very low correlation.

Topics such as patriotism, self – reliance, equality and rule of law believed to shape the students behavior.

The course had faced so many challenges. For instance; Lack of trained teachers, Shortage of books, Failure of some CEE teachers to be model in behaving according to the course, the insignificant role of the society in empowering the course, Over emphasis is given for the political and economic issues, The theory and the existing environment are not similar, Hopeless nature of the students, Conservative nature of the society, Age of adolescence, and Language skill to understand the subject are the main listed barrier reasons that hinder the course to play maximum role in shaping the students' behavior.

For the above listed problems, respondents and interviewee tried to give suggestions such as exercising good governance, empowering and give training for the teachers, revising the curriculum, establishing Civics club, inviting the

stakeholders to participate in empowering the course, and adding contents of psychology.

Although majority respondents and interviewee confirmed/ believed in the CEE's role in shaping the students' behavior but they agreed that still the course could not impose maximum positive impact on the students' behavior. So government in general and the school in particular should take actions to minimize the problems for the sake of the objectives of the course.

RECOMMENDATIONS

Based on the research findings and conclusions drawn above, the following recommendations have been forwarded to educational authorities and other concerned stakeholders to empower the course CEE in shaping the students' behavior or could impact on the students' behavior.

1. The school should:

- Establish Civics club and follow the activities.
- Give a positive reinforcement such as certification, recognition and awards to students, who act and activate according to the course teaching
- Follow and evaluate the teaching- learning process.
- Build democratic school administration by:
 - Facilitating good interaction among teachers, students, and administrators
 - Facilitating free discussion
 - Developing transparency
 - Developing accountability
 - Behave ethically

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- Practicing good governance and should be role model.
 - In practicing punctuality
 - Avoiding corruption
 - Avoiding discriminations
- Apply the school rule and regulation in taking disciplinary measures for effective handling the misbehaved students.
- Invite parents and stake holders.
- Prepare frequent short trainings.

2. The government should:

- Government officials should practice good governance.
- Government officials should be role model in behaving ethically
- Educational leaders should coordinate all stakeholders (parents, governmental and nongovernmental organizations) for the sake of the course objectives.
- Revise the curriculum by emphasizing on psychological and behavioral point of view.
- The MoE should draw and develop evaluation system for CEE actual practices.
- The MoE should assign subject specialist who are trained in CEE.
- Media should promote the course CEE.
- Teach the societies about the course CEE. Create awareness and good perception about the course.

3. CEE teachers should

- Be model for their students in the sense of “what they teach and what they reflect or act before the students”.
- Use variety of methodology like
 - Demonstration,
 - Dramatic type of learning and
 - Group discussion methods.
- Teachers should be democrat and have good relation with others.
- Motivate the students by giving positive reinforcement.

4. The students should

- Avoid hopelessness and distrust.
- Attend the class and live according to Civics teaching.

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APPENDIX A

INTERVIWE (AMHARIC VERSION)

1. ለስነ-ዜጋ ትምህርት መምህራን የተዘጋጀ ቃለመጠይቅ

- 1) የተማሪዎችን ባህሪ ከማስተካከል አንፃር በትምህርት ቤት ውስጥ የሚሰጠው የሥነ ዜጋ ትምህርት የሚጫወተው ሚና ምን ያህል ነው ?
- 2) በስረዓት ትምህርቱ ውስጥ ካሉት የትምህርቱ ምእራፍ ይዘቶች ወይም መልዕክቶች የተማሪውን ባህሪ ከማሻሻልና በሥነ-ምግባር የታነሳ ዜጋን ከመፍጠር አንፃር የትኞቹ የትምህርቱ ምእራፍ ይዘቶች ትልቅ ሚና አላቸው ?
- 3) በትምህርት ቤት ውስጥ የሚሰጠው የሥነ-ዜጋ ትምህርት በጥሩ ሁኔታ እንዳይሰጥና በተማሪዎች ባህሪ ላይ ተጨባጭ ለውጥ እንዳይመጣ እንቅፋት የሆኑ ችግሮች ምንድን ናቸው?
- 4) በትምህርት ቤቱ የሚሰጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከመቅረፅ አንፃር ትልቅ ሚና እንዲጫወት ምን ቢደረግ የተሻለ ነው ብለው ያስባሉ?

2. በትምህርት ቤቱ ርዕሰ መምህር የቀረበ ቃለመጠይቅ

1. በትምህርት ቤቱ የሚታዩ የተማሪዎች የባህሪ ችግሮች ካሉ ዋና ዋና ቢገልፅልን?
2. በትምህርት ቤት ውስጥ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና ከመቅረፅ አንፃር ምን አይነት ሚና እየተጫወተ ነው?
3. የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከማፍራት አንፃር ትልቅ ሚና እንዳይጫወት እንቅፋት የሆኑ ችግሮች ምንድን ናቸው ?
4. የሥነ-ዜጋ ትምህርት በተማሪዎች ባህሪያት ላይ ተጨባጭ ለውጥ እንዲያመጣ የትምህርት ቤቱ አስተዳደር ፣ የመምህራን ፣ የተለያዩ አባላት፣ ተማሪዎችና እደዚሁም ጉዳዩ የሚመለከታቸው አካላት ሊኖራቸው የሚችለው ድርሻ ምን ያህል ነው ብለው ያስባሉ ?

3.ለትምህርት ቤቱ የዲስክሊን ኮሚቴ ሠብሳቢ

የቀረበ ቃለ- መጠይቅ

1. በትምህርት ቤቱ በተደጋጋሚ በተማሪዎች ላይ የሚታዩት የባህሪ ችግሮች ምን አይነቶች ናቸው ?
2. ከመልካም ዜጋ መገለጫ ባህሪያት አንፃር እነዚህ የባህሪ ችግሮች እንዴት ይታያሉ?
3. በትምህርት ቤቱ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎች ባህሪ ከማስተካከልና ከመቅረፅ አንፃር ምን አይነት ሚና ይጫወታል ብለው የስባሉ ?
4. በትምህርት ቤቱ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከማፍራት አንፃር ትልቅ ሚና እንዳይጫወት እንቅፋት የሆኑ ነገሮች አሉ
5. በትምህርት ቤቱ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከመቅረፅ አንፃር ትልቅ ሚና እንዳይጫወት ምን ቢደረግ የሻለ ብለው ያስባሉ ?

4. ለክፍል አለቆች የቀረበ ቃለ-መጠይቅ

1. በትምህርት ቤቱ ተማሪዎች ላይ የሚታዩ የባህሪ ችግሮች አሉ ?
2. በተደጋጋሚ የሚታዩ የባህሪ ችግሮች ምን አይነቶች ናቸው ?
3. በትምህርት ቤቱ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከማፍራት አንፃር ምን አይነት ሚና ይጫወታል ብለው ያስባሉ ?
4. በትምህርት ቤቱ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከማፍራት አንፃር ትልቅ ሚና እንዳይጫወት እንቅፋት የሆኑ ነገሮች አሉ ?
5. በትምህርት ቤቱ የሚሠጠው የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከልና መልካም ዜጋን ከመቅረፅ አንፃር ትልቅ ሚና እንዳይጫወት ምን ቢደረግ የሻለ ብለው ያስባሉ ?

APPENDIX B
INTERVIWE (ENGLISH VERSION)

1. QUESTIONNIERS FOR CIVIC AND ETHICAL EDUCATIN TEACHERS

1. How do you evaluate the role of Civic and Ethical Education course on the Discipline/ Conduct of the trainers?
2. Which contents of the course play role in shaping the students' behavior to the objectives of creating good disciplined citizen?
3. What are the challenges faced in offering Civic and Ethical Education and factors that play disruptive role in shaping the discipline of the trainers?
4. What would be your suggestions so that Civic and Ethical Education offered the challenge to Play Positive role in shaping discipline/ conduct of the trainers?

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2. INTERVIEW QUESTIONS FOR THE SCHOOL DIRECTOR

1. Would you please mention the major discipline problems, if there are any in your school?
2. How do you evaluate the role of Civic and Ethical Education course on the discipline/ conduct of the trainers?
3. What are the challenges faced in offering Civic and Ethical Education and factors that play disruptive role in shaping the discipline of the trainers?
4. What do you think should be the role of the school administrators, teachers, students and other concerned individuals so that the course Civic and Ethical Education could bring about positive impacts on the discipline/ conduct of the students?

5. INTERVIEW QUESTIONS FOR THE CHAIR PERSON OF DISCIPLINE COMMITTEE OF THE SCHOOL

1. What discipline problems are frequently observed in the school?
2. What would be your opinion regarding the disciplinary problems from the point of View of good citizenship?
3. How do you evaluate the role of Civic and Ethical Education course in bringing about positive changes and shaping the discipline of the students?
4. What are the challenges faced in offering Civic and Ethical Education and factors that play disruptive role in shaping the discipline of the trainers?
5. What would be your suggestions so that Civic and Ethical Education offered the challenge to Play Positive role in shaping discipline/ conduct of the trainers?

4. INTERVIEW QUESTIONS FOR CLASSROOM MONITORS

1. What discipline problems are frequently observed in the school?
2. Which ones are most frequently occurring?
3. How do you evaluate the role of Civic and Ethical Education course in bringing about positive changes and shaping the discipline of the students?
4. What are the challenges faced in offering Civic and Ethical Education and factors that play disruptive role in shaping the discipline of the trainers?
5. What would be your suggestions so that Civic and Ethical Education offered the challenge to Play Positive role in shaping discipline/ conduct of the trainers?

APPENDIX C

QUESTIONNAIRE FOR INSTRUCTORS

Addis Ababa University

Institute of Educational Research

Questionnaire for instructors

This questionnaire is designed to collect data regarding the role of Civic and Ethical Education course in shaping the students' behavior. The opinion and comments given by the instructors are deemed to have significant contribution to the success of this study.

This study is free from political, religious or personal and group prejudices / believes. The researcher is grateful for your honest cooperation. There is no need to write your name on the questionnaires.

A. General Information

Indicate your answer by putting the "x" mark in the box provided

➤ Sex

Male	
------	--

Female	
--------	--

➤ age

20-25	
-------	--

26-30	
-------	--

31-35	
-------	--

36-40	
-------	--

41-45	
-------	--

45 Above	
----------	--

➤ Education level

Diploma	
---------	--

1 st Degree	
------------------------	--

Master	
--------	--

PHD	
-----	--

➤ Your field of study_____

➤ subject your are currently teaching_____

B. Questions regarding the role of Civic and Ethical Education course in shaping the students' behavior.

1. Do you think that the course Civic and Ethical Education has role in shaping the students' behavior?

A. Yes

C. I do not know

B. No

2. How do you rate the role of CEE in shaping the students' behavior in your high school?

A. Very high

D. Low

B. High

E. Very low

C. Medium

3. If your answer for question No 2 is either "D" or "E" please state your reasons

4. Do you think that the students have enough knowledge or could understand the objectives of Civics and Ethical Education?

A. Yes

B. No

C. I do not know

5. How do evaluate the contents, units and over all message of the course Civics and Ethical Education in creating good and disciplined citizens?

A. High

C. Low

B. Medium

D. I do not know

6. Is there any difficulty in practicing good behavior according to Civics and Ethical Education for students after they learnt the course?

A. Yes

B. No

C. I do not know

7. If your answer to question number 6 is "yes" please explain

8. Are there barrier reasons that hinder the course Civics and Ethical Education to play role in shaping the students' behavior?

A. Yes

B. No

C. I do not know

9. If your answer to question number 8 is "yes" please explain the reason

10. Do you think that teachers could make awareness to students through Civics and Ethical Education in school?

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

11. Personally, how do you rate your contribution to make Civics and Ethical Education play great role in shaping the students behavior?

- | | |
|--------------|-------------|
| A. very high | D. low |
| B. high | E. very low |
| C. medium | |

12. How do evaluate the efforts of the school and other stockholders in charging and enabling the course Civics and Ethical Education in shaping the students behavior?

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

13. If your answer to question number 12 is "D" or "E" please explain the reason?

14. What mechanism and strategies comments are possible to solve the problems you mentioned under Q. 9?

Thank you for your cooperation

APPENDIX D

በአዲስ አበባ ዩኒቨርሲቲ በትምህርት ጥናትና ምርምር ተቋም ለሁለተኛ ድግሪ ማሟያ መመሪያ ፅሁፍ የሚረዳ ለተማሪዎች የተዘጋጀ የፅሁፍ መጠየቅ

መግቢያ

ይህ የፅሁፍ መጠየቅ የተዘጋጀው በትምህርት ቤት ውስጥ የሚሠጠው የሥነ ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከል አንፃር የሚኖረውን ድርሻ በተመለከተ ከተማሪዎች ሐሳብና አስተያየት ለማሰባሰብና ጥናት ለማካሄድ ነው።

ተማሪው የሚሰጠው አስተያየት ትምህርቱ የተማሪዎችን የባህሪ ለውጥ ከማስተካከል አንፃር ከፍተኛ ሚና እንዲኖረው ለማድረግ ከፍተኛ ጠቀሜታ አለው።

ጥናቱ ከማንኛውም ፖለቲካዊ ፣ ሐይማኖታዊ እንዲሁም ከቡድንም ሆነ ከግል አመለካከት እና ተፅዕኖ ነፃ ነው።

ስለዚህ ትብብር እንድታደርጉልን በማክበር እንጠይቃለን !

ማሳሰቢያ :- በመጠይቅ ወረቀቱ ላይ ስም መፃፍ አያስፈልግም ።

ሀ. መሰረታዊ መረጃ

መልስህ/ሽ በተሰጠው ሳጥን ውስጥ “ x “ በመፃፍ አመልክት/ች።

- የታ

ወንድ	
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ሴት	
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- ክፍል

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12	
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- እድሜ

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17-18	
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19-20	
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20 በላይ	
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၇. **တပ်မတော်**

በመጠይቅ ወረቀቱ ላይ ስም መፃፍ አያስፈልግም

ሐ. የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከል አንፃር ስለሚኖረው ሚና የቀረበ መጠይቅ

1. የስነ-ዜጋን ትምህርት ዋና አላማ አውቂዋለሁ ወይም ተረድተኝዋለሁ ብለህ ታስባህ/ሽ ሀ. አዎ ለ. የለውም
2. የስነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ ከማስተካከል አንፃር የሚኖረው ሚና ምን ያህል ነው ብለህ ታምናለህ/ሽ ?
 ሀ. በጣም ከፍተኛ ነው መ. ዝቅተኛ ነው
 ለ. ከፍተኛ ነው
 ቀ. መካከለኛ ሠ.በጣምዝቅተኛነው

3.በተራ ቁጥር 2 የሰጠኸው መልስ “ መ “ ወይም “ ሠ “ ከሆነ ምክንያቱን ቢገልፁ?

4.ከሥነ-ዜጋ ትምህርት የቀሠሙትን / የተማሩትን / ትምህርት በተግባር ለመተግበር

የሚከብድ ነገር አለው?

- ሀ. አዎ ለ. የለውም

5. በተራ ቁጥር 4 ለቀረበው ጥያቄ መልስህ /ሽ/ አዎ ከሆነ ምክንያቱን ቢገልፁልን?

6.በትምህርት ቤቱ የሚሠጠውን የስነ-ፊደል ትምህርት መምህራኑ ጥሩ ግንዛቤ

ለተማሪዎች ከማስረጃ አንፃር ሲታይ እንዴት ነው ብለህ/ሽ ታስባለህ/ሽ ?

- ሀ. እጅግ በጣም ጥሩ ነው ብዬ አስባለሁ
ለ. በጣም ጥሩ ነው ብዬ አስባለሁ
ሐ. ጥሩ ነው ብዬ አስባለሁ
መ. ደካማ ነው ብዬ አስባለሁ
ሠ. በጣም ደካማ ነው ብዬ አስባለሁ

7. የሥነ-ዜጋን ትምህርት በደንብ ተረድቶ መልካም ባህሪያትን በተግባር በማሳየት ረገድ የሥነ-ዜጋ መምራን ለተማሪዎች ምሳሌ ከመሆን አንፃር ሲታይ እንዴት ነው ብለህ/ሽ ታስባለህ/ሽ ?

- ሀ. እጅግ በጣም ጥሩ ነው ብዬ አስባለሁ
- ለ. በጣም ጥሩ ነው ብዬ አስባለሁ
- ሐ. ጥሩ ነው ብዬ አስባለሁ
- መ. ደካማ ነው ብዬ አስባለሁ
- ሠ. በጣም ደካማ ዝቅተኛ ነው ብዬ አስባለሁ

8. በስረዓተ-ትምህርቱ ውስጥ ያሉ የትምህርቱ ይዘቶች ወይም መልዕክቶች የተማሪውን ባህሪ ከማሻሻልና በሥነ-ምግባር የታነሳ ዜጋን ከመፍጠር አንፃር መጠኑ እንዴት ነው ብለህ/ሽ ታስባለህ/ሽ?

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| ሀ. በጣም ከፍተኛ ነው ብዬ አስባለሁ | መ. ዝቅተኛ ነው ብዬ አስባለሁ |
| ለ. ከፍተኛ ነው ብዬ አስባለሁ | ሠ. በጣም ዝቅተኛ ነው ብዬ አስባለሁ |
| ሐ. መካከለኛ ነው ብዬ አስባለሁ | |

9. በስረዓተ-ትምህርቱ ውስጥ ካሉ የትምህርቱ ይዘቶች ወይም ክፍሎች የተማሪውን ባህሪ ለማሻሻልና በሥነ-ምግባር የታነፀ ዜጋን ለመፍጠር የትኞቹ የትምህርቱ ምዕራፍ ክፍሎች ወይም ይዘቶች ትልቅ ሚና አለው?

10. በአሁኑ ሠዓት በትምህርት ቤት ውስጥ ከሥነ-ዜጋ ትምህርት ባገኙት እውቀትና መረዳት መሠረት ተማሪዎች በክፍል ውስጥና ከክፍል ውጪ የሚያሳዩት ባህሪያት ከመልካም ዜጋ ባህሪያት አንፃር ሲታይ እዴት ነው ብለህ ታስባለህ/ሽ ?

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| ሀ. እጅግ በጣም ጥሩ ነው ብዬ አስባለሁ | |
| ለ. በጣም ጥሩ ነው ብዬ አስባለሁ | መ. ደካማ ነው ብዬ አስባለሁ |
| ሐ. ጥሩ ነው ብዬ አስባለሁ | ሠ. በጣም ደካማ ነው ብዬ አስባለሁ |

11. በተራ ቁጥር 10 መልስ “ መ “ ወይም “ ሠ “ ከሆነ ማሳየት ያልቻሉበትን ምክንያት ግለፅ/ጭ ?

12. የሥነ-ዜጋ ትምህርት የተማሪዎችን ባህሪ በማስተካከልና መልካም ዜጋን ከማፍጠር አንፃር ትልቅ ሚና እንዳይኖረው የሚያደረጉ ነገሮች አሉ?

ሀ. አዎ

ለ. የለም

13. በተራ ቁጥር 12 ለቀረበው ጥያቄ መልስህ /ሽ/ አዎ ከሆነ ምክንያቱን ቢገልፁልን?

14. የስነ-ዜጋ ትምህርት የተማሪውን ባህሪ በማስተካከል ከፍተኛ ሚና እንዲጫወትና መልካም የሆነ ዜጋን እንዲያፈራ ምን ምን ነገሮች መደረግ አለባቸው ብለህ ታምናለህ/ሽ ?
