



**The Role of Civics and Ethical Education in the Development of
Students' behavior: The Case of Kokebe Tsibiha Secondary and
Preparatory school**

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**Presented in Partial Fulfillment of the Requirements for the Degree
of Master of Arts (Educational Research and Development)**

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The role of Civics and Ethical Education in the Development of Students' Behavior: The case of Kokebe Tsibiha Secondary and Preparatory School

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The main objective of this research was to investigate the role of CEE in the development of Students' behavior at Kokebe Tsibah secondary and preparatory school. To realize this purpose, case study method was implemented. Data were gathered from the school vice principal, 8 teachers, two education experts and two parents. Sixteen students were participated in focus group discussion (FGD). CEE textbooks for Grade 9 and 12 and other documents were also reviewed in order to see the place of Ethical and moral issues in the textbooks. Other school documents like attendance sheets, exam records and other activities of the school and the students were also viewed. Classroom observation was also conducted so as to understand the extent to which CEE teachers and others give room for ethical issues during their instruction. Moreover, students' conduct inside and outside the classroom was observed formally and informally. The participants for the interview and FGD were selected purposely based on their willingness, responsibility, and cooperation, competitiveness (maturity and assertiveness for students). On the other hand, the new textbooks of CEE for upper secondary and preparatory education have not incorporated that much variety of ethical issues even though core moral values like respect, truthfulness, loyalty, responsibility seem hardly addressed by the textbooks of CEE. The coordination of parents and school administration is poor. The influence of external environment and family's socio-economic background of the students found to be the great challenge for the cultivation of the students' ethical behavior. On the basis of this findings awareness creation and skill development training for teachers should be given. Improving school-parent relationships, involving stakeholders like the media, the NGOs, well known elderly people for the teaching of good behavior have to be practiced in creating ethical school environment and the surroundings. And finally forwarding for further study on the issue was recommended.



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ists of Acronyms

CEE	Civics and Ethical Education
EPRDF	Ethiopian People's Revolutionary Democratic Front
ETP	Education and Training Policy
FGD	Focus Group Discussion
ICRD	Institute of Curriculum Research and Development
MOE	Ministry of Education
MOI	Ministry of Information
PTSA	Parents, Teachers and Students Association
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Education, Science and Culture Organization
WPE	Workers Party of Ethiopia

R 1: INTRODUCTION

1.1. Background of the Study

Education is increasingly acknowledged as the best means of combating diverse societal problems. It is also widely accredited as pre eminent in fostering fundamental behaviors and skills of citizens essential for the well-being of societies. Nevertheless, many societies today remained overwhelmed with numerous societal challenges, such as corruption, deterioration of ethical behaviors, lack of moral qualities, lack of good governance, negligence for the common good and the like (FDRE, MOE,2002a; Sharma,2006; Taneja,1990). These societal problems, according to many scholars, emanate from societal failure to incorporate and put emphasis on the necessary citizenship value in their education system (Ibid). It is in cognizant of this situation that many nations now a dayø embark on rethinking on the mission of their schooling.

Hence, the creation of good citizenship, citizens who are well informed, mindful of the common good, committed to democratic values and principles autonomous respectful and participant (Cotton, 1996) has become the prime concern of education system of many countries (Margaret,1998). For instance, the present prime minister of UK David Cameron said on the briefing given to the media that his government will give more attention to education that focus on the social values of his country in order to protect any violence to the nation proactively (BBC, August 16, 2011). The desire of nations to cultivate good citizens through formal schooling has resulted in the revitalization of global interest for citizenship (civic) education in the 1990s. The establishment of democratic states in different parts of the world, the emergence of multi cultural societies, threats of terrorists and other extremists are some of the factors that contributed to the renewed interest of citizenship education (Osler & Starkey, 2004). The above researchersø work, pointed out the following six key contextual factors which have considerably helped for the growth in citizenship education over the past decade. These are global injustice and inequality, globalization and migration, concern about civic and political engagement, youth deficit, the end of cold war and the anti-democratic and racist movements (Osler & Starkey, 2005:4-10). It can be added global warming and climate

growing additional factors for the need of the subject

1990s was considered as the decade of citizenship education (Allehone, 2005; Davis Gregory & Riley, 1999). It was starting from this time that citizenship education embraces a central position in the school curriculum of many countries.

Likewise, the last decades have seen a rapidly growing awareness and interest in the teaching of ethics. Some of the major factors that initiate interest in the teaching of ethical education, according to UNESCO (2003), include: rapid changes in scientific output, increased cross cultural contacts, and weakening of national boundaries due to expansion of internet, satellite TV and other media. Decline of upholders of ethical traditions (the family, religious institutions, neighbors and other close social groups) determination of the environment and creation of a very new ethical situation through bio technology have also contributed a great deal for the revival of interest in ethics/moral education (Ibid).

In Ethiopia, the beginning of 1990s was a formative period for civic & ethical education. This was due to the major socio-political developments that took place in the country (Girma, 2006; Akalewold, 2005a). In May 1991, the pro- socialist military dictatorship was overthrown by armed political group Ethiopian People's Revolutionary Democratic Front (EPRDF). Mean while, this political group, established a transitional government under the guiding principle of the transitional period the charter. This charter, according to many observers, was unique in the country's political history for its stipulation of numerous democratic ideas. It was in line with charter that the education and training policy (ETP) of the country was promulgated in 1994 (Solomon, 2008; TGE, 1994). The promulgation of this policy could be considered as a milestone for the renewed interest of civic and ethical education in Ethiopia. The policy unambiguously designated the transitional government's desire & dedication for the provision of civic education in its modern essence. In the mean time, the institute for curriculum development & research (ICDR), a government affair for curriculum development in Ethiopia proposed civic education to be included in curriculum of the country (Akalewold, 2005a).

and lucid curriculum policy is formulated for the education, many concerned bodies including the government, complain that the subject has not properly implemented in schools as it was expected to be (MOE, 2006; MOE, 2007; Girma, 2006; Juneidi, 2006; Allehone, 2005). For instance in commenting the weak points of the current curriculum of civic & ethical education, Merone (2006:251) pointed out that:

í . The present curriculum was not sufficiently planned, and, different contextual aspects were being sub summed, while greatest numbers of issues were entirely copied from western elements of education in general. The present government in this regard needs to be able to balance the forces of internal as well as external demand.

From the above literatures civics and ethical education of the current implementation has its strong and weak sides.

In view of building democracy and facilitating the development of the country the Transitional Government has introduced the new educational and training policy (ETP,1994). The goals of the educational policy appear too enshrined in democratic values, such as equality liberty, justice, truth and respect for human rights (Seyoum, 1996). Seyoum further argues that the government's stance to embrace democracy is the order of the day. Since Ethiopia is multi- cultural and multi- national country, the issue is not only the order of the day rather it is the question of death and survival for the country (MOI, 2002). In order to realize /materialize the intended educational goals, the MOE has developed civic education as a separate school subject for all grade levels (MOE: 2001). The government believes that the previous moral education of the emperor and political education of the military regime, did not reflect the needs and interest of the public.

Civic education has got attention by the government because it plays key role to build democracy and enhance prosperity (MOE, 2005; 2006). Civic education in a democratic society aims at producing informed, competent and responsible citizens by equipping them with civic knowledge, civic skills and civic dispositions so that they can effectively participate in the political, social and economic affairs of their society (Branson,1988 in Berman 1997). MOE in Dawit (2006: 26) argues that serious ethical problems that have been aggravated these days in people are mainly due to improper cultivation of citizens during their schooling. The ministry extends that educational institutions have not been able to produce young people, who can recognize their country's problem, their own citizenship responsibility and desirable code of conduct?

Similarly, Fenat, in Aschale ,2009: 43 pointed out altruism, integrity, cooperation spirit, etc seems to decline when compared to the past. Fekade 2003:15 has suggested similar problems. He noted that the Ethiopian young people are in moral crisis. There have been poor manner of talking, dressing, disrespect of elders, lack of discipline, etc. It is also common to experience in day to day activity of many people in our country concerning

and youth. Many elderly people today feel that the
values of the traditional people (Ibid).

It seems, therefore, apparent that although civic and ethical education has been introduced to Ethiopian schools, no improvement has been observed on conduct of students as it was intended. Thus one can be aware that this issue needs further investigation. This study, therefore, intended to investigate the ethical /moral behavior of secondary school of Kokebe Tsibiha and their understanding of rights and duties. This study differs from other researches which were conducted by (Meron, 2006; Girma, 2006 and Fekade, 2003) in that it focused on recently developed textbooks. Accordingly, the following questions were raised.

1. How does civic and ethical education influence (positively/negatively) students' ethical /moral conduct?
2. What is the understanding of the principal, the teacher, students, parents and educational experts concerning the role of civics and ethical education in understanding their (students') rights and responsibilities?
3. What are the major ethical/moral problems of students?
4. What are the challenges among students knowing of their rights and duties?

The general objective of this study is to assess the impact of Civics and Ethical Education in creating awareness of students' rights and duties and their moral development.

The following are the specific objectives of the study:

1. To know the understanding of principals, teachers, students, the education expert and parents concerning cultivating behavior of students and creating awareness of their rights and duties.
2. To explore the major ethical problems among students in understanding of duties and rights.
3. To analyze the major challenges that hinders the development of ethical behavior of students.
4. To assess the behavior of students as it put in the objective of the subject curriculum.

1.4. Significance of the Study

This study attempts to investigate the status of the ethical/moral conduct of secondary and preparatory school students and their awareness of duties and rights. So the significance of the study is to:

1. Create awareness about the current status of students' ethical behavior and knowing of their rights and duties among educators and other concerned bodies.
2. Inform teachers, parents and the community that they should be coordinated to realize the goal of CEE.
3. Evaluate the students' ethical behavior.
4. Initiate others who want to study the problem further.



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This study was intended to explore the role of civic and ethical education on behavioral development of students at Kokebe Tsibiha secondary and preparatory School in Addis Ababa. The research would have been more comprehensive if the graduates of higher education had been included in the study. However, this study focused only on those students who are currently attending their lesson. Therefore, the researcher focused only on understanding the rights and responsibilities and moral development of students. This research also tried to evaluate students behavior related to their relationship with their teachers other school bodies, and their dedication to their lesson. The study tried to investigate whether the students' behavior is ethical and act based on their rights and responsibility given in their Civics and Ethical Education textbook.

1.6. Limitation of the Study

As this study focuses on the investigation of the impact process of civic and ethical education curriculum, the researcher was intended to interview the school principal but the school did not have principal at that time and replaced by vice principal. So, the researcher found the necessary inputs from the vice principal. Moreover, the researcher planned to interview four parents who have close relationship to the school. Unfortunately, he has two of them for giving information. The other parents were not available for the interview because of their personal business. And again the researcher was planned to observe 4 classrooms. But he could not go beyond 2 classroom observations.

2.1. The Historical Background of Civic & Ethical Education

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

According to Merone (2006), the history of civics dates back to the earliest theories of citizenship in ancient time and civics as a discipline deals with, day-to-day affairs of the state & its citizen done after the time of the renaissance.

This definition of civics lays more streams on social life of citizens. In the context of social relationship, it is clear that there are many duties to be performed & correspondingly many sites to be respected. Therefore, according to the above definition it is mainly with these senses of the relation that civics is conceived. In modern times with the whole world becoming a single unit, the need for world fraternity has enormously increased & so civics has assumed greater importance in the field of study.

In the words of Gold cited in Merone (2006), civics is the study of institution, habits, sprits, activities & sentiments which provide an individual responsibility irrespective of gender , with a moral force to play his/her duties & to enjoy a sense of belongingness with an organization. In words of Shah(2002), civics is that branch of human knowledge which deals with rights and duties of man living as a member /group of people politically organized. Some thinkers consider civics as a science while others consider it as only an art. Due to civics is a science, which implies a systemized body of knowledge /study of knowledge that deals with citizenship study and as well as art whose practical application

Keeping this is /in view we find that civics is both an

The main concern of Civics and Ethics Education is to search the value & principle of democracy & civic competence. Branson (1998), describe that civic competence is the capacity to participate effectively with political & social affairs of the society. Where as, civic responsibility is the commitment to fulfill the obligation of citizenship tasks. Schools may be said to have fulfilled their central & chief mission when they only succeed to transmit to the growing generation the political, social & economic values of the society & their community, & there by produce citizens capable of playing a positive role in their community large (MOE, 2002).

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

2.1.1. The Historical Development of Civics & Ethics

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

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

egan in ancient Greece. The pioneer of this idea was
.C. who carry out their old ethical thoughts purified &
scholars and thinkers attempted to establish ethical code based on rationalism. And in the
development of the subject matter, Greece has played indispensable role by its great
philosophers.

2.1.2. The Role of Civic & Ethical Education

The major role of civic & ethical education is to produce good citizen. A good citizen, as explained by Akalewold (2005), is a citizen who understands properly the problem of their country, understand the citizenry obligation to make personal contribution equipped with good ethical & democratic culture. In shaping citizens to the best of this purpose MOE (2002; 52) discloses that it is the obligation of any government to acquaint his citizens with good civic & ethical values. There is no government in the world without the intention of shaping citizens according to its constitutions. Among additional missions of Civic and Ethical Education specified by MOE (2002 a;iii) , cited in Akalewold (2005), were to create capacity that helps them understand government priorities, the nature of the law, political and economic plans of their community and international political directions. He continues by saying that, students should learn about the contributions, democratic system building, citizen rights and obligations. In general, they have to strengthen their participation of social values, knowledge & skills which to be cultivated through various

Good citizen, in liberal view, is one who has adopted certain rules & standards of public behavior that are useful in providing for the orderly accommodation of private interest in the public realm (Bahistoni 1985, Wade 1997;6). As it can be clearly understood, the focus of liberal democratic view is to maintain the interest is insured.

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

of teaching civics is to produce ideal citizens i.e. to
qualities of an ideal citizen who:-

- believes in equality of opportunity for all people
- respects values & defends basic human rights
- respects law and its various agencies
- understands democratic principles
- put general welfare above individual interest
- exercises his right of vote freely
- accept his civic responsibility and discharges them to the best of his/her capacity
- realizes the necessary connection of education and democracy
- assumes a personal responsibility for the wise use of natural resources
- understands cultures and ways of life other than his /her own
- supports all efforts to prevent war ,but is always ready to defend his/her mother country against tyranny & aggression
- cultivates qualities of character & personality that requires a high value in his/her character
- recognizes taxes as payment & pays them promptly
- Is responsible family member & assures his /her full responsibility for maintaining civic standards of his/her neighborhoods and community (MOI, 2002).

In relation to this, it is evident that democratic citizen should have the understanding and the intellectual integrity to identify truth from false hood, facts from propaganda, to reject the dangerous appeal of fanaticism and prejudice. S/he must develop a scientific attitude of mind of think objectively and base her/his conclusion on tested data. She/ he should have an open mind receptive to new ideas and not confined within one prison wall of out modeled costumes traditions and beliefs. she/he neither reject the old because it is old nor accept the new because it is new , but shall dispassionately examine both and courageously reject whatever covers the faces of justice and progress .

Education can play major and indispensable role in
er. It shapes them in acceptable in social norm.

2.1.3. The Rational for Civic and Ethics Education

The rational of providing Civic and Ethical education at all grade level in general and in secondary school in particular is to maintain their civic knowledge, skill and change their civic attitude and behavior. This mission of Civic and Ethical Education is the corner stone to make citizens politically active and participative in all aspects of their social life.

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

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

Consequently, the acquisition of civic knowledge and civic skills can not alone be helpful in practice, if the appropriate attitudes are not developed. Therefore ,civic education should help students to develop suitable behavior and attitude, personal and public characters that matter the willingness of citizens to act in public affairs(Dawit 2006: 26).

Civics knowledge taught and developed in schools affirms both changes in behavior and attitude, (like or dislike) of the subject and the lesson. Subsequently, student's attitude toward various subjects and to the teacher and the school is primarily very important in the learning situation (Traverse 1963, Beaumont 1949). To sum up, teaching civics and

2.2. Ethics Education in Ethiopia

Ethiopia as a country of great history, culture and diverse people, there are a great deal of Ethiopian distinction. Values, for instance, hospitality, respect truth fullness, obedience, moderation religion, forgiveness, firmness etc are among the Ethiopian values (Habtamu (1994). When somebody specifically considers the case of Ethiopia, s/he could come across some sources that indicate the attempt to introduce civics and ethical education type in the country before 1990s. For example, during the Imperial régime, the subject with the name *moral education* was given formally in Ethiopian schools. The purpose of that subject was to shape the character of students in line with the Orthodox Christian faith to instill obedience and sense of sub service in the younger generation so that they could remain docile to the prevailing political, social and economic order (Girma, 2006; MOE, 2006). This nature of moral education prevailed in the country right up to the demise of the monarchy in 1974.

The government that ousted the monarchy through coup d'état was a military dictatorship in line with the socialist political philosophy. This government soon declared Marxism-Leninism as its official ideology and education in the country was towards the inculcation of this ideology (Woube, 2005; Ayele, 2002; Seyoum, 1996). As cited in Seyoum (1996) the then ruling party, the workers party of Ethiopia (WPE) had declared the aim of education in the country as follows.

The aim of socialist education is to mould citizens who have an all-rounded personality by including the entire society with socialist ideology thus arming them with the required knowledge for socialist construction (WPE, cited in Seyoum, 1996:19). For this purpose, a sort of civics education called political education was designed and launched in the school curriculum of the country (Akalewold, 2005a; Woube, 2005). Given that the government was a totalitarian and a single party rule system, it has no place for the teaching of the various democratic ideals and essentials citizenship values. Due to the anti- democratic nature of the military government, one may perhaps not expected that

was helpful in enabling students understanding and abilities. Instead, it was used by the government as a weapon in its effort to indoctrinate the socialist ideology in the minds of the students and to intensify its anti-feudal, anti-imperialist and ant-capitalist struggle (Girrma, 2006; Merone, 2006; Akalewold, 2005a). Soon the subject becomes dishonored for its devotion to the ideology of the then ruling party and consequently lost its relevance in later years of the 1980s (Akalewolde, 2005a).

Regardless of these efforts to teach Civic and Ethical Education as one integral part of Ethiopian school curriculum before the 1990s, many believe that the subjects taught during the reign of emperor and the Derge were not considered as civic education. In this regard, Merone has the following to say; “Both the imperial period’s moral education & the Dergue’s political education can’t be taken, as civic education for both of them did not fundamentally deal with the right, freedoms & duties of Ethiopian citizens (Merone, 2006: 251)”.

Forgiveness witness our hospitality patriotisms as an Ethiopian values can be proved when we go back and see the history of our fore father our grandfather fought for the independence of our country against outsiders many timed a maintenance the freedom of our country this and other value of areas have been transmitted through traditional needs. These needs out values alike other countries pan down from one generation to the next.

2.2.1. Modern Education and Social Values

It is well known that education is a means to promise development involves economic, social and political progress (Villeges ó Reimer 1997). In recognition of this educators strongly suggest that education system of a country should focus on the economic social and religious context of that particular country education is a social agent. The young people for the actual life of the society (May 1971) in this case the school community is expected to transmit and improve the culture of the society.

However, in the case of Ethiopian, the relevance of a modern education to its people has been often claimed by (Ayele, 1996, Seyoum 1996; Tekeste 1998) the Ethiopia education

7. Especially the curriculum was that of the westerners regime of socialist countries during the military government. During the introduction of modern education to Ethiopian there were fears and concerns that the western education would put the educated people out of touch in the social tradition of the great mass of people. Especially, church opposed strongly because of the above fear (Seyoum 1996).

German (1964), in his study modern education and social ó modern crisis in Ethiopia found that the modern adolescents had developed a superior consumption habit in comparison to his counterpart living in the traditional conditions he pointed out the young people who were educated deviated from the cultural and recreational activities of the traditional society. According to Fekade (2003) during the Derg regime there was serious value crisis. Generally speaking, let it be moral or political education it is not for us. So it is better to give more emphasis to this subject matter by having good lesson from the past and ignoring from our bad history.

2.2.2. Civic Education as a Ways of Cultivating Good Citizens in Ethiopia

The Transitional government of Ethiopia introduced ETP in 1994. Since the Ethiopian education system was entangled with many problems, it was imperative to make the change. The goals of Ethiopian education as articulated in the Transitional government's policy appear to be enshrined in such democratic values such as equality, liberty, Justice Truth and respect for human rights. These values ring out throughout the policy document (Seyoum, 1996). He further argues that the government's stance to embrace democracy is very much in need with the order of the day. Accordingly, Seyoum (1996) explained the objectives of education range from the promotion of relevant appropriate education and training to the recognition on the rights of nations and nationalities to learn in their language. The education and training policy envisages bringing up citizens endowed with human outlook, country wide responsibilities and democratic values having developed the necessary productive ,creative and appreciative capacity , in order

and utilization of resources and the environment at

With related to this, the curriculum of civic education was designed by the ICDR and introduced to the schools in 1995. In the primary level, it was given in integration with other subjects (environmental science for grades 1-4 & social studies for grades 5-8) & in secondary schools as independent subject with the name of civic education (Girma, 2006; Akalewold, 2005a). In 1995, the FDRE constitution was promulgated ending the transitional government & its charter. This constitution introduced the major democratic ideas & principles to the country by giving due consideration for citizenship rights, about one-third of this constitution was devoted for fundamental rights & freedoms of citizens (FDRE, 1995). This development could be considered as a further stride for the teaching of civics education in Ethiopia.

In 2002, after few years of implementation of Civic Education in the country, the government publicized numerous national policies & strategies to the public. One of those policy documents was the Ethiopian federal democratic republic capacity building strategy and program, which dealt with the status of civic education in the country. In the document, the government uncovered that the new civic education curriculum introduced throughout the country was not properly executed due to different plans. Nevertheless, it obviously showed the government's desire to further consolidate the teaching of the subject (MOI, 2002). Additional government policy document that aimed at clarifying the what, why & how aspects of civic education were also put in effect (MOE, 2004; MOE, 2006; MOE, 2007).

Through these documents, the government introduced some reform in the curriculum of civic education. One of the reforms was that the responsibility of designing the curriculum of the subject was transferred from the ICDR to the department of civic & ethical education of Ministry of Education (MOE). Soon this department revised the previous curriculum & in 2003 new text books were introduced to all grade levels simultaneously. The name of the subject was also changed into civic & ethical education (CEE). Besides, the subject became independent subject from grades 5-12. It was also to

institutions at least as common course (Ibid). Currently, of the topical issues in the education system of the country. It is also a statutory subject in all education institution of the country.

Asserted by MOE (2006), the new education policy will be instrumental to build democracy and to promote the development the nation. It is the strong belief of the government that the current policy is effective and efficient to boost the development of the country. In addition to changing the school curricula, Civics and Ethical education has been introduced as a separate school subject in all grade levels with the vision of facilitating democracy in the country.

The purpose of this subject is to develop good moral character and civic competence in producing citizens who knows, exercises his/her rights, responsibilities and participate in political, economic and social affairs of their country (MOE, 2006). The following objectives have been stipulated accordingly.

- To inculcate democracy and good governance in the minds of the youth so that they will actively participate politically, economically and socially.
- To bring up citizens with good social values and be responsible for political, social and economical capabilities effectively and efficiently.
- To grow up citizens who are critical and scientific and seeks and stands for truth and to have good knowledge about harmful practices and giving decision knowledgeablely.

To realize these objectives Civics and Ethical education has been founded on the basis of selected values. These values are democracy, rule of law, equality, Justice, patriotism, responsibility, industriousness, self óreliance, saving, active community participation and pursuit of wisdom.

According to MOE (2007) to effective realization of producing good citizens, Civics and Ethical education is not the only school subject which is responsible in shaping the manner of students but also there are other subjects that can contribute a lot. However the government seems more confident on this subject matter as a primary tool. That is why the core place is given to the subject by Government officials and democratic institutions.

any times. Had it been effective one could have seen

This means our students and graduates would have

demonstrated the desired behavior.

However, some local researchers revealed that the Ethiopian education has not achieved its goals. Seleshi (2001) in Hailemariam (2007) assessed of a number of such studies made in the development of education in Ethiopia and confirmed that the Ethiopian education has failed to satisfy the aspiration of its people. Similarly, education sector strategy (1994) in Hailemariam (2007) pointed out that the curriculum hardly prepares students for productive involvement in the society.

Fentahun (2007) in Aschale (2009) has also pointed that altruism, integrity, cooperation spirit seem to be declined in Ethiopian students. In the same manner Bekele (2001) Fakade (2003) Ethiopian youths have been influenced by western media. Hence they lose their own moral value some other local studies were also conducted concerning the implementation of Civic and Ethical education in our country. They disclosed that there has been poor implementation of the subject (Girma, 2006; Dawit 2006; MOE, 2006). According to MOE (2006) the major reason for the poor implementation of the subject were attributed to lack of trained teachers, the negative attitude of the teachers of the subject, shortage of reference materials, lack of attention given by the concerned bodies.

Eyayyu (2007) attempted to investigate the inclusion of core social values in grade 10 civics and ethical education curriculum. He found that the social values have been inadequately incorporated in the curriculum. Fekade (2003) has ushered similar finding. To generalize, Civics and Ethical education is the best method to transfer the core social issues and values of our society.

Below are the list of the vision, mission, duties and rights, ethical principles, values of the school, life skills and ground rules.

Vision Statement of the school

By 2020 creating efficient and international competent school system and having good citizens who are active in building of democracy and good governance who have all rounded personality.

Since the school has such kind of ambitious vision it is helpful for the students to be well informed about their rights and obligation and to be disciplined citizen.

Mission statement of the school

Providing Equity and Quality education for the society by considering the situation of the city, keeping International standard technology supported education in suitable programs by participating and coordinating the community and other education stakeholders in school work. As the researcher observed the school, it is trying to achieve its mission.

Values of the School

- Giving priority for quality of education
- Creating a student built in good ethics
- Appreciating creativity and problem solving with research and experiment
- Solving the problem with wisdom, belief and commitment
- Transparency
- Accountability
- Readiness for change
- Working for excellence
- Teamwork
- Making the school as model



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the school community for their behavioral

Students' Rights

- ◆ Learning, asking and knowing
- ◆ Using the school facilities
- ◆ Knowing the rules and regulations the school
- ◆ Participating in co-curricular activities
- ◆ Asking to be respected their democratic rights
- ◆ Getting permission from their school teacher when there is problem and beyond their level
- ◆ Getting receipt when there is any sort of payment, etc

Responsibility and Duties of Students

A lot of responsibilities displayed on the manual of the school which is found on the wall of the principal's office. There are also students' rules and regulations on the notice board.

To mention the major ones

- ❖ Attending their lesson properly and no need of absenteeism without tangible evidence
- ❖ Working their homework, assignment, and other related exercise which are given by their teachers
- ❖ Accepting the support, counseling and support services which are given by the school staffs
- ❖ Not quarrellings with any member of the school compound
- ❖ Working for mutual security and development
- ❖ No drinking, chewing of chat, using drugs, stealing cheating during exam, abducting or rape of female, etc

2.3. Civic Education as a Ways of Cultivating Good Citizens in Other Countries

Various scholars have written descriptions of policies and practices for citizenship education in their particular country for edited volumes. Recent case studies describe curricular reforms in post-conflict societies (Freedman, Weinstein, Murphy and Longman, 2008; Niens and Chastenay, 2008). The varied case studies describing the intended and implemented curriculum are important for understanding similarities and differences in civic education across countries. Here under it will now focus on some of the specific studies that used samples from a single country that can represent from different directions of our world.

2.3.1. The United States America

The diversity of cultures, economies, and political systems within the western hemisphere is reflected in the differing traditions of civic education and research on the topic. Much of the research has been reviewed elsewhere (Ehman, 1980; Hahn, 2008). Other scholars who used data from other nationally representative samples similarly found that students who received deliberate instruction in civics or government had higher levels of civic knowledge than their peers who lacked such instruction (Hart, Donnelly, Youniss and Atkins, 2007; Torney-Purta and Wilkenfeld, 2009). Evaluations of a number of specially designed civic education programmes also revealed that deliberate instruction was associated with increased civic knowledge (Hahn, 2008). Importantly, civic knowledge was associated with students' anticipation of voting and actual voting eight years after completing high school (Hart et al. 2007; Torney-Purta et al. 2001). Much of the research from the United States has focused on the relationship between students' experiences of democratic participation in school and the development of participatory civic-political attitudes. Scholars who used large nationally representative samples and those who conducted studies in a few schools came to the same conclusion: students who reported that they were encouraged to discuss controversial public issues in an open classroom

comfortable expressing their views) were more likely to
age, political efficacy, political interest, sense of civic
duty, and expectations of voting as adults than peers without such experiences (Ehman
1980; Hahn, 1998; Niemi and Junn, 1998; Torney- Purta et al. 2001). Evaluators of
issues-centred curriculum projects also found that students who explored and discussed
issues reported increased political interest and efficacy; they also followed the news,
discussed politics with family and friends, and reported increased desire to participate in
civic life (Hahn, 2008). Other researchers found that students who experienced
interactive discussion-based civic education had the highest scores on a measure of
twenty-first century competencies, including economic knowledge, skill in interpreting
media, and positive attitudes toward diverse groups (Torney-Purta and Wilkenfeld,
2009).

In the United States other researchers focused on the importance of students' participation in extra-curricular activities and 'service learning' programmes, whereby students provide service in the local community. Researchers found that extra-curricular activities and service learning were associated with civic knowledge, voting, and volunteering into adulthood (Baldi et al. 2001; Hart et al. 2007). In a recent longitudinal study, researchers found that when students experienced a combination of 'civic opportunities' (classroom instruction, service learning, and extra-curricular activities), they increased in civic commitments, concern for local issues, and expectations of future involvement (Kahne and Sporte, 2008). Unfortunately, however, researchers find that such opportunities are not equally available to all students. Students from low-income, minority, and immigrant families tend to have fewer civic opportunities than students from middle class, majority culture families (Conover and Searing, 2000; Kahne and Middaugh, 2008; Rubin, 2007). Following a related line of inquiry, some scholars have been exploring specific meanings of citizenship in particular culturally embedded locations. For example, in one case study the researcher explored how young people from a Native American background negotiated their cultural, national, and global identities as citizens (Whitman, 2007).

Taken together, studies conducted in the United States that used large nationally representative samples identified factors associated with student knowledge and attitudes.

complementing such work with case studies that reveal cultural contexts in understanding civic education and political socialization.

2.3.2. China

In recent years there have been numerous conferences drawing together civic education researchers in Asia and the Pacific. This cross-regional dialogue is reflected in a series of books that examine similarities and differences in concepts, curriculum, and pedagogy for civic education (Grossman et al. 2008; Kennedy, Lee and Grossman, 2010; Lee et al. 2004). Several of the countries in the region teach courses in civic and moral education as well as courses in social studies, which includes history, geography, and civics. Across the region there is also a widespread interest in national education to promote social cohesion and attachment to the nation (Grossman et al. 2008). Fairbrother (2008) is one of the few researchers who used cross-sectional data over time to test theory. Using theories of the state and political socialization he focused on the concepts hegemony and resistance. He surveyed and interviewed purposefully selected samples of university youth in Hong Kong and Mainland China to assess the effects of the states messages about nationalism. He found that in both societies student attitudes reflected dominant messages, although some students showed signs of resistance through their skepticism and curiosity. Other researchers have conducted small-scale case studies in Chinese societies. For example, in Hong Kong, Leung and Yuen (2009) described one schools efforts to promote participatory citizenship and student empowerment.

In Taiwan, researchers used a quasi-experimental approach to study the effects of an issues centred approach on students civic attitudes (Liao, Liu and Doong, 1998). The Taiwanese students, like their counterparts in other similar studies in other regions, exhibited enhanced civic participation attitudes, concern about social/political issues, reasoned thinking, and perspective-taking abilities. In Singapore, researchers Ho and Alviar-Martin (2009) explored how teachers think about diversity in a multicultural society. They found that their sample of teachers used essentialized racial categories that reflected societal discourse and state policies, rather than multidimensional and pluralist conceptions of multiculturalism promoted by scholars and teacher educators.

A growing number of researchers have been reporting studies of civic teaching and learning in Africa in recent years. In Africa, researchers have studied the effects of new civic education projects. They have also explored teachers' and students' perspectives of concepts like "democracy" and "citizenship"

In South Africa, Finkel and Ernst (2005) conducted an evaluation of a civic education project developed by "Street Law South Africa". The study is similar to evaluations of new curricula in other regions where international NGOs, partnered with local NGOs, develop curriculum materials and train teachers in student-centred, issues-centred pedagogy. University students were trained to teach a new curriculum, "Democracy for All" (DFA), to students in grades 11 and 12 across the country. The researchers compared interview data from students who had the programme, students who had standard civic education from regular teachers, and students who had no exposure to a civic education course. The researchers found that exposure to civic education, either through DFA or a traditional course, had strong effects on student civic/political knowledge. Importantly, moving from no exposure, to monthly exposure, to weekly civics instruction, and finally to daily instruction led to progressively increased levels of knowledge (Finkel and Ernst, 2005). In another study Kubow (2007) studied selected South African and Kenyan teachers' beliefs about democracy. The teachers defined democracy in terms of equality, particularly gender equality, and freedom of thought and speech as experienced in homes, schools, and communities. Kubow concluded that the teachers' beliefs were informed by both global/western rights-based discourses and local/indigenous values of compassion, communalism, and concern for the interests of community. Similarly, other researchers found (through interviews and digital photography) that Ghanaian students defined concepts like citizenship, democracy, tolerance, patriotism, and rights and responsibilities in terms of Ghanaian law and history (Groth, 2006; Levstik and Groth, 2005). In Ghana and Rwanda, researchers also explored how history instruction can contribute to a sense of who "we" are as a nation that transcends ethnic divisions (Freedman et al. 2008; Levstik and Groth, 2005).

tries

Most of the published articles on civic education and political socialization in the Middle East have been conducted in Israel (Eisikovits, 2005; Ichilov, 2005; Perlinger, Cannetti-Nisim and Pedahzur, 2006). Similar to scholars working in other regions, Perlinger and colleagues found students who had a civics course exhibited higher levels of civic knowledge than those who did not (Perlinger et al. 2006). Further, among students who had civics, those who perceived an open climate for discussion reported higher levels of political efficacy, political participation, and democratic orientations than students who experienced a less open climate.

In another study, Ichilov (2005) revealed challenges for civic educators in a divided society. Using data from the government civic education study in Israel, she compared students' responses from Hebrew state schools, Hebrew religious schools, and Arab schools. Although, overall, eleventh graders in Israel said that they did not discuss politics a great deal, the Israeli Palestinian Arab students were more politically efficacious and they reported discussing politics more than students at either type of Hebrew school. Additionally, whereas the Jewish students were more likely than the Arab students to expect to engage in conventional political activities (such as voting and obeying the law); the Arab students were more likely to expect to be actively engaged in politics, to participate in social causes, and to engage in illegal protest activity. Not surprisingly, the Jewish students were more likely than the Arab students to have positive attitudes toward the nation and its symbols. Ichilov (2005) concluded that Israeli educators implementing a new civics curriculum designed to instill a unified sense of Israeli identity and respect for diversity would face difficult challenges.

In recent years, a number of scholars have reported on small-scale studies conducted in Lebanon (Pederson, in press) and Jordan (Shirazi, 2009). Pederson, like Kubow in South Africa, found examples of local and global discourses in students' conceptions of democracy. Shirazi, like Fairbrother in China, found examples of student resistance to the state's intended policies. His ethnographic study provided rich, thick description of how resistance was enacted in one school.

3: RESEARCH METHODS

In this Study, qualitative research was used to study the problem at hand. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. Likewise, Flick (2004) stated that qualitative research claims to describe life worlds from the inside, from the point of view of people who participate. Qualitative research can be employed when the concern is with people because researcher to study in depth and detail (Patton: 1990). It is an approach that the researcher learn at first hand explore about social world they are investigating by means of involvements and participation is world through a focus up on with individual actors say and do.

Qualitative method focuses on the depth of information rather than generalization the whole population. Qualitative methods produce a wealth of detailed information about a much smaller of people and case (Patton: 1990).

Qualitative research is done in naturalistic setting and interpret phenomenon in terms of meaning people brings to them. This method focuses on process, qualities and meaning that cannot be experimentally measured or frequency (Denzim Lincon, 1999 in Creswell, 2007). Owing to this latitude the researcher selected this approach to investigate the ethical conduct of kokebe Tsibah School students.

So, the main reason for selection of this method is that it helps the researcher to investigate the impact of Civics and Ethical Education on students overall understanding of their rights, responsibilities and their moral development.

There are different strategies of qualitative research. Among which case study is one way of study method. Case study is a strategy of inquiry in which the event, activity, process one or more individual (Cresswell 2009) is studied. Qualitative case study is an intensive and holistic description of a program a person process of implementation (Solomon 2004). The author further explained that a researcher can study few people /cases intensively and qualitatively arrive at generalization as that of those who studied many people cases are bounded by time of activity and researcher collect detailed information using variety of data collection procedures over a sustained period of time (State, 1995 in Creswell, 2009)

In this study, the researcher has chosen the case study design in order to generate detailed information about the character of students. This is because it would enable me to have an in depth insight of the problem at hand and thus the study was bounded to a single school.

3.2. Data Sources and Sampling Procedure

In qualitative research, sampling is not that much in focus on a balanced case and explores it intensively and holistically. Sampling in this case is purposive as stated by Patton (1990s). Purposeful sampling selects information that is rich case for in depth study. So, in order to conduct this study, the researcher purposefully selected Kokebe Tsibah secondary and preparatory school in Yeka sub city of Addis Ababa city Government. This School was selected because it is located at the center of the city and it is oldest school. Moreover, the researcher's personal experience with different schools during his work exposure, the researcher was able to decide to study this situation further.

In order to get rich information, the researcher met with the school vice principals and discussed the issue and the researcher was able to get the willingness of the principals to undertake the study at the secondary school. The researcher selected, school vice principal, 8 teachers, 16 students, 2 education experts of the sub-city and city administration bureau of Education and 2 parents to be the research participation. It is

selecting teachers. Among these two civic and ethical
technology and, 1 geography, 2 physics teachers are selected.

Two of the teachers were females. The criteria for selection of teachers are their willingness and responsibility in the school. Students were selected from grade 9 to 12, 4 from each grade by selecting them according to their academic performance and self expression. The students were selected based on the recommendation of the teacher due to their assertiveness and willingness in order to represent all students accordingly. Parents were selected among those parents listed the school and their attachment with the school in related to their Parent Teacher and Students Association (PTSA). Within one month duration in the researcher's observation due to their willingness and their participation in the school teaching- learning process.

3.3. Data Gathering Techniques

Data gathering in qualitative research is multi-stage. There is no one and final techniques to gather the data rather varieties of techniques are used. For this particular study Interview, Observation, Focus Group Discussion (FGD) and document analysis were used. Each techniques and procedure is discussed below.

3.3.1. Interview

In qualitative research, Interview is a major instrument of data gathering (Creswell, 2009). It is used to collect live from the data the interview was used conducted in face-to-face encounter (between the researcher and the informant) and in a place where convenient for the interviewees. The interview was conducted in Amharic because of its suitability to the study population, questions were constructed not as an end by themselves rather they were developed in a manner under investigation. The vice principal, the teachers, the education experts and the parents were interviewed. The interview of the eight teachers and vice principal lasted for about 40-50 minutes. The interview with these key informants was done intermittently at different times; whereas, the interview with experts was done on pre -arranged program.

experts at different times for about 35-40 minutes for
are interviewed at different times for 30-40 minutes.

The responses of all informants were recorded using audio tape based on their comment. The interview was conducted in the form of friendly dialogue especially with teachers and principals. This friendly dialogue (conversation) enabled the informants felt free, relaxed and confident. Since it was conducted on friendly basis, the researcher and the informants used flexible program. They were not rigid to complete the dialogue based on predetermined time and place. The researcher felt necessary to elicit the required data. Finally, the audio taped data were transcribed by the researcher.

3.3.2. Observation

Participant observation is a major means of data gathering instrument in case study (Merriam, 1998). Participant observer should live close to the individuals s/he is investigating trying to blend in and taking part in their daily activities (Le Comple and Preissle: 1993). According to Wamahilu and Karugu (1995) the researcher's sense organs are the key instruments to collect data in the case of participant observation.

For this study, the researcher made classroom and outside classroom or field observation. The researcher observed two Civics and Ethical Education teachers twice. One grade 9 and another grade 12 for two different lesson. The key points observed inside the classroom were mainly related to the extent teachers give emphasis for ethical issues. During their instruction, teachers' conduct to model ethical character the nature of teacher-student interaction, students' interaction among themselves and the students' motivation and commitment to their learning.

The field observation lasted for more than a month and it was the researcher's everyday activity. The researcher informally observed the behavior of students for more than a month during his stay in the school compound. The researcher did not use structured format for the field observation. So that the researcher could see the entire behavior of the students outside the classroom, i.e. the students conduct in the playground, punctuality, discipline, their relation with the teachers and the entire staff and among themselves, teachers' model behavior, and the school commitment to promote students' ethical

checklist to be important to the study since there was no rating scale the researcher used narrative description

of the observed phenomena.

3.3.3. Focus Group Discussions (FGD)

Focus Group Discussions (FGD) was used to obtain information from the students. Sixteen Students were selected purposely from grade 9 to grade 12, four students from each grade to represent each grade levels from different perspectives as much as possible. The researcher prepared semi-structured questions and posed for the group discussion. The researcher led the discussion and strived to investigate the views and ideas of each discussant by probing them. The Focus Group Discussion focused on the conduct of the students, teachers effort to foster ethical conduct of the support of parent to the school and how did Civic and Ethical Education promote students' ethical conduct and allowing them to exercise their rights and responsibilities properly.

3.3.4. Document Analysis:

In order to triangulate the data collected from different sources, the researcher reviewed students' text book of Civic and Ethical education and teacher's guide, school attendance, disciplinary records, the rules and regulations of the school.

3.4. Data Analysis

According to Creswell 2009 qualitative data analysis is conducted concurrently with gathering data, making interpretation and writing reports. The author further added that case study involves a detailed description of the setting / individuals followed by analysis of the data for themes or issues. The data gathered by interviews were first transcribed. The researcher attempted to read all the data bit by bit continuously till the researcher could get the meaning of those varieties of data collected by different techniques. After a thorough reading of data the researcher attempted to develop categories or codes and reducing the voluminous data into manageable sets of themes. Using direct quotations and narrative descriptions each theme was analyzed.

ATION AND DISCUSSION OF DATA

In this section, the researcher tried to analyze the data obtained from the participants. He also interprets it based on the analysis he made. The researcher attempted to collocate his own interpretation with the participants' response. The researcher's personal comments are accompanied by literatures related to the issues. Coded names are used in the report to maintain the ethics of the research; i.e. to protect the rights of the informants.

4.1 . The Research Setting

Kokebe Tsibiha School is one of the secondary and preparatory schools in Addis Ababa. The school is located in Yeka Sub city administration. The school was established in 1931. The school is owned by the government. These are 14 building blocks consisting of 63 class rooms, library rooms, administration office laboratory room, and pedagogical center. There is one toilet block both for males and females students but it has different rooms for each sex, the school has definite sport field. Electricity tap, water and telephone services are fulfilled to the school. There are 63 Classes each consisting of 50 to 57 students. The school is general secondary and preparatory school (grade 9-12) and it has no Shift systems. There are a total of 3553 students (1499 boys and 2054 girls) and 166 teachers (of which 119 male and 47 female).

The school has language, science, social, mathematics, Civics and Ethical Education and other departments. Each department has its head. There are also many co-curriculum activities. For instance, Civic and Ethical class, mini media club, charity club, language club, anti-AIDS, Red Cross club, and sport class club. Each club has coordinators and members from both teachers and students.

The school has displayed its vision, mission, ethical principles, organization values, rules and regulation, rights and duties and students teachers and other reflecting quality education package.

Participants to the Importance of CEE

Cultivation of children is always the concern of every society since the earliest time (Wynee: 1992). Iheoma (1995) also stated that children should be educated to developed moral values since values cannot be gained inherently or innately.

Accordingly, in this study the researcher attempted to scrutinize the concern and perception of teachers, parents, education experts and students toward ethical conduct and character education. The researcher strived to investigate whether students' perception is pro or against ethical education. One of the participant teachers (Non CEE teacher) Mr. Z has the following to say: "The need of character education for our children is paramount if we need to have children who are well mannered and disciplined. This type of education should be given equal emphasis as that of other academic learning".

Another Participant, Mr. Y, a teacher, on his part reported:

More than anything else our children should be cultivated in order to have good character. Unless the government gives due emphasis to this aspect of education, the end result will not be good whatever knowledgeable and skillful they are, if they do not have ethical conduct they will not be useful members of our society.

From the above excerpt, it is obvious that the participants are in favor of the need for character education. Both gave due emphasize for the significance of ethical education. Similarly Mrs. X (teacher participant) believed that students need to be educated to develop good character by saying:

It is through ethics education that our children can be good. During the past times, i.e. at the time of Atse Haile Silasie moral education was given in schools. And parents also thought their children to be good children. That is why children of that time were more disciplined than today. Similarly, today the total school education and the home environment must give emphasize for promoting students ethical conduct. The

work hard through different mass media to

Similarly the education expert underlined the significance of ethical education by analyzing his own rational and the emphasis of the government.

In order to produce good citizens who will be competent, responsible and honest, educating children/students to develop good conduct has no substitute. Thus why the government has given due attention for ethical aspects of education has given mainly CEE.

Another expert also reflected similar views: "At this time, we have to give attention to cultivate the characters of our students. Currently the government has given due attention to ethical aspects of education and this effort will continue in a more effective way".

There is little doubt that the ideas above all depicted that ethical education should be the concern of every individual. It is implied that this aspect of education enables our students to develop the desired behavior. This investigation matches with many educators such as Ryan and Lickona 1992, in Lhoeme 1995, May 1972, 1988. Therefore, it is possible to say that the participants of this study are in favor of ethical education. From the participants responses we can understand that ethical education is important to produce good citizen.

The difference lies that, should be responsible for promoting students' ethical conduct. In view of this CEE teacher Mr. B said:

Parents should be primarily responsible to cultivate their children's ethical conduct. Besides, the government through media and other areas should transmit moral issues. It is the primary responsibility of the government to prevent those media which negatively influence student's character. Today in our city those social ills like chat and movies are prevalent throughout this city, from the center to the periphery; many students have become the victim of this phenomenon.

shared by other teachers who do not teach CEE. Here, if the teacher even thought they are aware of the need for character education, excludes themselves from the domain of moral educator. This means they do not involve in the moral education of the students and they shift the border to others. This in turn implies that the majority of the teachers have no comprehensive understanding for ethical education because of knowing only the significances of ethical education does not have any help for character education.

On the other hand CEE teacher and the experts seem to have better awareness about ethical education. For e.g.

Mr. A CEE teacher said: "With regard to Cultivating students' behavior, school and the government co-operate each other. No single body /institution can be successful to accomplish character education if there is no joint effort."

The education expert in the same manner underlined that our teachers in the school, parents and the government are responsible to foster good characters of students. He criticized:

School teacher, either knowingly /unknowingly, have abandoned the responsibility of character education. All school teachers and the whole school community need to be committed to successfully foster the ethical character of students. The government is highly committed to have citizens who have good character.

The data obtained from parents is put like this, and Parents believe that their children should be ethically oriented, but they are not well aware of their responsibility. One mother, Mrs. M, said:

Our children should be polite, respectful, disciplined. The school education must do this. The students do not regard our advice, comment and help. The school has enough time to help students. But parents have only limited time to meet their children, i.e. morning and evening. We believed that the school has both the capacity and adequate time to shape

they work hard. We parents donot have any cause they do not respect our advice and help.

From the above statement made by the mother we can clearly understand that parents do not feel themselves responsible to cultivate their children.

As can be seen, despite their desire to have ethically oriented children, parents expect the school to do this huge responsibility without their support. But different literatures pointed out that the support of parents to the school has decisive role to foster the behavior of the students.

As noted by Ryan and lickona (1992) due to the decline of parents support to the school and their influence at home current oral decline has become a great threat to the world. May (1971) also argued that when the work of the school become opposite to what parents do, it will be impossible to promote character development. Parents have the primary obligation to teach their children the basic norms of the social living (Starratt, 1994).

The data from Focus Group Discussion (students) is mixed-up. When they were asked whether ethical conduct is necessary or not, they undoubtedly agreed that good character is essential for human beings. But what is good character seems debatable and unclear to them.

Mr. J One of the discussant explained the following

Ethics is necessary for human beings. If someone has good character, he will be loved by everyone. We like students who are cleaver academically and all of us need to be cleaver like them. CEE is a good subject for students because it encourages us to know our rights and practice it. Furthermore, it helps us to learn about the constituent and good governance.

From the above statement one can infer that, good character means knowing one's rights, the constitution, good governance, love of country. Although the description of good

and love of country are key concepts for good character. They do not see them except uttering the words in rote memory.

Their understanding for good character is not comprehensive. They do not agree with what teachers and principals claim. Although they seemed appreciating good character, they particularly seem to have different understanding from teachers and parents. When they were asked whether the students conduct is ethical or not, the students almost assured their conduct is not as such bad. For example Mrs. S who is a student participant said "I think these kinds of people are undemocratic and conservative." As teachers and parents complained, (this will be discussed below in detail). The students' character is undesirable. There is a gap between adults and the youth concerning good character. Therefore, the students affirmative answer for good character cannot tell us what they need ethical education.

During the discussion the participants did not mention such big ethical problem of students. The students mention cheating, whispering while teachers teach, self-conflict, late coming, absenteeism as the major ethical problem of students. The students did not mention such big ethical problems such as disrespect, disobedience, irresponsiveness which were confirmed by other adult participants.

The data revealed that all participants are in favor of ethical education. For them, shaping of character should be given attention in order to produce good citizens. However, there is almost consensus among teachers, parents and the experts concerning the responsibility of cultivating students' ethical conduct. For CEE teacher and the education experts, the responsibility should be for all school teachers, the parents and the government. They believe that cultivation of the students' ethical conduct cannot be realized by the simple effort of CEE teachers. Non-CEE teacher appeared pushing the responsibility of ethical education to the family and the government and other stakeholders. They excluded themselves from the domain of moral educator. On the other hand the students' perception for good character seemed superficial. Their perception of ethical conduct concerned only on their knowledge of one's right constitution and good governance. That means the true meaning of good character which is at the heart of affective domain is

, it is possible to say that the students do not have a
act and this can lead them to behave unethically. As
Lickona (1992) stated good character means knowing the good, loving the good and
acting the good. For students to do the good, they have to know the good first.

4.3 . CEE Vs Students Behavior

In view of fostering democracy and good governance civic education was introduced as one but key subject in the new education system (MOE, 2006). Accordingly, special attention has been given to this subject. This subject has been given from grade 1-12, for elementary grade (grade 1-4) civic issues were integrated in to Science, but from grade 5-12, it was given as separate subject. As noted by MOE 2005; 2006, the new civic education is different from this kind of education which was provided during the imperial and the military periods whose purpose was to secure and benefit the then ruling bodies. On the contrary, the ministry believes that the new civic education aims at producing good citizens who are politically, economically and socially active and responsible. In this case, it is indicated this subject, unlike the previous periods is not for the benefit of the ruling party but it is equally essential for each individual as well as the people in general.

The purpose of this subject is to develop good moral character and civic competence (MOE, 2007). The ministry stipulated the following objectives

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

However, some literature revealed that though civic education had been implemented in Ethiopian school since 1994, the desired objectives have not been realized (MOE, 2006, Sileshi 2001 in Hailemariam, 2003). The government attributed the failure to poor

to attitudinal problems of teachers, lack of knowledge government did not clearly admit the weakness of the curriculum of civic education the subject was revised and coined as CEE in 2004. The new CEE curriculum has been based on 11 core social values. As mentioned in the previous chapters these values include building democracy, rule of law equally, justice, patriotism responsibility, industriousness, self reliance, active community participation, saving and pursuit of wisdom. One of the rational for changing civic education in to CEE was to incorporate ethical issues because of the alarming increase of ethical problems among professional and government high rank of officials (Akalewold, 2005).

In this study, the dominant ethical problems related to school as emphasized by participants are classified and described separately as follows. Since, it is difficult to deal with every problem. The researcher gave emphasis for the major ones which are experienced by the participant. Therefore, the researcher presented the major ethical problems of students as follows.

4.3.1 . Rights Vs Responsibility

As noted by Johnson (1992), we, human beings, live in a social world. And multiple needs and desires. So, these are real but conflicting and that introduced a problem of obligation and cause for ethical thinking. He went on to explain that we are interdependent and therefore mutually responsible to one another. Human beings are both physically and morally interdependent.

To be human means to be able to act in the real world. Unless we give ourselves to understanding and honoring our mutual claims and accepting our interdependent, none of us shall be able to attain the humanity we individually seek (Johnson, 1992). This implies that social life needs mutual responsibility. As an individual we should be responsible for ourselves, our family, our neighbors and our people in general.

We are also expected to be responsible for maintaining and improving our culture. As articulated in the policy document, one of the aims of our education policy is to bring up citizens who can take care of and utilize resources wisely (TGE: 1994). To build

ment of a country, citizens have to be responsible to
promise etc.

Lickona (1992) contended that if children are helped to take real responsibility, they will develop the sense of responsibility properly. For instance, Lickona suggested the more children take care of young children, do chores, so on, the moral trusts was their behavior in other situation. He further explained that children become responsible by having responsibility. They learn to care by performing caring actions. Such responsibility can start early (Lickona, 1992).

As the future of the nation depends on the behavior of the children and young people, the new generation is always expected to shoulder the responsibility expected of him/her. Needless to say, our school children are expected to be responsible citizens who are participants, productive, well informed, and competent.

This goal is expected to be best achieved by CEE. The data obtained revealed that students in this school are not responsible for what they are expected to be. The teacher participants again confirmed that their students are not good at shouldering responsibility. For instance Mr. Z who has served for long periods reported.

I have worked as a teacher for about 6 years. All my experiences are related to teaching. I worked in remotest areas as well as in cities like Addis. For me the situation is changing from good to bad, the students today do not want to do anything for the school and for teachers.

Mr. Z Added

The new education system was envisaged to talk our backwardness and poverty so as to facilitation our prosperity. Nevertheless, the outcomes, i.e the students, I think are not reliable. If we observe the products of the education starting from the lower level up to the higher level graduate, they are selfish, irresponsible, un helpful etc. when I come to our students, they are really selfish. They always run to protect their rights without caring out their responsibility. They are very serious for pieces of their rights. But they are negligent for their responsibility.

, students are strong enough to defend their rights and
rights. They are sensitive to defend it whatever it is.

Nevertheless, it is also indicated that these students do not need to carry out their
responsibility which is inseparable from their rights. This is indeed impossible. If an
individual desires to protect his/her right without carrying out the expected responsibility,
the individual is really selfish.

Another participant, Mr. B on the other hand said; *“Indeed our students are not
responsible for themselves as well as for the society. They have developed the same first
They are careless even for their learning, they lack interest to learning.”*

Extending his idea, Mr. B discussed

Something that is done carelessly but easily becomes difficult to change
with maximum effort at first the students was oriented wrongly. Toward
the beginning of the implementation of the new education policy, the
government over emphasized on the rights of students. In order to blame
the old system (as usual) much appreciation was given for the new system
which is democratic and . In addition it was over emphasized that both the
teacher and the students do have equal rights, neither of them can be
dominant. It is these concepts which created confusion in the latter. They
split their rights from responsibility and maintain their rights only.

This teacher has forwarded his view of the wrong conception of the students about their
rights and responsibilities. This misconception is not the idea of this teacher only, other
teacher also shared it. Commonly, mistakes can be made at the beginning stage unless
care should be taken. Considering the situation from a single dimension, unexpected
result can be attained.

The student participant also seems to agree with the above idea. One student participant
said *“the rights given to the students are very much exaggerated .The above statement
imply that the students may not understand of their rights as it is put in the text book. In
the first place they do not understand equality of human beings. In a democratic system*

In spite of unclear understanding for rights, from the the rights given to students causes confusion to the students to carry out their responsibility.

From the students' idea, it is implied that the students are aware of their rights on their own way. This seems a big confusion about their rights and responsibility. In fact, this selfish attitude is a major problem of the young people throughout the world today. As noted by May (1971), youth of today are more concerned with their individual desires than their responsibilities to society. Extending this idea May argued that gratification of one's own desires to the detriment of the social goods is a basic problem in a consideration of moral value criticizing this selfish notion /individualism. Veivins in May (1971) argued that in an area demanding cooperation and social mindedness, the concept of individualism must be open to question.

The data also confirmed that students are not responsible for their own learning. Mrs. X, one of the participants (teacher) described the situation as:

The students consider the subject CEE as easy. In accordance to the system or the policy, I try to employ continuous assessment as much as possible; I usually put this in my lesson plan. But when, I gave such different tasks, they are always complaining, they attribute different reasons all of which are irrelevant.

She added: "Even after reaching agreement, the students come to school without completing the task /not attempting at all. Only small number of students can be found done the task accordingly".

From her statement, it is possible to say that Mrs. X is bored of the students' carelessness to do their own task. As a teacher this is annoying. Firstly, she was expected to employ continuous assessment which is acknowledged by the education policy. Besides, her belief is that students must engage in different tasks in order to give them an opportunity to learn by themselves. Such discrepancy may be a challenge to her profession.

ers to complain about this kind of students' behavior. In school there is pressure on teachers to teach effectively, in order to improve the quality of education. On the ground, the school setting is challenging from the students who lack interest and readiness to learn; practically the learners can be successful if he/she has interest and motivation to learn. In fact, why do the learners lose interest and motivation to learn needs to be studied further because there may be other different external factors that can affect the motivation of students.

One senior teacher, Mr. A rightly put his comment as,

In our time of student, teachers were very much satisfied by the characters of students then, in the classroom the students were very eager to attend class lesson. When we were given any task we accepted with pleasure. It was very rare to find a student who came to class without completing the task. But today this has become impossible, our students do not want to learn, to do task, to study, to attend attentively. The government always blames us for worsening the situation. Let Creator know this, we are working hard without being acknowledged. What can we do if the students are not ready to learn?

This well experienced teacher is very much dissatisfied in the character of current students as compared to the past. Students of the past time were motivated and hard working comparing to today's one. The teachers comment is not different from his colleague Mrs. X. In both statements the students' lack of responsibility to their learning is clearly underlined. Hence, it is safe to say that the students have become irresponsible for themselves. One parent told to the researcher with related this issue who was disappointed by her irresponsible son and said the following;

My son asks me for breakfast or lunch as if he would go to school. After having his meal he leaves the home. He come back when it was time to leave the school. By considering that he spent the time learning as his classmates, I welcome him excitingly. I usually worry about meal and wear. As I am such a poor woman I worked day and night in order to

in his learning. My hope disappeared when I
to school rarely. The home room teacher
confirmed me my son is one of the hopeless and careless students.

The son was cheating his poor mother while her expectation was the successful accomplishment of his learning. The boy ignored both the mother and the school.

The mother told to the researcher that her son was grade 11. He is not as such matured enough to understand his mother suffering. Probably this boy might have learned something bad like chat, watching movies or something that can enable him to earn small money. For this kind of students schooling is meaningless. It is not surprising to see some students were take off their uniform and put in their bags immediately after leaving school. These students do not want to be identified as student because their friend may be those youngsters who are delinquent.

During his stay in the school, the researcher usually could see students leaving the school by interrupting the class when the guard is absent at the gate. If the guard saw them and order them to return back, they would probably ignore him. There are no fixed time students to leave the school. The researcher could see students leave the school starting from the 2nd period. One of the teacher participants had the following to say about the students' irresponsiveness to their learning "One day I found 8 students in chat house during class time. As heard, female students went together with the males to serve the chewers by making coffee and to chew with them". From the teacher's idea we can raise a question how did he see these 8 students when they are doing that? He is a teacher and expected to be at his work during work time. The researcher asked him this question and the participant teacher told that he did not go there to chew chat but he was told by his relative nearby.

The students' irresponsiveness can be also reflected by this commitment to protect the school properties from destruction. It is clear that the students have a right to utilize school properties but wisely. From the lists of the rights of the students it was stated that the students has a right to use school furniture and equipments.

ed properly, because the school cannot purchase them
Nevertheless, the data depicted that the students did not
take care for school properties. As explained by the principal the students damage many
things. He went on to explain that plasma TV, desks, doors are usually broken. They do
not keep their class room clean.

Mr. Z on the other hand explained that the students dislike work. When he gave them
tasks they would usually show their reluctance to do assignment, project work, even
home work. He further argued that the students attempt to study and score good result is
poor. As can be seen from the above ideas the students are not active both inside and
outside the classroom. Mr. B stated clearly that students come and sit in the classroom
without their interest, but it is for the pressure of their parents that they come to school.

Here, we can imagine that with no doubt the physical presence of the students is nothing
if their mind and heart are not present at the same time. The day dreaming clearly shows
they lose interest. Mrs. F (teacher participant) also expressed her complain by describing
what she usually encountered in the classroom. When she was teaching, some students
were usually smiling, becoming restless without any attention for the lesson. Her attempt
to solve the problem by discussing with them could not bring any change. She expressed
her frustration by saying "I can do nothing more than this, it is up to them"

The Vice principal's idea strengthens what have been said by other teachers. The students
are that the students do not attentively attend to learn, they do not do tasks either in the
classroom or home. "Teachers, usually come to my office and report the problem." The
V/principals added that since the majority of them do not study during the exam time,
they become active to cheat.

Contrary to what has been said by others, Mrs R had a different view. She said "we
should not blame students. They are not always trouble makers". She suggested that if
they go dedicated teachers they could do better. Implicit to her idea is a criticism of
teachers for lack of dedication to help learners do better. In fact, this argument is
logically sound. However, her colleagues and the vice principals' idea do not go in line
with her view points.

n revealed the students problem.

When I give them home work assignment, they come without doing it. It is not a matter of easy/difficult task. At first they come to class without doing the home work. I attempted to punish them for every single period, but it was joyful for them to leave the class. Once they left the classroom, they left the school and did not return; gradually I realized this was not a good solution. I finally decide not to punish them by letting them outside.

The researcher's observation of the classroom goes in line with what the majority of the teachers committed. While he was observing the instruction of the teachers, the researcher could see many students felt exhausted (unmotivated), somewhere whispering, some were learning on their neighbors' body and some other day dreaming. The researcher was able to judge that the teachers are bored of such mal practices because they welcome every behavior as it comes.

Mr. Y sharing all what his colleagues committed/ blamed the system for the weakness of the students. He asserted "the government does not want any students to drop out or to detail. The motto is zero drops out and zero detained rate" the students know that whether they attend the class or not, whether they study or not, etc. They are sure that they will not be either suspended or detained. Therefore, the researcher think, this may be one a major reasons for the failure of students to learn.

As it is indicated from the above idea there is a mis-understanding between the policy and the actual practice. There is usual blame between the teacher and the government concerning policy issues and actual enforcement. Generally, beyond the reason, the data shared that students' interest and commitment to learn is poor. And this in turn results in failure to achieve the desired goals and these will create the generation gap.

nd Rules

Lickona (1992) argued that respect is the core of morality and parents should teach this value to their children. He went on to explain that respect is a two way street ó respect is reciprocal öDo unto other as you would them do unto you.ö

Habtamu (1994) confirmed that respect is Ethiopian traditional distinct value. However, this core value is missed as a result of the influence of western culture western oriented education (Ayele, 1996; Fekade, 2003). Today in our country elderly people to others express their concern for the fact that today's children and youth lack this core value.

As discussed above the new CEE focuses on the 11 selected values. Nevertheless, respect as a core value of both grades 9 and 12 issues related to respect are hardly visible as discussed in section (4.1). It seems that the morality of respect has been ignored. The morality of respect has decisive role for social relationship. As Lickona (1992) pointed out there should be mutual respect between children and parents students and teachers the manager and the subordinates, or the relationship between individuals in their ordinary encounter is essential for mutual benefit and understanding.

One teacher participant, Mr. A said;

In our culture and religion every one of us is expected to be respectful to other. Respect to elders, teachers, parents, Guests, etc are typical Ethiopian values. However, today this value seems to be forgotten. When we see our students, they are no more respectful to their teachers. They consider their teachers as their peers. They have no politeness when they approach their teacher.

Another participant Mr. Z also reported;

Our students are no more respectful. They are selfish. They can offend you unless you are wise how to approach them. They do not bother whether their action affects your feeling or not, their languages is bad (vulgar) they have no patient to listen to you, they are only good talkative.

it seems that the students do not respect their teacher considering others feelings. They are concentrating on their own feelings only. They ignore others feelings. One can clearly see here that in such a situation the students can lose a lot of advantages. Because of their poor approach to their students, teachers may not be interested and motivated to help their students.

As noted by Omoegun (2009) the most important skill for a child is how to relate to other people. Especially, for a student; social interaction plays a significant role on the social as well as academic life. The students' interaction in their teachers and class mates has no substitute for academic success (Wynee, 1992).

Mrs. L who has been teaching for more than 8 years expressed her dissatisfaction by the bad behavior of the students with deep frustration; "Teachers were highly respected by their students during the past. Teachers were very pleased by the behavior of their students and they were very helpful and sympathetic to their students economically, socially and psychologically.

Extending her idea students' behavior in the past she said:

The students were very happy to be intimate with their teachers. When the teacher asked or orders students for help, it was great pleasure for the students. In the classroom teacher's idea was considered as noble by the students. This kind of situation was a source of satisfaction for the teachers.

Mrs. F explained the present situation as follows

Today the students do not respect the teacher's idea when teachers order the students to do so, when they advise and help them, they do not accept with full heart. You can find students who are joking against their teachers and giving nicknames for their teachers. It seems, for me, the students do not need the support of the teacher since they may think that they know everything for themselves.

reflected the children's lack of respect even for their

This mother explained;

I usually attempted to advise my son to study, to find good friends, and to help the family when he has spare time, but none of my effort become fruitful. He was not ready to listen and consider my help. He does not give any value for my advice now, I abandoned everything. The students today are difficult for parents.

From the above statements, it is implied that the boy neglected his mother's advice and support. And this situation frustrated the mother to help her son. Parents are responsible for cultivating their children characters (Lickona 1992). However, as indicated above the boy become against the mother's help which implies that the boy disrespected his mother.

The idea of the experts seemed somewhat different from the teachers and the parents. One of expert put his idea as follows.

We can imagine the behavior of the students if there is no CEE in the schools. Teachers usually complain that students are getting worse and worse. They bitterly blame the students for their rude and immoral act. But I think the behavior of the students is not that much bad as complain of the teachers to our understanding (as government representative) the students are not as such trouble makers. Of course, there are some students who are disobedient, undisciplined, and selfish; however these students do not represent the majority of students.

He further stated; "And I think it is the habit of our teacher to exaggerate minor problems. Teachers want the students to be subservient instead of assertive and confident this is their major weakness".

The data obtained from Focus Group Discussion (FGD) revealed that teachers do not feel comfort when students boldly confront them to defend their rights. As Eden uttered, "I do

ers expect us to be meek as they were during their

As can be seen the students and the experts are against the claim of teachers and parents. Opposite to the expectation of the teachers, the expert by reflecting his own belief and the government. Assumption concluded that teachers complain because of the wrong expectation that teacher hold for students' behavior. Implicit to the expert's idea we can see that teachers do not want the students to be challenging to defend their right. The students' idea exactly matches with the experts. This implies that there is a gap between teachers and experts, (the government). From his interview the researcher was able to understand the experts reflected their idea on behalf of the government, not their own personal idea. The majority of their ideas were similar to the rhetoric uttered by government bodies at educational discourses. During his observation what the researcher observed inside and outside the class room did not agree with what the experts argued. Definitely, teachers are frustrated by the behavior of the students. The argument of the students can also imply that they have developed a rigid notion of defending ones, right. In this kind of situation it is not difficult to imagine that the students can abuse the teachers while they attempt to question any issue in order to defend their rights. This situation demands the government and teachers to rethink their differences and narrow the gap. Respect for legitimate authority is a decisive morality that every one should develop.

As May (1983) stated schools must go much greater parents to stress the idea that students must listen to learn respect authority on all levels. The authority of rules and regulations in school, authority of the laws, the authority of adult figures, etc. The author further explained that the best way to teach students that they must learn to have respect for authority is to make it clear to young people that violation of the rules and disobedience of authority figures will not be tolerated. As discussed in section (4.1) the school itself and at the city council level. The duties and obligation of the students as well as the teachers have been displayed on the notice board and walls of the office.

problems teachers stressed is that students disregard rules. Both teachers and the vice principal confirmed that students are disobedient to the authority of the school but the Vice principal said that the school is taking some sort of measurement for those students who are not obedient to the rules and regulations of the school.

For instance, Mr. Y said:

They need no help and at the same time they do make many mistakes. It is the usual business of the school to give advice and communicate important lessons to our students during the flag ceremony. Besides every teacher spends considerable time to advice his/her class students. This effort is misinterpreted by some students and complained that too much time is spent for advice.

Extended his idea, Mr. Y explained what his friend experienced;

One day my friend was teaching as usual, one girl was misbehaving, sitting idle, she was whispering with her neighbor who was attending the lesson attentively. Being upset by her bad practice, he seats her outside and warned her not to attend his class again unless she brought her parent. When he entered class the next day he saw the girl sitting as usual. He become too angry, shouted at her *øget outø* it is my right to learn, that angry teacher could not do anything. He reported to the office. When he told me the situation, he was getting out of his control he strongly condemned his fate to be a teacher.

When we see the decision of the girl, it is clear that she violated the authority of the teacher. *øRespect the advice and order of the teacherø* is one of the duties of the students which are displayed on the walls of the principal office. But from the girl's decision, we can see that the girl attempted to defend her right for doing wrong. This indicates, as discussed above, because of the selfish notion of the students, they do not want to carry not their responsibility but only defending their right.

After sitting and talking with some teachers the bell was rung. When the bell rung, some students went to the gate of the school when the school guard stood up there. The students' intention was to go outside the school. The guard told them to return but one student 17/18 years old insisted on to go out and threatened the guard. Finally, they started boxing.

After a while, few honest teachers attempted to stop the fight. Following the fight no measure was taken against the boy. The researcher was very much surprised by two things. One how this small boy attempted to fight the adult guard, second why were teachers not surprised by such a scene?

Teachers were not that much surprised because such phenomenon is common for them. One male teacher said since the guard was physically weak the students are out afraid of him instead they attempt to fight with him.

There is little doubt to understand how student are disobedient. The rule of the school does not allow disobedient. The rule of the school does not allow students to go outside the school during the break time. This is because if they once go out, they will not return back.

From the idea of the women (teacher) and what the students did it can be implied that the students do not respect rules, rather it seems that they are governed by physical force.

The researcher was also able to observe the disobedience of the students. Students entered class after the break time after spending 15/20 extra minutes. As the teachers told me the 1st period after the break time is usually spent without lesson. The students come out from class during the break time early if possible starting from the 2nd period; students can go outside the school if the guard is not at the gate. One day the guard was at the opposite side of the gate, one female and two male students come near the gate the guard saw them and shouted to return but they run outside. The guard could not do anything. As discussed above this situation becomes obstacle for teachers to employ the continuous assessment. This implies that the students do not respect the order of the teachers.

students tasks/homework/ but the students come without
by if they are punished to stay out for not doing the
homeworkö.

From what have been described, it is possible to say that students are not obtained to teachers, parents, and the school guards. They violated the advice, orders, and rules. As Levine in Bermen (1997), described students know less, cares less. The author further explained that students have developed personalized and non- participatory notion. They emphasize on protecting one's self interest, collective interest and the common good are missed.

From the views of the students themselves, it seems that the students have developed this personalized notion. The data from Focus Group Discussion (FGD) indicated that they would accept the advice of teachers and other old people if and only if the advice seems sound to them. They further explained that they would not be submissive for any advice. For them to accept anything given from elders is foolishness. Moreover, they argued that what and how someone advices them matters them. They went on to say good way and if the advice is important to them they will accept with advice and make it their own. As implied by the above ideas, the students seem to be rational to accept the advice of other people. Indeed the rational choice is necessary and should be appreciated. However, there may be a problem of making this rational. Choice, in one cause the studentsø maturity stage may not allow them to decide what if wrong /right (Lickona, 1992)

In addition, as Omoegun (2009) noted due to the exposure to western media and e-net working the children and youth are confused to develop their own value system. The Author further explained that due to the uncertainty created by the exposure of the media. The youth today are unable to understand what the society expects of them.

To sum up, the students disrespect teacher, other staffs and parents. They also do not obey rules and regulations of the school compound. They are more influenced by globalization. They could not understand the negative effect of it. They take it as is. This issue needs much clarification by the concerned body.

Support to Improve Ethical Conduct

Character development is a social and not an individual task because being human is a social not an individual phenomenon (Johnson: 1992). He went on to explain that we human beings are interdependent and therefore mutually responsible to one another.

As discussed above elsewhere moral decline is prevalent both in developed and developing countries. It is in response to their moral crisis that a renewed interest for moral education becomes the focus of the world today (Rya and Lickona: 1992). Different countries have different programs for this kind of education. Some countries since France and Germany have separate or single subject program where as other like Dutch has holistic approach for moral /ethical education (Lender and Veugleler 2006). Ethiopia is one of such countries which have a separate subject program i.e. CEE.

Whatever the program is the purpose is for the character (behavior) formation of students such that are good citizens developing all rounded personality. Either holistic/separate subject program of character education a coordinated efforts of school staff, Parents or the community as a whole is needed for effective realization of the goal. As Lickona(1992) argued it impossible to leave character (behavior) education for a single subject, single teacher /single group.

Accordingly, in his study an attempt was made to investigate the cooperation and support for effective character development of students. The data pointed out that parental or community involvement, teacher concern and dedication to moral instruction, administrative commitments to be weak to foster moral development. Each stake holders should treat the issue by coordinating and integrating their effort based on the data obtained from participants.

4.4.1. Commitment and Cooperation of Teachers to Cultivate Students Behavioral Development.

Education is value loaded. Every teacher of different subject can't be value neutral. When the teachers select, contents, materials, methods etc s/he is transmitting values (Veugeler,

at moral education can be best accomplished through
e cross curricula.

Indeed, based on the nature of the subject, all subjects may not have similar potential to affect moral development. For instance, values may be better fostered by social science or literature than some other subjects (Lickona: 1993). However, it does not mean that some subject should be neutral of moral education should be coordinated both horizontally (across academics in the same grade level) and vertically (across different grade levels) (started: 1992). Teachers are constantly engaged in the shaping and molding of young people's character simply through enforcing the rules and norms of every day school life.

The data revealed that other subject teachers have no contribution for moral education. It was found that CEE teachers are also making effort to foster the character of students, although their effort is not as expected.

The education expert explained the situation by saying "other subject teachers consider CEE teachers are the guardian of character development. They consider them as party member of EPRDF, they show dislike to CEE, even they regard CEE club with doubt he added.

Other subject teachers consider teaching their own subject matter as the only responsibility. This is problem for the school of course; we do not believe that they have no awareness about their full responsibility.

Mrs. X, the CEE teachers said:

When we see the view of other subject teachers, they suspect that we are the members of the ruling party and they think we get special benefit. Even for disciplinary problems that can occur outside the classroom, they prefer to be neutral, looking at students doing quiet wrong, they keep silent, this is because they think that it is not their responsibility, and when she asks the teacher to help to regulate students who violate the law of the

do not care about them even they can violet the
teach them such things.

There is a little doubt that ethical education is left for CEE teachers only. It seems that other subject teacher do not feel responsible to foster character development. Both the expert and Mr. X's statements indicated that teachers have no good attitude to CEE as the propaganda for ruling party. Of course, this problem was disclosed by the government (the Ministry) 6 years ago. This wrong perception of teachers to the subject CEE was attributed for the failure of reaching the described objectives (MOE: 2006). The data obtained from other subject teachers also seem to be congruent in the above participant.

Mr. Y for e.g. reported

I am a physics teacher, and my responsibility is primarily to teach my subject. CEE teachers are also responsible to teach their subject even though they have no good teacher (graduated by the subject) for the subject CEE. Therefore, they must teach it. Even if it is my interest to teach ethics, how can I do it? My subject does not allow me. The very nature of the subject physics is not related to ethics.

He added that;

Students also do not expect me either for it is the responsibility of Civics and Ethical education teacher. For e.g. If I raise one ethical issue in the classroom and deal with it, the students will observe me with support of the ruling party, they may consider it as wastage of time or they may regard me as a party member or conservative.

As implied from the response of the physics teacher their teacher does not contribute to the character development of students. His assumption, "I am a physics teacher only" is clearly stated. Implicit to this idea he can understand that he does have no understanding about ethics education. Moreover, his rational "the students not expect me to teacher either" is quite wrong. Let alone physics every Subject is not value neutral. Science has a

natural and human world (May: 1968). Kenan (2009) in the global crisis such as climate change, deforestation, the spread of HIV etc are due to failure of education to focus on ethical aspects of education.

In addition to that the teacher's rational that the students do not expect his/her to teach ethics also reveals that the teacher seems losing his /her as a teacher. Obviously by the virtue of his knowledge and experience the teacher is *laissez-faire*. This in turn, implies that the teacher is *laissez-faire*. The data from the FGD confirmed that the support of the subject teacher to moral development is insignificant. They further said that teachers do not attempt to help students whether they face problem. The researcher's observation too, confirmed that the other subject teacher prefer neutral position for moral education. Although this is particularly impossible, the teachers; deliberately effort to keep students develop moral understanding is very weak.

Thus, without the involvement of teachers for moral development of students, the effort of CEE alone will not be effective (May: 1968). Therefore, the absence of teacher (other subject) corporation for character development is one great challenge in spite of other efforts.

4.4.2. Management of School Governance and Students' Behavior

Administration is a key variable in school effectiveness and there is no reason to believe it is less important to the effectiveness of moral education. Not only do teachers need the school it appropriate understanding and skills for moral education, but also they must feel encouraged and rewarded for their efforts (Ryan and Lickona, 1997). Extending their idea they also arrested that if we expect young people to develop moral attitudes and behaviors, we are responsible for making certain that school itself demonstrates moral principles.

Beane and Lipka (1986) in Lickona (1992) stated that the moral ethos of the school is most powerfully revealed in its institutional features, which also comprise much of the hidden curriculum. These authors added that the conception of moral ethos in the school as a just

are guided by intelligent reasoning serves as a unifying governance, interpersonal relationships and conflict resolutions are guided by moral principles. One of the means by which the school can establish just community/moral community in the school is by making rules and implementing rules. Because of their premise schools have their own rules and these rules are expected to be enforced firmly in the school.

Kokebe Tsibha secondary and preparatory school in like any other schools has its own rules and regulations. Some of the rules have been made at the top level (city administration Bureau of education) and other rules are established by the school itself.

As the expert said schools have the right to make their own rules based on their school context by the participation of the staffs, students, parents and other concerned bodies/stake holders. Likewise kokebe Tsibeha secondary and preparatory school has made its own rules. The school vice principal explained that the rules which passed down from the city administration and prepared at the school level are communicated to the students by the beginning of every academic year and also displayed to the students on the notice board.

The vice principal further explained the rules and regulations are usually posted the school compound in order to help the students learn the rules gradually. The researcher has also confirmed what the vice principal said by my observation to the students. There are ground rules in each class room, the rules and regulations, duties and responsibilities of teachers and students have been posted on the notice board as well as on the wall of the principals office and told by mini media. These attempts, of course, should be appreciated.

Nevertheless, it was found that the consistency and commitment of the administrative organ to enforce the rules firmly is weak. The data showed that the rules are not implemented strictly. The commitment is to make rules but not for enforcing or implementation.

Mr. Z described the situation as,

practiced are always different. The school has and regulations every year new rules remain on paper, they are paper tigers. If you look at the notice board and the walls of the office and the classrooms, you can appreciate such rules, but they are not enforced it doesn't mean nothing. It seems that the rules are posted for the sake of posting/displaying.

Mr. G also argued,

The school administration body is not that much strong enough to enforce rules, to encourage and motivate different co-curricular activities. For e.g. absenteeism, violence, disrespect teacher and the school community are among the good rules but these problems commonly appear. The schools do not take as such good measures against these students who make practice. If a student leaves the class for more than a month, a week, s/he will not be suspended.

From the above two excerpts we can understand that the commitment of the school administration to enforce rules is very weak. It seems that the effort is to make and display rules.

However, having good rules cannot guarantee for fostering good behavior. As argued by May (1968) the school should be strong enough to enforce rules by continuous follow up so that the students behavior can be influenced.

On top of the school community needs to be model to demonstrate good behavior for the students. For e.g. Teachers and others are expected to be obedient to rules and regulation by their actions as well as their words. Besides, they should be cooperative to the school administration by enforcing laws/rules.

Mr. F specifically pointed out that the rule regarding absenteeism is nominal. It is obvious their home room teachers take attendance every day and there are many absentees for long period of time. Surprisingly, either the home room teachers inform to the school but the school administration does not take any measure against their

ke the attendance every day has to ask here? In fact,
e part of teachers.

As Mr. A told to the researcher the government does not want to have any drop out in every class. He added that of the students abandon /discontinuous his/her class by his/her self or if the school suspends any students this will not be supported by the government. Both the teacher and the school will be blamed, may be punished for this failure.

This implies that because of the fear of the blame for students drop out, either the teachers/the school prefers to be reluctant to take any action against the absentees or other misbehaved students. The data from the FGD also revealed that the rules of the school are not enforced effectively. They commented that the school is *laisser-faire* to manage disciplinary problems. They believed that wise management needed to correctional practices; here their idea clearly indicated that corporal punishment should not be by any means alternative to manage problems.

Co-curricular activities are other tools which behaviors are shaped. Different curricular activities help learns develop good character as a result of real life experience. Because of their great contribution to the whole development of the learner, schools develop different co-curricular activities or clubs.

Similarly, in Kokebe Tsibeha School there about 22 clubs to mention some; sport club, know your country club, charity club, anti Aids club, ethics club, mini media club, science and technology club, women club are among the many ones. As can be seen their clubs have direct relations to behaviors or ethical issues. Nevertheless, the information obtained from interview, FGD and observation in directed that there clubs are less functional. The teachers and the student participants confirmed that the school administration does not encourage and reward the club to be effective, for instance Mr. B commented. "There are more than 20 clubs in our school, every September club members are registered and submitted to the office of the principal, this is the end of the game".

Mr. G also reported

hed because we have to do this .Our bosses
per of any clubs launched). Most of us know
only the names of 3 or 4 clubs; others are heard when they are reported.
But not seen what they were doing.

The response of the expert seemed similar to what teachers and students argued.

It is clear/obvious that the performance of our school leaders is not yet as we expect. There are committed principals and also less committed ones. Especially, in most schools co curricular activities are performed poorly. Even though all schools have formed different clubs, based on our evidence most of them are not effectively functioning. The governments believes to co-curricular activities have key roles to promote students ethics. But the practice is for the teachers. The governments cannot go to school and participate in the actual. Of course, it is the responsibility of the government to develop programs, establish rules a follow up the practice.

Obviously, the above response indicates that the clubs in this school are no more functional rather it is nominal.

Like that of the rules and regulations of the school functions of the club do not go beyond paper work. Here it is safe to generalize that the school is always at paper work, but poor at actual practice, probably this trend may be reflected in any function of the school.

4.4.3. The Role of Parents and Community

Parents must involve in their childrens learning of morality (Starratt: 1995). He further argues that not to teach children the core ethical values are gave moral failure. It is obvious that the involvement of parents and the community helps the school to be effective to attain the intended objectives be it knowledge, skill or value.

The participants of the study confirmed to the researcher the involvement of parents and the community is insignificant for instance Mr. Z said: ðParents are very distant from the

come to the school and to communicate with teachers when they are called the majority of them do not come accordingly.

The vice principal express his idea emotionally as follows:

The parents are careless for their children. Once they send their children to school; they do not think that their support is needed for their children do. They need the schools to do everything which is impossible. What is supporting is that they blame the school for not cultivating students but there is a sign of improvement.

The teacher and the vice principal both underlined the neglect of parents to be involved in their students learning. Form their idea it seems that the parents shift the whole burden to the school. This may be either due to lack of awareness or frustration. As pointed elsewhere parents expressed their dissatisfaction about their children's disobedience and disrespect for them. There may make them to shift the burden to the school.

The students' idea also goes in line with what the teacher and principal complained. Students said that their parents are not voluntary to come to school even when they are told by their children. As to the students their parents less involvement is because of lack of awareness about the significance of their support for the character formation of students.

Mrs. H one of the students participant said "Many parents considered coming to the school as a waste of time" from the vice principal's idea the researcher could understand that the school program at the beginning of the semester and every two months to meet in parents. The vice principal said that this program is very important for parents and teachers to discuss issues related to students. For such a regular program only a small number of parents come accordingly, the vice principal argued.

As the vice principal discussed, the willingness of parents to meet the teachers and their children the regular school program is also weak. If these parents do not come to the school because of the call from the school, it is difficult to say parents can come to school

possible to generalize that the involvement of parents in

Mr. C a parent's participant reflected his examples and suggestion concerning his link with the school.

It is my second time to come to school. I come on September when the school was opened. I came on that time because my daughter forced me to go because the school administration passed strong order for every student to take their parents. Only 20-30 parents were present at that time the school demands us to frequently visit them but we are very busy on our daily business issue. I think the school was sent a message for about 600 parents and guardians.

Not only parental involvement is needed but also the involvement of other people is also essential to effectively promote students ethical behavior. Accordingly, this school attempts to get the help of other individual. The information found from the vice principal and CEE teachers revealed that the school has good partnership with the police office, the court and the sub-city administration.

It has been known that the traffic police teach the students about traffic rules and regulations, the police office teach about crime, violence, drugs, etc. The same lesson is given by the court men but almost the students did not change it in to practice.

This effort of the school undoubtedly should be appreciated; however, the school cannot escape from critiques. From what the school has done one can clearly understand that the school gave emphasize for legal rules and laws only. Of course, it is very important for the students to know the rules and laws. But knowing rules cannot be guarantee for good behavior. It is better for the school to have partners with other individuals or groups such as professionals like health officers, psychologists, well respected persons, elders, etc.

Development of Ethical Behavior

4.5.1. Socio – Economic Status of Family

As indicated above, parental support and encouragement have profound influence on the overall development of children. The participants of the study underlined poor family back ground as the major obstacle for promoting ethical behavior of students. The school vice principal

Mr. Q, has the following to say,

Those students of the poor family do not give priority to their education. These students of the poor family do not get parental /family support; they are influenced by their peers who have unethical behavior. When we see students who are misbehaved almost all of them either without parents or economically poor parents.

Mr. Y also suggested;

Children from the poor families have a lot of burdens from their home. In the first place, these kinds of parents do not encourage their children. Furthermore, students of their kind are engaged in activities like selling of small business areas to earn their own money so as to help themselves. In addition, they are easily exposed to undesirable behavior.

Mr. A has commented parents of today as

In the past, the child of someone was the child of every parent. Everybody cared for any child. Today every parent cares for his/her child only. Most parents have become selfish to their children only. Moreover, they force their children to find friends of their kind; that means if the parents are rich they need their children to have friends from the rich family. As a result, these kinds of children can have a better chance of getting friends who have good behavior. On the contrary; children from the poor families

behavior because of peer influence and lack of discipline. At the same time the reverse happening like students from rich family are using drugs, chats, alcohols etc, but the students from poor family are more of religious.

The idea of Mr. A tells us that parents today have become selfish. They are no more concerned for any child except their own. From this argument we can imagine that the traditional value of caring from people especially for children have lost from parents. This is really a great threat for any one. Sympathy is one the most essential values for human beings. We, Ethiopians, have been known for their core social value. Let alone for our children we have been acknowledged for our hospitality for foreigners. It is also implied that when children are not encouraged and modeled to develop good behavior, they are likely to be exposed for bad behavior. There is great access for these children to start smoking, chewing chat, early sex, using alcohol and drugs etc.

Habtamu 1994; Reddy 2006 pointed out that socio economic and political factors influence the value orientation of individuals.

One education expert explained the impact of family back ground as follows,

It is clear that children of poor family back ground are exposed to various challenges. They are easily vulnerable to unethical behaviors because of peer influence. Since they cannot get parental support they may go the wrong way. Moreover, the financial shortage pushes them to find other alternative. For this kind of students case should be given by the school and teachers unless teachers are committed to help these students they are easily exposed to different problems. On the other hand children of high class family are currently using the ICT in the wrong way and they are exposed to other bad ethical activities.

As discussed above if children do not get parental help at home they are more likely to learn bad behaviors. Here the role of the teacher is more crucial than other time. The teacher is expected to give especial counseling and guidance for them, encouraging them.

er is always needed for the healthy development of the
kinds of children need more attention than others.

To sum up, if children do not get good parental support in the home and in the school, their academic as well as ethical development can be influenced negatively. Especially, at early stage of starting adolescence children needs guidance, counseling and encouragement to direct their way because human beings learns ethical behavior or good conduct from the environment where he/she interacts (Bannars 1993, Iheoma 1995). Most importantly economic factors can greatly influence children's behavior. In one case, if there is financial shortage forced to search for another alternative to get money instead of giving attention to their education. This in turn can lead them to be exposed to such bad habits as their children are not yet mature to resist such challenges, that is why the present EPRDF lead government give more attention to eradicate absolute poverty from the shoulder of the people of the country.

4.5.2. The Influence of External Environment

In an attempt to do an effective job in educating youngsters, moral values, schools need a great deal of support outside of the school (May: 1971). Moreover the outside of the school environment or local environment can be conducive for moral development. Because the behavior of students can't be influenced not only by the school, but also by their peers, neighbors, families, the society as a whole.

This study attempted to investigate the impact of the local environment (the school surroundings) on the ethical development of the students.

Interview questions were passed to teachers and experts. The participants witnessed, the external environment has a great impact on the behavioral development of students. They expressed their deep concern on the negative impact of the external environment on students' character development. According to them unless this situation is resolved, the effort of the school cannot be effective as expected.

For e.g. Mrs. X Said:

different challenges. In the classroom we teach them social behavior. However, in the real environment they have exposures to children, youngsters of adults who demonstrated bad behavior undesirable behavior. Even adults are not good models, they are corrupted, smokers, drunkard, drug users, etc.

Mr. Y on his part also argued:

In our city, there is alarming increase of chat houses, movies or videos even in the school compound, sexual abuse, drug users; our students are easily attracted by their social evils. In this city some ten or twenty years ago, Chat house were rare to be found in our city A.A. Girls and women were dressing, especially girls wear bare. This is really unfortunate for our students and the next generation because our students are being losing their values and identities. Our students watch movies which are really against our culture and value. If we see in every corner of the city we can find such mini shops which sell and hire bad films, and other things, their numbers are increasing from time to time, this shows they are demanded.

The above data elicit that the external environment affects the behavior of the students verily. As indicated clearly this socially undesirable behavior like drug usage, videos, alcohol, bad dressing, etc are provided in the city very rapidly and this unfortunately affect the behavior of students. This investigation goes in line with Sullivan (1992). The author pointed out that today due to advancement of Information communication technology. The youth of the world are greatly affected by social ills; and this result in excessive materialism

Mrs. Fø's idea also strength and what have been explained by her colleagues.

I am very pessimist for the future of our students. We are not helping them. The government seems unconcerned for the grave challenge that faces us in the future. While our students are going to the worst way, nobody is committed to help them take the right way. We expect them to

n to the ocean of life crisis. We adults are also

Extending her discussion she argued,

The government must be concerned for the problems of students and youth. The teaching-learning process cannot bring the required change unless the outside surrounding supports it. I think, more than what they learn in the classroom the students are greatly influenced by the external event. The increasing of chat houses and movies affect the behavior of students greatly. The government should not see passively these problems.

On the other hand the data of FGD (students) indicated somewhat unclear stance. They explained that drinks alcohols, chats, videos, etc are as pervasive as in every corner of the city. However, they underestimate the negative impact of these phenomena on their behavior development. They suggested that if parents are strong enough to manage their children, the possible problems can be very minimal.

It is not surprising to hear from students such idea that these new circumstances may not have immediate negative impact on their behavior. In one case, they assume that their behavior is not as bad as the society expects. Second, their awareness on the impact of the circumstance may be low.

Teachers have also strongly recommended that unless good measure is taken to prevent this aggressive growth of social evils (drug use, alcohol, video film, chat etc) the attempts of the school to foster good character of students cannot be realized.

For students' better development of good behavior, the social realities should not be opposite to that of school realities. Generally speaking, the incompatible social environment (outside school environment) with the school is a big obstacle for the development of students' behavior as students because youth can be easily attracted by what they encounter.

Conclusion and Recommendations

In this chapter, the researcher presented the summary, conclusion and recommendation of the findings.

5.1. Summary and Conclusion

The main objective of this study was to investigate the role of CEE on the behavioral development of students at Kokebe Tsibaha secondary and preparatory school in Addis Ababa. Qualitative case study was employed to undertake the study. The major data gathering tools were interview, focus group discussion and observation. Document analysis was also used. The data were gathered from the vice principal, teachers, students, students' parents and education experts. The data obtained were categorized and analyzed.

Despite the fact that CEE has been given as a separate subject in upper secondary schools, the behavior of some students in Kokebe Tsibaha secondary and preparatory school was unethical. Teachers seemed to be desperate and are pessimistic about students' behavior. Teachers and students haven't developed close relationship for mutual understanding of problems among themselves. This is a tendency of the students to over protect their rights without respecting the common goods of the society and neglecting their responsibilities. The rules and regulations of the school are violated by the students. The students do not take care for school properties. They damage books, chairs and other school properties. In general, they are not committed to their learning.

Moreover, the norm of respect for teachers is almost ignored by the students. We can mention some successful previous Ethiopian students whole heartedly acknowledging their teachers for their decisive role. They contributed to pave their way which they are enjoying it. It is also possible to get some age old teachers who are very excited to tell their previous experience with their students as it was very interesting.

Sibha bitterly complained, that respect is completely
some students ignored the advice and order of teachers.

Indeed this core morality is also hardly incorporated in the curriculum of the new CEE. Nevertheless, the researcher doesn't believe that this lack of place in the formal curriculum is the major reason for students' failure to develop respect for teachers. His reason for this is that even if the core value such as responsibility, industriousness, pursuit for wisdom, rule of law etc have been emphasized in the curriculum. Paradoxically the students still have not developed such values. Because the focus of CEE is more on civics issues not on ethical issues. The students lack sense of responsibility and they disregard rules, they are not committed to work hard. The motivation and dedication of students to their learning is poor. They are reluctant to do class activities and other tasks.

Some teachers demand students to develop ethical behavior. They criticize the students for their unethical behavior. However, except CEE teaches other subject teacher are not aware of their responsibility to promote the ethics of students. Some teachers were also found respecting ethical issues. It was clearly observed that some teachers who teach other subject did not feel responsible for focusing on ethical issues. They assumed themselves only responsible for their own assigned subjects. This is really forgetting one's own professional responsibility. Professionally as well as morally teachers are responsible for helping their students develop ethical behavior. It is true that cultivating students behavior could not be realized by the effort of a simple group/single subject rather it can be effectively realized when the entire school teachers feel responsible and work accordingly.

CEE teachers are primarily responsible to promote students ethical conduct. Although these teachers seemed aware of their role in this regard, but some of them lack the required skills to promote ethical issues. Their instructional strategy was not such appropriate to promote ethical aspects of education. They used only those methods which are used commonly by other subject teachers. Since ethical issues cannot be promoted by mere transfer of information, these teachers are expected to go beyond technical

bringing the ethical value to the ground. As a result,
ect of the subject.

Various opportunities should be provided for the learners to involve in ethical decisions and reflections. It should be related to the students' real life experience. CEE teachers in this school completely depend on the text book only. Even though little effort was made by them to use additional instructional materials, the competence and commitment of their teaching was inadequate.

The involvement of parents in promoting their children's behavior is poor. There is no closer relationship between the school and parents. Some parents are not responsible and do not closely work with the school so as to promote the students' ethical conduct. These parents completely left their responsibility of shaping the students' behavior to the school. The study revealed that it is because of lack of awareness that parents left ethical education to the school only. Though the school has variety of extracurricular activities such as the rules, ethical principles, life skills, duties and responsibilities (see section 4.1), the commitment of the school to enforce some of them seems weak. Most of the rules are violated by the students. Similarly, the activities of clubs are nominal. Even though there are some clubs which can help students get real opportunity to promote their conduct, they are not as such practical so that students learn from them.

This clearly shows that the school administration is not committed to help students develop ethical behaviors. Besides the classroom learning, students can learn good lesson outside the classroom when they get a chance to involve in different clubs which are effectively functioning. Moreover, the implementation of rules and regulations of the school enable students practice and exercise obedience to rules.

There is no confusion among students concerning ethical behavior. The students do not agree with what the teachers, vice principal and parents claiming students' behavior as unethical. The understanding of students and adults (teachers and parents) on perceiving students' behavior seems different each other. Students justify that it is the order of the day to prevent one's rights, to express idea and thought freely. Indeed in a democratic system individual rights and freedom are at the center of education and other walks of

Today's students to behave as former Ethiopian students
docile citizens who had been cultivated to be docile
because today the objective of our education is too produce citizens who are actively and
responsibly participate in all national affairs and having all rounded personality.

However, defending rights cannot be at the expense of disrespecting the common goods
i.e. the norms, traditions, rules and values of the society. Ignoring responsibility causes a
great crisis. While we claim our rights we are also responsible for others. This means
rights and responsibility are inspirable if we are citizens who respect the common values
of people.

It can be understood that some students are in a state of confusion to recognize individual
rights and social standards. We are always living in the society and our life depends on
the society. Every individual is expected to be committed to the common goods of the
society. If the individual focuses only on his/her right the individual becomes alien to the
society. The government and teachers blame each other for the unethical behavior of
students. The government blames teachers for their weakness to carry out their
responsibility i.e. lack of commitment out cultivate students. On contrary, teachers blame
the government for its policy and for its early wrong politicization of the subject matter
by giving exaggerated emphasis on the rights of the individual. According to the
assumption of teachers, the sense of individualism (commitment only to individual
interest) that has become the dominant value for students today is mainly due to the
government's commitment to give much emphasis for students' right without paying
attention for their social responsibility.

Many people including teachers have criticized CEE for its unbalanced emphasis for
social and political values. It was argued that the government is more communicated to
political values rather than social ones. The ground for the dissatisfaction of teachers
seemed this one.

Indeed, as indicated above, the students have learned defending their rights but they have
ignored their responsibility and the social values such as respect for teachers, elder, etc.
This may be as teacher said that much emphasis might be given for defending rights. In

that this change is the influence of CEE because this of the education system and other external factors. It is because the behavioral change of the learner is not only the single effect of the school education but it is an aggregate result of the whole socio ó economic and political movements.

Today the education system is quite different from the previous one which was non democratic. The overall system encourages students to practice their rights in the teaching ó learning process. But CEE as a subject is expected to produce all rounded citizens. As seen above some students in Kokebe Tsibiha are committed to their rights only but not for their duties and responsibilities. So, there is a gap what teachers and parents claim and what the students have developed. This may lead to generation gap of promoting our own values.

5.2. Recommendations

Recently, the government of Ethiopia seems committed to build ethical citizens. The change of civic education to CEE, the establishment of Anti ó Corruptions and ethical commission at Federal level, certain ethical discourses through the government media are case points. The government also believes that schools are ideal places to promote students ethical conduct and to produce good and visionary citizens. It is also logical and practical that the home and the surrounding environment can influence the behavior of students greatly as their life is not confined to the school. From this study the following can be implied.

Promoting students ethical behavior can be realized when the entire school teachers, the principals, the parents and the local community are concerned and committed to work for ethical values.

Especially, the entire school, teachers are primarily responsible for cultivating the conduct of students. As discussed many times above, any teacher cannot transfer value neutral lesson. Implicitly or explicitly, the teachers convey ethical message to the students by his/her examples /models, selection of materials, his/her decision, the

etc. Teachers are also professionally responsible for ethical behavior. It is therefore, necessary for all school teachers to be aware of their roles to influence the students' moral behavior.

Teachers should be aware of their roles as they are teachers of behavior for their students. Sub-city education office should give training for teachers to raise their awareness and build their capacity to teach ethical issues to students.

CEE teachers should be assigned based on their competence and behavior. As CEE teachers are primarily responsible for teaching ethics, they have to be committed to ethical issues by being models for ethical behavior.

The school needs to strengthen its relation with PSTA (Parent, Students, and Teacher Association) and the school principals should raise awareness of parents concerning their role to promote the conduct of their children. And the school management should also give great attention to the new structure of one to five in students' academic and ethical cooperation each other. And it should be on the interest and full cooperation of other stakeholders.

Ethical Education is an ongoing process and needs a joint effort of the school and the surrounding community. To effectively realize moral development of students, there should be a need for the school to invite well respected and elderly people from the local community. The school needs to have its mechanism and program for such issues.

The school should create an ethical school environment. The school community should respect the rules and regulations of the school firmly. Teachers have to be models for their students by modeling the good behavior and enforcing the rules of the school.

The school should be committed to effective functioning of different clubs. Students should be encouraged and motivated to actively participate in clubs so that they can get real experience to learn ethics. That means students experience responsibility, caring, respecting and the like and it should be improved by actively participating in the school clubs. CEE teachers and the school principal should give emphasis for effective functioning of school clubs.



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...e teachers and the government (sub-city education of dialogue concerning the conduct of students and discuss the problems which affect studentsø behavior. Each of them needs to admit their weakness and be committed to help students develop ethical behavior. The government should be responsible for preventing those factors that affect studentsø moral behavior; especially the prevalence of chewing chat, using drugs and videos needs the intervention of the government. Mechanisms should be sought in order to prevent the ever increasing of being delinquent in the city, particularly around the school. And the government should evaluate it the continuously. The media can play in promoting CEE as a means of cultivating students as ethical behavior by not giving more emphasize celebrities who are misbehaving because today the media are calling themselves as the forth state and they can influence the students accordingly.

To sum up, further research on this issue has to be conducted by concerned bodies to clearly point out the reason for the failure of CEE to promote the behavior of student in understanding of their rights and responsibility and for the development of all rounded personality.

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Guidelines for the Research Participants

i. Focus Group Discussion for Students

1. What is your belief about the subject of CEE? How do understand it?
2. What do you feel about the students' moral/ethical behavior today?
3. How do feel about the role of CEE to cultivate students' moral/ethical behavior?
4. How do you evaluate the commitments of the school administration and the individual teachers to nurture students' ethical behavior?
5. How do you evaluate the support of parents to school concerning students' ethical/moral development?
6. What are the major ethical /moral problems of students in your school?
7. What should be done to alleviate such problem? Who are the stake holders?

ii. Interview Guidelines for the Principal, Teacher and the Expert

1. How do you understand ethical behavior?
2. How do you evaluate the ethical conduct of students today?
3. How do you evaluate the role of CEE on shaping the behavior of students?
4. Do you think that cultivating students' character is necessary? Why? Who should be responsible to cultivate the students' character?
5. How do you evaluate the school administration and governance in sharing students' character?
6. To what extent parents help the school concerning the students' ethical conduct?
7. Do you think that different subject other than CEE teachers give emphasize for ethical issues in their instructions well as outside the class room?
8. What are the major ethical problems of students?
9. What are the main factors that hinder character development of students?
10. What should be done to alleviate such problem? Who are the stake holders?

iii. Observation Guideline for the researcher

- Teaching methods used by the teachers
- Students activity during teaching- learning process
- Students sitting arrangements
- Students activity outside the classroom in the school compound during schooling time
- The role of the school in awareness creation to the school community about rules and regulations of the school and its implementation
- Activities of co-curricular in the school
- Parents role in teaching-learning process



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iv. Interview Guideline for Parents

1. How do you feel about the character of students today?
2. Does schooling have helped students develop ethical character? Why?
3. To what extent do you help your children to develop ethical character? How?
4. Who should be primarily responsible to cultivate the students' ethical conduct?
5. How do you evaluate CEE in molding of students behavior?
6. What are the major ethical problems of students today?
7. What are the major factors that students character development?
8. What do you suggest concerning promoting students ethical conduct?
9. What should be done to alleviate such problem? Who are the stake holders?



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Declaration

I declare that the thesis is my original work and has not been presented for a degree in any other University.

Birhanu Jibril

June 2012

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

Derebessa Dufera (Professor) Advisor

June 2012