

AN INVESTIGATION INTO THE RELEVANCE OF THE
ETHIOPIAN SENIOR
SECONDARY SCHOOL EDUCATION:
THE CASE OF
JIMMA AND ILLUBABOR ZONES OF OROMIA

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ABSTRACT

The examination of an educational system at any one level can be made possible through a profound investigation of its development process, its implementation and its ultimate pertinence. In view of this, the purpose of this study is to determine the extent of the Senior Secondary Level Education's relevance or irrelevance to the needs of Ethiopian rural and urban communities' with a particular focus on communities of the former Illubabor Administrative Region - presently, Jimma and Illubabor Zones of Oromia.

To achieve this purpose, five senior secondary schools (one from each Awraja) are purposively selected from the total of nineteen senior secondary schools found in the region. From these schools, seventy-two teachers and four-hundred and sixty-five students are randomly selected as respondents. In addition, twenty-five community representatives are purposively selected from the communities where each school is located and interviewed. The contents of eighteen text-books that are currently in use in the Senior Secondary Schools are also analyzed.

In order to obtain the necessary data from these sources, both qualitative and quantitative research techniques are employed. To this end, different data gathering tools such as questionnaires, semi-structured interviews, class-room observations, text-books content analysis and document studies are used. The data procured through these instruments are tabulated, interpreted and analysed.

The results indicate that the contents of the Senior Secondary Level Education are quite relevant to serve the needs of the Ethiopian rural and urban communities in general. They consist of knowledge and practical skills that are closely related to the real needs, demands and problems of both the rural and urban communities. On the other hand, teachers' instructional performances are observed to be far removed from implementing them. The greater majority of the teachers observed are not seen to make any efforts to relate the contents of their lessons either to the day-to-day and future lives of their students or to the overall lives of the communities.

In general, the results show that the Education of the Senior Secondary Level is well prepared at its development stage. However, due to the poor conditions of the schools and due to the poor instructional performances of the majority of teachers, it is poorly implemented at the schools level. Moreover, as the study indicates, lack of employment for the graduates from this level is the major factor that casts shadow on the relevance of the education of this level, for it is resulting in high rate of student drop-out.

CHAPTER I
INTRODUCTION

1.1. BACKGROUND OF THE PROBLEM

Education is one of the most important factors that contribute to the development of a country. The relationship between education and development, educators contend (Fagerlind and Saha, 1983:44), is not casual but with a reciprocal effect to one another. Education, when properly planned and implemented in complete agreement with the developmental needs and problems of a country, is an effective means of development. When it is disseminated with proper heed to the genuine needs of a country, education quite effectively contributes to economic growth and development by preparing skilled and educated manpower (Ibid:46). In this regard, secondary education has been the focus of many educators because the level is where young and energetic citizens who have the highest potential to contribute to the development of their communities and their countries are found.

The relevance of secondary education has been questioned by almost every society be it in the developed societies or in the developing countries. According to educators and researchers, secondary education in all contexts has to educate the young to deal with real problems of their society by acquainting them with new ideas and by giving them practical training in some of the

skills they are likely to need in real community lives (Mosha, 1990:62, Anderson et al, 1951:241). Anderson writes the following,

The secondary school should discover and utilize the interests, resources, problems and needs of the community in building its curriculum. Through such curricula, it must teach youth to face life's many personal and social problems frankly: to know and to use all possible resources for solving or enduring them, to live their lives effectively, productively and creatively in their communities (Anderson, 1951:241).

What Anderson had emphasized some forty-five years ago as to what American schools had to do still holds true in our case today. Another American educator, in agreement to Anderson's idea had also the following to say.

Our education will never be of realistic worth if it is merely book-knowledge or mere vocational skills. If American young people are to fulfil their needed roles in our society, they must have throughout their school years every chance to study community affairs and to participate constructively in these community affairs (Jacobson, 1953:323).

It was while those American educators were questioning the relevance of the then secondary level education that a challenging phenomenon took place in the USSR. In 1957, the USSR launched the first satellite - SPUTNIK into space (Battle and Robert, 1968:28). This created panic in the American public and the relevance of the then secondary education was especially critically questioned. And that in its turn resulted in the diversion of financial, material and human resources towards making the secondary level education relevant enough in the attainment of

practical and scientific concepts that would enable the Americans, either to cope up or to excel the Russians in the advancement of science and technology. Of course, despite creating a great deal of social, psychological (especially on the students) and economic strains, the Americans succeeded in reforming the curriculum taking into account its relevance to the American society.

The issue of relevance of the secondary level education to communities in general and to the learners in particular is attracting various organizations and individual educators. For example, UNESCO, the World Bank, ILO and similarly individual researchers, educators and policy-makers have examined the community-relevance of the secondary level education of developing countries. According to ^{the} a World Bank research results for example, developing countries have continued to expand their secondary level education without considering its community-relevance.

Developing countries have greatly expanded their secondary educational system over the past quarter of a century, but much of the expansion has been misdirected away from the community it is intended to serve. The results are seen in one of the most disturbing paradoxes of our time. While millions of people from among the secondary educated are unemployed, millions of jobs are waiting to be done because people with the right educational training and skills can not be found,.... Educational systems in developing countries are too often ill-conceived and are ill-adapted to their development needs (World Bank, 1980:1)

Crossely, equally strongly characterizes the secondary schools education of developing countries as irrelevant and shallow, which is not rooted in community problems and which is not oriented towards the solution of these community problems (Crossely, 1984:245). King, (who is an authority in the field of community education,) also describes secondary education of the developing countries as an education which alienates the young from their very foundation - the community (King, 1988:57).

Many educators held that, the secondary level education in many African countries is not geared towards preparing the youth for the real life they would face in their respective communities. According to Ishumi, in Africa, with so many school-leaving youths unemployed and potentially unemployable, society is compelled to implore any educator and trainer to offer anything possible to prepare them for some meaningful adult life for tomorrow (Ishumi, 1988:164). As Ishumi and others claim, secondary schools in many African countries are called upon to initiate and offer any kind of practical and vocational preparation for the youth.

Specific cases drawn from the Eastern and Southern African sub-regions and from Tanzania reflect that there is a continuing search for training models and curricula innovations that will appropriately address this crucial issue of the transition of the youth to the world of work and gainful services to their communities (Ibid:173).

The concern of these African countries is to make their secondary education community-oriented so that it can provide the learners with resources relevant to their environment, and help them solve the problems facing them in their day-to-day life (Bennett and Vorapipa, 1975:9). The trend in the countries that have well understood the seriousness of making secondary education more relevant to the learners' own future life and to the overall development of their communities, is to design the education of this level with in-built mechanisms for flexibility, in content and organization and methods of teaching. Educators strongly point-out that the content of the courses must be completely relevant to the environment and problems of the learners so that they can directly rejoin their community and contribute to its development rather than alienating themselves away from it (Ibid:10-12). As a result, quite a good number of African countries are doing research and are bringing about curriculum reforms for this level. For example, Secondary Schooling for Self-employment in Kenya: (Owen, 1988:27), Vocational Training and Rural Employment (Nzioka, 1989:36), Education for Self-reliance (Nyerere, 1967:72) and beyond Africa, Secondary Schools Community Extension Projects (SSCEP) in Papua New Ghinea (Weeks, 1987:37) are to be mentioned.

In Ethiopia, since the 1974 revolution, educational aims or rather "guiding principles" have been redefined to give priority to "education for production, scientific

research and social consciousness", claiming to give much more emphasis to combining theoretical knowledge with practical activities. However, research findings such as (ERGES, 1986) indicate that in actuality, academic subjects have been made to occupy the greater part of the school timetables. According to these studies, despite the fact that some elements of the contents were tried to be made to reflect the Ethiopian realities, it remained in most cases as deficient as the system of education before the revolution the shortcomings of which had been pointed out by Mesfin Wolde-Mariam as follows,

How relevant is our educational system to our human condition... to the Ethiopian human condition? In the first place... the education is totally out-landish, and has absolutely no relevance to Ethiopian life (Mesfin, 1970:5).

Though it is not as totally out of touch with the immediate needs in content as it used to be during the pre-revolution era, the relevance of our education both to the learners and the communities has to be investigated. It is important to note once more the fact that relevant education can enhance development if the changes within and out-side the system are properly handled and utilized. This would be possible only when planned and positive changes are made by probing deep into the present practices and rectifying the observed weaknesses of the educational system. The changes in the educational system must also give due attention especially to the secondary level.

However, as regards research concerning the relevance of secondary education in Ethiopia, there is no study that directly deals with it. But, some Ethiopians and foreign researchers have marginally touched the problem in relation to educational wastage, economic ineffectiveness and about its being non-work or non-job-orientedness. For example, Teklemariam claims that the rate of unemployment among secondary school leavers is high, and the major cause of this unemployment is lack of relevance of the general secondary school education to occupation and self-employment (Tekelemariam, 1973:57). Desta confirms that about 25 per cent of the students who completed high school were either unemployed or did not get admission to higher educational institutions "because of the irrelevant nature of their education which makes them feel cheated by schools that failed to fulfil their employment aspirations" (Desta, 1979:63).

Furthermore, some studies have been conducted on the problem of drop-out at the secondary level (Tadese, 1974 and UNESCO, 1980) and on the problem of unemployment (Shimelis, 1987), and unemployment and training needs (Goitom, 1978) etc. The most important of all the studies on the Ethiopian secondary level education was by the Education Sector Review of 1972. Other research works that made invaluable contributions to the secondary level education system are Tekeste Negash's and that of Erges (1990:1986). But none of these studies have given due emphasis to the relevance of the secondary school education

in particular. So, this makes a study of the problem a pertinent one.

1.2. STATEMENT OF THE PROBLEM

The problem of need-oriented education makes the investigation on the secondary education's relevance very important so that the results may serve to make measures to make it more directly and effectively relevant to the needs of self-reliant and self-developing local communities by decision makers at the higher levels (King, 1988). relevant education in this sense means the usefulness of education to change the life-style of the community members including the students. And education means being related to the needs of the community (Ibid:16).

Therefore, the purposes of the study are:-

- to examine and determine the extent of the senior secondary level education's relevance or irrelevance.
- to identify the principal factors that contribute to the relevance or irrelevance of the senior secondary school education.
- to identify ways and means of making the senior secondary school education more relevant. That is, to investigate the possibilities of directing this level's education towards the communities' needs and demands. The study thus tries to answer the following basic questions.

1. What is the overall nature of the formal senior secondary school education when seen in the light of its relevance? Does the content in its entirety contribute to the education of this level to be relevant or irrelevant?
2. Is the senior secondary school education more of rural or urban-biased?
3. What are the major instructional activities of teachers when seen in the light of making their subjects relevant? Do they resort to rote-teaching of factual information or place emphasis on the students' understanding and acquisition of practical skills?
4. What is the role of language in the making of the senior secondary level education relevant? Which is preferable, the vernacular or the national and/or the international language to make the senior secondary level education relevant?
5. What are the major causes for the senior secondary level education to be relevant or irrelevant? Can it be because it is centrally planned instead of being planned at the community levels with community members' participation? How closely involved are community-members in the schools' affairs at this level?

6. Does the formal senior secondary level education need to be changed and remodelled to make it relevant or should it be just supplemented with more introductory aspects of currently important issues such as population, health, sex and environmental education? If it needs renovation, is it possible to make it by a single agency - the Ministry of Education or by a multi-agency programmes? Why?

1.3. SIGNIFICANCE OF THE STUDY

Education, which does not base itself on the community it intends to serve results in neglect of that community. If it is not related to the problems, needs and life-styles of the community, it becomes "an abstract exercise divorced from reality" (King, 1988:26).

In a country like Ethiopia where 36% of the total unemployed is the young age group of 15-24 (Goitom, 1978:6) and out of which a good number is secondary school graduates (Shimelis, 1978:73), an urgent measure has to be taken towards educational changes and human resources training strategy priorities concerning this age group. Moreover, the education of the senior secondary level is said to be "highly elitist for national development" (Wilder and Destefano, 1992: 7 and Tekeste, 1990:46).

Since it would be too late and very difficult for these secondary school graduates to go back home and rejoin

their mostly farming families after completing their secondary level education, most of the time they prefer to remain in towns and cities to join the army of "educated" unemployed (Dore, 1976:36). In this regard, this study on the relevance of the senior secondary level education deals with one of the most serious problems of the educational system of our country. Therefore, the study is significant for the following reasons:-

1. Since there has not been any study having a direct bearing on the problem so far, this study will help for the collection and compilation of information relating to the senior secondary level education's relevance.
2. The study points-out the extent of the problem so that responsible authorities can take measures to rectify it.
3. The study can also help educational planners and policy-makers to consider socio-economic variables when planning senior secondary level education in order to ascertain its relevance to community needs.
4. It provides suggestions to concerned authorities to maximize community participation in the planning and implementation of the senior secondary level education.

5. The study may serve as a source for other researchers who may want to study the problem further in relation to the employment opportunities of the graduates of this level.

1.4. DELIMITATION OF THE STUDY

The scope of the study is limited to the investigation of the relevance of the formal senior secondary level education in Illubabor Administrative Region. In spite of the fact that the region is believed to be a good representative area, the conclusions reached reflect the state of the education of the senior secondary level of this particular region.

Furthermore, the relevance of education to community needs depends upon a variety of factors such as rates of return and costs and benefits etc. However, though the emphasis of the study is on investigation of the extent of the relevance or irrelevance of the senior secondary level education to the needs, aspirations and problems of the communities of the region, it does not specifically aim at evaluating its implementation in its entirety or its rate of return and cost in relation to manpower development. That is, it does not deal with financial expenditures or cost-benefit effectiveness at all because these issues are beyond the objective of the study.

1.5. LIMITATION OF THE STUDY

Since the data gathering instruments such as the questionnaire, documents analysis, interviewing and content analysis demanded very strenuous efforts from the investigator, and since the data collected through these instruments were very large to tabulate and analyse, the time devoted to class-room observation was limited. Had it not been for the time consuming nature of the classroom observation, content analysis and interviewing community members, it would have been appropriate to observe more teachers from more consecutive class sessions. However, due to the aforementioned limiting factors, only three teachers (one Biology teacher from the Natural Science, one Geography teacher from the Social Science and one Agriculture teacher from the Vocational) were taken from each of the four of the five sample schools (except Dabena Technical School) and were observed three times each in their class-rooms.

Furthermore, due to scarcity of reference materials related to the study of relevance of senior secondary education to Ethiopia, the investigator was impelled to depend more on foreign sources. However, inspite of these constraints, the investigator has tried to tackle the problem from a variety of angles and attempted to make the study as complete as possible.

1.6. ORGANIZATION OF THE STUDY

The first Chapter, as it has been elaborated, in the preceding pages deals with the historical background of the problem from the global, continental and from the national perspectives. In this chapter also the statement of the problem, under which are embraced the purposes of the study and the basic questions of the study, is carefully detailed. Moreover, the significance of the study, the delimitation of the study and the limitation of the study are dealt with in this chapter.

Chapter Two, which is about review of related literature, presents pertinent views of educators and researchers on the relevance of the senior secondary level education. Research findings varied contexts- the developed and developing countries and from Ethiopia are reviewed here.

Methods and procedures of the study, which explain the techniques applied, the population and sampling procedures considered, instruments used and data analysis methods applied are described under Chapter Three.

Chapter Four presents the results and the discussions of the findings. Based on the data that are tabulated and analysed, the findings are discussed at length. Depending on the findings, the basic questions of the study are will be made to answered in this same Chapter.

The last chapter, Chapter Five, deals with the summary, conclusion and recommendation of the study.

1.7. DEFINITIONS OF IMPORTANT TERMS

Academic - oriented means theory-directed or much concerned with theory and logic rather than being sufficiently based on practicality.

Relevant education is a system of education which is adapted to community needs.

Curriculum is an organized course of study undertaken by students in or under the aegis of a College, University, School or other institute of learning.

Education is the process and results of the acquisition of systematized knowledge and skills.

Pedagogical skills are skills of scientific teaching dealing with imparting of knowledge, skills and attitudinal changes of students.

Relevance refers to pertinence, usefulness and applicability.

Rural means the country which in most cases has to do with farming and other agricultural activities.

Rural-biased means directed to rural life needs.

Senior Secondary Education is the level of education between the Junior Secondary Schools and the University Education. It consists of grades 9-12.

Syllabus is an out-lined course or summarized course of study or programme of school lessons.

Urban comprises of towns and cities.

Urban-biased means directed to lives of town and city people.

White-collar jobs are clerical or professional jobs symbolized as non-manual labours.

CHAPTER II

2. REVIEW OF RELATED LITERATURE

2.1. THE DEGREE OF THE DEMAND FOR RELEVANT EDUCATION IN OTHER COUNTRIES

That education has been tried to be made relevant to contemporary life has a very long history. For example, Tyler has suggested that studies of contemporary life should be made one of the important efforts to derive educational objectives from as follows;

... I would suggest taking a community with which you are very familiar and outlining the kinds of studies that are already available that would throw light upon the nature of contemporary life, then outline the sort of studies that would need to be made for the school as a whole ... (Tyler, 1949:24).

Similarly, other educational planners noted that the community-relevance and the general qualitative aspects of educational planning have to be seriously considered. They suggested that the expansion of schools, especially in the Third World Countries should be accompanied by curricular changes that would make it more relevant to the life and work of their mainly rural communities (Sinclair & Lillis, 1980:21)

Advocates of the introduction of relevant education in the school systems of developing countries consider

unemployment as partly being the result of the gap between school skills and community needs (King, 1988:ii). According to these educators, the high rate of youth migration from rural areas to towns and cities and the high rates of youth unemployment both at urban and rural areas is due to the lack of localizing the planning of education system in relation to the urgent needs of the communities (Ibid:81).

The demand for a more relevant education has been a widespread issue for many years. At times, the mere addition of manual training or vocational courses to the school curriculum had been taken as a means of making education more relevant. But since recently, the trend is towards embarking on reforms that aim at "breaking down the barriers between life of the schools and life and work of the communities at large." (Sinclair & Lillis, 1980:21). The trend is aptly described as follows:

Ideas such as the building of school-community links and links of various kinds with the world of employment are under exploration in both industrialized and Third World countries together with attempts to introduce relevance through new curricula in fields such as social, environmental or integrated studies (Ibid:22)

As regards the secondary school education, different educators give different rationales for the demand for such relevant education. According to (Midwinter, 1971:489), relevant secondary education has various advantages. First, it is likely that given

socially-oriented contents, students would do well and probably better in traditional attainments simply because their educational exercises will be directly geared towards their experiences. Second, the students would be dignified by the acceptance that education can be about them and their environs, that they are historical characters in the geographical situations with social, spiritual, technical and other problems facing them. Third, parental involvement and support for curricular enterprise would probably be enhanced by a socially relevant curriculum, in that their own experiences, insights, occupations and so forth would be material evidences for the curriculum development.

Midwinter's observation that there should be a mutual support between local communities and schools is also supported by so many other educators as a means of making education relevant to the communities. For instance, Poster says that the aspect of the secondary school which are useful to its relationship with the community are its ability to observe and respond to the real conditions and needs of community. To Poster, recognition by the secondary school of its place in the community will have effects on the curriculum and on the responsibility and participation of the wider public to make the curriculum more desirable and socially-relevant (Poster, 1971:104).

The ideas of these educators show that divorcing the secondary school from the community is to engage in

unrealistic thinking which might lead to the erection of policies that could bring disaster upon the later lives of the students. It is to mean that "the community and the school are inseparable" (Olsen, 1963:53). In this respect, what Thompson says is emphatic and vital.

With relevant education at the secondary level, ... the growing cultural gap between students and their parents, between the cities and the country-side, between the elites and the masses has to be bridged largely through appropriate education policies (Thompson, 1983:10-12).

What has been upheld by educators has not been just drafting high-worded empty general objectives or directives such as building "enjoyment of tasks, sense of responsibility and capacity for self-reliance" etc but also that the curriculum must include contents that will have an effect on the attitudes of the individual learners towards their communities (Zopel, 1973:98). Rassekh and Vaideanu's remark illustrates this more clearly.

The relevance of educational content may be regarded as describing its relationship to and conformity with a two fold set of requirements represented, on one hand, by the whole range of sources of contents and societal values and, on the other, by the needs, interests and intellectual and physical abilities of learners. Above all, the relevance of education must be seen in its receptiveness to the problems of the modern world and the needs of the local or/and national community (Rassekh and Vaideanu, 1987:202).

However, such a trend of making the secondary level education more relevant to the lives of the communities has

not been popularly accepted by all. Countries that have tried to develop separate curricula for rural school for example, have faced different problems.

These countries, such as India, Tanzania, Kenya, the Philippines etc., that placed more emphasis on indigenous which incorporated agriculturally relevant topics found themselves in dilemmas, because parents wished their children to qualify for opportunities in higher schooling and government services open to children who had followed the more orthodox urban school curricula (Sinclair & Lillis, 1980:27-28).

So, relevant secondary education, according to many educators (Court and Ghai, 1974:220, Bray et al 1986:116, Thompson, 1981:330) has to be the type that prepares its recipients for self-employment or to occupy risk-taking and decision-making positions in their communities economies. They strongly criticize the rigid adherence of the secondary schools to the mere passing of examinations as the criterion of success which implies silent conformity to established norms, rules and habits of academic performances rather than widening the scopes of individual initiatives (Livingstone, 1981:121). These educators severely oppose to the provision or addition of overtly rural or agricultural subjects to an already over-burdened secondary curriculum, but rather recommend a more subtle process of changing the character of the system and the subjects taught to give them a self-help orientation with

a view of increasing the capacity and desire of the recipients to initiate change in their subsequent lives by making them directly participate in the process (Hawes, 1984:109). Hawes describes the state of education in Sub-Saharan African countries in the following manner.

Lack of contact between a mainly rural and small scale economy and the inherited western nineteenth-century educational system, characteristics of most of our countries in Sub-Saharan Africa, has already been noted. It is a fundamental problem which affects all development, and a solution of which must be a primary concern for education. The misfit or lack of sufficient relevance between what is provided and is needed, is true not only at the primary level but throughout the system (Ibid:110)

2.2. TECHNICAL-VOCATIONAL EDUCATION AS A MEANS OF RELEVANT SECONDARY EDUCATION

Since the general formal education of the developing countries had been severely criticized as an academic-biased one, the trend in the past couple of decades has been to make technical-vocational education occupied within the entire formal secondary educational system structure (Corvalan, 1988:73). For example, carving was selected as the subject of study because it is said to be an important form of self-employment in Kenya. The acquisition of craft skills in and outside schools was compared using observational and experimental methods (Owen, 1988:271). According to Owen's argument, the reason for the inclination towards technical-vocational education is that formal school instruction provides little opportunity to

develop competence in carrying our cognitive and psychomotor tasks important to expert performance in craft occupations in the later lives of secondary students (Ibid:272)

Under the advice of the UNESCO, technical-vocational education has been initiated to develop to the level of career education with the overall aim of "life coping skills curriculum development" for secondary school students, to enable them to learn how to cope with personal, family and community needs in order to take a more active role in their future life in their community (Gysbers, 1985:74). As Gysbers has well elaborated, UNESCO's initiations for such life-relevant career education, specific program units designed to assist the students to achieve the aims were, identification of goals, development of knowledge, abilities and interest, development of awareness of personal values, knowledge of seeking, obtaining and maintaining a job (self-employment) and knowledge of self-management techniques (Ibid:75-76).

On the other hand, according to Mosha and others, in agricultural areas for instance, the bias at the secondary level must be agricultural, whereas more commercial and industrial bias should be given in urban areas. These biases have to be of a practical nature. To them, the practical work has to be based on the theoretical knowledge gained in class. For example, knowledge of general principles of chemistry and biology has to be

related to practical agriculture and animal husbandry, while some knowledge of basic principles of physics and mathematics are to be related to basic building and handicraft activities (Mosha, 1990:62)

In his critical analysis of Tanzania's effort of vocationalizing her secondary education system, Mosha has witnessed the following achievements of the country's scheme, Education for self-reliance (ESR), despite the fact that the scheme has been expensive and has faced many problems.

The new educational philosophy has enabled students and workers to change their values and attitudes towards manual work. Apart from engaging in a variety of productive activities, students and workers are now willing to perform a number of menial jobs which were initially done by "servants."A deliberate commitment has also been made to correct the inequalities in regional, rural and urban access to secondary education through the quota system. The education provided has also enabled the country to some extent to be self-sufficient and hence self-reliant in manpower requirements at various levels. Not only has the country succeeded in producing sufficient manpower to fill most of the low and middle level positions but also high level ones. ... Indeed, Tanzania can pride herself on having produced internationally respected scholars (Mosha, 1990:66).

In his advice to the developing countries to make their secondary school education more vocational-oriented, Blaug has emphasized that work experiences such as woodwork, metalwork, tailoring, needlework, spinning, weaving and repairing of electrical appliances have to be extensively embodied in the secondary school education. He says that such relevant projects must be carried out inside

or outside the school so as to provide students with some income form of self-employment schemes. In this way, he says, students would earn and learn thereby acquiring developmental values and attitudes (Blaug, 1973:52).

The reason why many educators (Gabriel, 1983:306-7, Nyerere, 1976:17, Nzioka, 1989:204, Court, 1974:220-1, UNESCO, 1982:127, Dore, 1976:117) incline to relevant vocational education is well grounded, for African youth simply do not attend school to learn to be good farmers or to establish their links with their cultural or political heritage in a socialization process but to learn the ways of the modern world well enough to attain white-collar employment which is leading to widespread youth unemployment.

2.3. THE ROLE OF TEACHERS IN THE PROCESS OF MAKING SECONDARY SCHOOL EDUCATION RELEVANT IN DEVELOPING COUNTRIES.

If the curriculum is to deal realistically with the need for improved citizenship education, it will be necessary for teachers to "restore in youth the sense of community with adult concerns which has been lacking in recent times" (Lawhead, 1963:265). However, in order for teachers to fulfil this great responsibility, they have to have extensive training for themselves. The trend of making secondary school education more community-relevant is highly dependent upon diversification of the level.

According to Mosha, at secondary level, diversification, which is an attempt to develop some useful skills among students, has encountered many problems. Besides being many times more expensive, the serious problem is the problem of having teachers with diversified training capability. If diversified secondary schools lack well-trained staff, it would be very difficult to offer balanced and complete vocationalized secondary education aimed at preparing students to value the ideals stipulated in the objectives of such programs like the Tanzanian Education for Self-Relevance (Mosha, 1990: 63-4). After an extensive research on the Tanzanian Education for Self-Reliance program, Mosha has come up with the following as regards to the fulfilment of proper qualification of teachers and the need of other necessary resources.

Education for Self-Reliance (ESR) witnessed introduction of subjects such as agriculture and handicraft and other practical subjects under the diversification of secondary education scheme, without an adequate preparation of teachers. For most subjects, neither the requisite textbooks and teachers' guide to facilitate instruction nor supporting software and hardware have been developed or acquired. Lack of proper preparation of teachers for specialized subjects has completely undermined the use of scientific knowledge and skills in most school projects (Ibid:64-65).

What Mosha's research findings reveal is that manpower, which is critically needed in order to successfully implement the innovation, must be well prepared and constantly upgraded. The popular

understanding of many teacher trainers, Dove for example, is that teachers teaching for relevance and preparation for life must well embrace the making of community members involved in the education of the youth. It is underlined that in areas such as history, geography, civic educations and other practical subjects like agriculture and handicraft, teachers may arrange for students to learn from well-experienced community members (Dove, 1986:89).

After recommending decentralization of control over the curriculum, Dove says that teachers have core community-related educational responsibility in ensuring curriculum relevance to the community for pedagogical and social reasons. He elaborates as follows:-

... more modest attempts by teachers to link the school with the community in educational endeavours require a certain measure of decentralization of control over the curriculum. Over the last thirty years many countries have overhauled their curricula to replace foreign materials with that more relevant to the national development. ...But if curricula are to be responsive to community needs in the various ways, the process has to go much further. The teachers in a school or a group of local schools have to be able to examine and adjust the official curriculum within national guidelines, on a regular basis. This presupposes a measure of professional autonomy which very few teachers enjoy (Ibid:94).

Moreover, it is said that there is an important pedagogical reason why teachers should infuse their teaching with relevance. Even if it is difficult for them to decide on what criteria they should judge

relevance, teachers have said to tackle the issue, if they are to fulfil their core educational role. According to (Dore, 1976, Gabriel, 1983 and Dove, 1986), the central role of teachers in relevant education is to develop concept learning and intellectual skills which enable students, especially secondary school students, to become critically aware of their own reality and to be able to act upon it. Dove says:-

The challenge for teachers in relevance issue is to harness community resources to encourage critical awareness and intellectual maturity in students. They have to relate the curriculum to the experience and interest of their students; they have to bring the curriculum home to the students (Dove 1986:84).

Attempts to make secondary school education more community relevant, educators disclose, are constrained by the education that teachers receive during their training. According to (Maureen, 1990:295), "teachers' training is academically-oriented rather than practically oriented type. It stresses the content of the subject rather than creating an interest in the students to relate their education to their immediate environment."

So, in order to make secondary school education more community-relevant, and in order to enable teachers properly realize their role as agents of this vital responsibility, teacher educators and researchers recommend that their training should give due emphasis to

methodology. (Evan, 1971:122) for example, stresses that teachers method of teaching should include not entirely practical or entirely theoretical, but methods such as discussion, questioning, problem-solving and practical application with direct involvement of students and resourceful community members.

2.4. COMMUNITY INVOLVEMENT IN RELEVANT SECONDARY EDUCATION

(Allen, 1987:44) defines community as it implies "a group of people sharing together despite many individual differences, in a common major purpose." Allen went to say that the problems of society can only be solved when society has become a community. To him, community occurs when a common predicament is shared. Sharing requires sympathetic understanding which in turn is the beginning of wisdom or the desired end of education (Ibid:45)

What educators emphatically focus upon and observe is that whatever sound policy changes are made and guiding directives or principles are drafted at the higher level concerning relevant education, they would remain ineffective unless the members of the concerned communities are directly made to participate in the interpretation, prioritization and implementation of the schemes (Allen, 1987:84 and Midwinter, 1973:79). As many research works reveal, the trend and need is now for an up-to-date community education which will serve to maintain and

develop the sense of belonging which underlies all good community life, and which is directly concerned with local needs and local circumstances. Relevance means that the curriculum corresponds to an existing need in the society (Crossely, 1984:5)

However, the success or failure of such relevant education depends on the cultural characteristics of the community in question and the degree at which the community leaders or representatives are made to participate at the grassroots level of the preparation of the scheme. For example, (Olsen, 1963:342) says "if ever we are to have relevant education, the community as a whole must recognize and accept its responsibility to define goals, plan a comprehensive program, experiment boldly, and constantly appraise progress."

The general consensus is that states should provide proper education for all their citizens, while allowing space and freedom for guidance and active community participation and initiative in the planning as well as in the implementation of the educational programme at any level, especially at the secondary school level. Relevant education should contribute to and reinforce democratic practices by giving a decision-making opportunity to the community in the educational undertakings (Graham, 1991:304). The rigid belief in many countries that schools, especially secondary schools are normally the responsibility of the state to provide management from

outside the community in a top-down hierarchical structure from central or regional government is severely criticized.

Gould says:-

Since schools are in high demand for both social and economic reasons, they are important to local communities and therefore their management becomes an issue of substantial local significance.

Gould criticizes the absence or insufficiency of community involvement in relevant education, in that there is often little or no local involvement in the affairs of secondary schools. To him, local communities normally have no direct influence over the appointment of teachers, choice of curriculum (which practical subjects to be taught in what time proportion in the general school time table) and in the income or expenditure patterns of the school (Gould, 1993:121-2).

However, how community members can practically participate in relevant educational scheme is what is important. Of all the activities community members are advised to make involvement in relevant secondary education by many educators is in the planning, developing and implementing of the curriculum. For instance, Bray writes how they can be involved as follows:-

Villagers who are skilled craftsmen in traditional and relevant craftwork, health workers in hygiene, agriculturists in crop and animal science and animal husbandry, elders by telling the young about important folk tales etc, can participate (Bray, 1986:116).

As Bray's idea indicates, community members must be made to participate in the planning and interpretation of the contents of the secondary school education of their young. That means, the school and the community must join hands and cooperatively work so that youth may know and develop themselves for skills that are community-relevant.

2.5. The Scope of Relevant Secondary Education in Developing Countries

That a growing number of "educated" unemployed are steadily leaving the rural areas for the urban centers, hoping that their education would enable them to secure jobs in the modern sectors is becoming a very serious problem of most developing countries (Bacchus, 1987:182). For example, referring to Papua New Guinea's secondary education. Bacchus writes that there is the need of making "qualitative improvements in the secondary education including efforts directed towards making the education offered in the Provincial and the National High Schools more relevant to the needs of the economy." (Ibid: 183).

According to Allen, if a developing country decides its secondary school system to "go community", it should begin with social education. It should choose forms of social education which meet the principles already identified as liberating, democratic and cost-effective-focusing on peoples' needs. It should also choose policies

and practices of social education which are fair - fairness in the distribution and utilization of public resources (Allen, 1987:212).

What it meant by resources is mainly manpower resource which is being wasted pretty badly in the developing countries, especially African countries. So, in order for these manpower resources - the youth, to be properly used, educators strongly urge that the education system, at least at the secondary level, be changed and be made to develop self-reliance in the youth to be able to create their own jobs rather than being ashamed to remain in their own villages. The reasons for such insistence by educators on the change of the education system is that there are evidences especially from Africa that there is a feeling of shame if a more educated youth remains in a village unable to find a modern job (Sinclair & Lillis, 1980:147). The argument by these educational researchers is that the very system of education which is purely academic and alien to their African community creates unattainable high occupational aspirations on the students, and parents insist that their school-leaver young should go to towns and cities to seek paid employment in the modern sectors (Ibid:148). What Olsen says is very illustrative:-

Dewey's warning that "life only educates" has gone unheeded and the curriculum is effectively divorced from life. Young people are robbed of their heritage of being important members of home and the community. They toil not, neither they spin, because adults have assumed all duties and responsibilities of the home and community.

...The young are told by their parents that they do not want them to struggle to get started as they did and they tell them that they must go to college (Olsen, 1963:88).

The question remains, how should secondary education be planned to make it relevant to the world of work? To (Corvalan, 1988:73) the problem that has to be considered is what place should technical-vocational education occupy within the entire formal educational system structure of the secondary education. Corvalan and others take for granted that technical-vocational education is an alternative means to make secondary education functional.

However, many educators believe that technical-vocational education that is a direct copy of the developed western countries is not recommended. What is very important is that the education system has to reach the young who is inside and outside the formal school system and prepare them for life in their community but not on skills that are high and non-applicable.

For example, Vulliamy has cited that the Secondary Schools Community Extension Project (SSCEP) which began in Papua New Guinea in 1979 as a pilot innovation designed to see whether a style of secondary school more suited to the government's strategy of rural development could be developed. According to Vulliamy, the project attempts to introduce a number of innovations such as core projects, outstations and community extension exercises into the

pilot schools in such a way that the academic standards are not lowered. In addition to the four national core subjects of English, Mathematics, Science and Social Science, SSCEP schools develop core projects. To him, a core project is a practical project in which groups of students participate in and has aspects of academic curriculum incorporated within it too. Such projects are intended to develop students' practical skills in areas of relevance to the students' home communities, and they are to be as economically viable as possible encompassing areas such as improved subsistence agriculture, poultry, trade, store maintenance, furniture-making and the like (Vulliamy, 1987:49-50).

2.6. The Role of Language for Relevant Secondary Education

In socially and linguistically diversified countries like Ethiopia, the question of language as a medium of instruction is a very sensitive issue. As regards to making the primary level education relevant for the child, it appears that there exists a unanimous consensus that children be taught in their mother tongue. However, as regards to the secondary level, there is not such an agreement that clearly indicates whether the vernacular or any other common language as a medium of instruction has a role to make the education at this level relevant or not.

Some educators are of the opinion that secondary level

students be taught by the use of a common language for the sake of uniformity of standards and national identity (Mamidi, 1984:20, Gwyn, 1969:64, Holt 1978:36, Hopper, 1975:24). In addition to these educators, (UNESCO, 1979:108), for instance, depicts the inherent danger of depending absolutely on separate linguistic bases for a nation's national integrity even if it has advantages for the child at the earlier school years.

On the other hand, other educators argue that in order to take account of the distinct cultural needs and demands of the different sections of a country's society, regions should use their languages as medium of instruction at any level including the secondary level. These educators (Carter, 1990:254) for instance, argue that it helps the students to know more about their own regions [communities]. They cite Switzerland as an example.

2.7. The Need for Curriculum Change

According to a number of educational researchers a curriculum is subject to change if the arrangements of the bodies of the subject matters are not in logical orders to facilitate the process of teaching and learning and if it does not include all the necessary educational encounters, personal relationships, moral attitudes, social values and habits. It is because, their findings, indicate that the availability of socially valuable knowledge, skills and attitudes to the students

knowledge, skills and attitudes to the students during their time at school adds to the curriculum's social relevance (Becher et al, 1978:12 and Simmons, 1986:49).

These educators assert that if it is felt by the concerned bodies that the curriculum has to be changed in order to maximize the senior secondary level curriculum's community-relevance, then it becomes inevitable. But the change has to be regarded as the responsibility of a much wider group - the community rather than merely those specialist developers because establishing a community's educational demands is a very important political act; it can not be regarded simply as a purely professional operation (Becher, 1978:13).

On the other hand, quite a good number of other educators (Midwinter, 1971, Coombs, 1970, Goodlad, 1975) give the greater emphasis to the implementation of the curriculum in its fullest scale by improving teachers' training levels and their willingness, and inappropriate school situations, alleviating financial problems, provisioning appropriate learning materials etc. that is, focusing - on the physical as well as on the psychological restraining factors than the mere focus on the frequent change of its contents.

To these educators, change in the curriculum affects the lives, relationships and working patterns of teachers, educational experiences of students, and the expectation of

change has its internal as well as its external politics as a result of which the degree of acceptance or rejection to the change may vary, it has to be done after an extensive research work (Simmons, 1986:45)

However, if a change in the curriculum is felt to be very vital, these educators insist that it is equally important to decide which approach to follow - the subject-based or the system-based or both. A subject based approach is said to be easier to organize a development project which has clear and limited aims, whereas a system-based approach is an ambitious reform programme which challenges fundamental educational norms and is therefore, politically more controversial (Ibid, 65).

In the opinion of many of these educators, if the change is necessary it has to be made sure that the new system is capable of solving the problems of the society more realistically than the old one. Otherwise, the focus has to be on the proper implementation strategies of the existing system (Kwapong, 1988:48).

2.8. Features of Relevant Education in Ethiopia

The first two community-oriented schools, even if they were not of the senior secondary level, established in Ethiopia were the one at Majete sponsored by the UNESCO in 1949, and the other at Debre Berhan sponsored by the

USAID in 1950 as teachers training centres. These schools which were established with the intension of including Rural Sciences in their curriculum reflecting community needs were short-lived because of the opposition of parents to let their children be trained in skills that would make the children remain in their communities rather than learning the highly aspired academic education that would enable them procure office jobs (MOE, 1964 E.C: 25 - 26).

With the exception of the above mentioned institutions that had been tried long ago, there had never been any other trials made to make the education system relevant to any one of the Ethiopian Communities especially in the 1940s and in the 1950s at any one of the levels including the secondary level.

2.8.1. Secondary Education and Its Relevance in Ethiopia.

It is possible to say that secondary school education in Ethiopia has not been destined to serve the Ethiopian communities for many years. That it was so alien to the Ethiopian society in general and to local communities in particular had been so profound a problem especially in the 1940s and in the 1950s.

That is why Girma and Teshome bitterly comment that the Ethiopian secondary education has been the result of direct importation from foreign influential countries such

as France, the UK, the USA, and later, from the former USSR and the GDR. According to these scholars, it had no chance to arise out of the interest of the people, their social and individual values and the problems that cry for solutions (Girma, 1974:2-5 and Teshome, 1979).

According to these educators, both materials and teachers were directly brought from France, the UK, the USA and Canada especially in the 1940s and the 1950s. Each teacher and/or director had the freedom and possibility of bringing with him the philosophy of his native land and practised it here in Ethiopian schools, mostly in secondary schools, without much regard for local and national situations. Teshome describes the conditions of the 1940s and the 1950s, as education that was "irrelevant and presupposed knowledge of the American continent and/or the British Isles were imported to the Ethiopian Youth" (Teshome, 1979:71).

However, inspite of the fact that earlier no effort was made to make the secondary school education more relevant at the community level, there was a great deal of effort to make it more Ethiopianized in the 1960s. For example, Worke Demissie, who was the head of the Addis Ababa schools office at the time said the following regarding the need for change in curriculum:

Our society is changing very fast, and along with it are changing the social values. Unless principles and systems of education are adjusted to these social changes, education will lag behind and will fail to perform its duty to the society (Worke, 1960 E.C:6).

On the bases of such professional criticisms and research reports from the then Haile Selassie I University, the MOE and Fine Arts repeatedly revised the secondary level curriculum in the 1960s to change "the secondary school curriculum which duplicated the curriculum of the conservative academic secondary schools of English-speaking countries" (Teshome, 1979:72). However genuine the attempts of the MOE was to change the secondary school education system to make it sound to the Ethiopian situations seemed, it could not escape the influence of the outside world. For example, despite the fact that many educators recommended essentially technical-vocational education as an appropriate solution (Teshome, 1979 and Amare 1974 and others), the MOE's resort to establish comprehensive secondary schools, which were the direct copies of the American education system with a slight adaptation to the Ethiopian situations, have also been failures.

2.8.2. Comprehensive Secondary Schools in Ethiopian and Their Relevance

Let alone being relevant to the respective communities they are erected amongst, these comprehensive secondary

schools have not been as relevant and successful as they were first envisaged even for the general conditions of the country due to a variety of factors as Dudley had observed in the early 1970s.

In summary then the four ingredients for the comprehensive secondary schools are (1) suitable rooms (2) special equipments, (3) properly trained teachers and (4) consumable supplies. ...It is the fourth basic ingredient, consumable supplies that seems to be a major factor in curtailing the effectiveness of the existing programs. Some comprehensive schools have actually closed their shops and stopped all related classes due to lack of funds for these materials (Dudley, 1972:31-32).

These comprehensive secondary schools, as supervision reports at the MOE now indicate, have been failures since Dudley's observation. According to Yilma Workneh, former head of Formal Secondary Education Department at the MOE, the comprehensive secondary schools programme was brought to our country copied directly from the Americans, who implemented it in the South-Eastern Asia Countries specially Philippines, with the sole aim of creating wise consumers of the western (American) technological products, rather than creating producers. He said that is why it was named "industrial arts." This shows that even such programmes, if they are direct copies from the outside world could be doomed to fail to serve the Ethiopian communities.

2.8.3. Technical-Vocational Secondary Schools
in Ethiopia and Their Relevance

Technical and vocational secondary school structures established parallel to the traditional formal academic and comprehensive secondary schools are designed to offer technical and business education. Though they have partially contributed towards the creation of middle level skilled manpower for the economic growth and development of the country in some fields, they are mostly seen in conflict with the academic programmes. Because, according to (ERGES, 1986:36), "they are not clearly differentiated from the academic programmes in their educational objective emphasis and in their practical implementations." That is, the objectives generally stress on the "training of skilled manpower for the country which has no difference from the academic fields."

Furthermore, the contents focus upon highly modern and technical skills with little or no direct relevance to the local communities' needs and problems, and programmes of the schools have no direct linkage with productive sectors; they do not make sure whether the courses are relevant to the community and whether the graduates would be employable or not. Besides giving courses which are not linked with the economy of the country and being incompatible with communities' needs and problems, these vocational and technical courses are said to be "suffering from severe shortage of educational materials recommended

by the syllabi or the curriculum." (Ibid, 38). This material shortage in its turn forces teachers to rely upon the theoretical aspects of the courses, and this in turn makes the implementation incomplete and similar to that of the academic courses.

2.8.4. The Education Sector Review and Its Reaction Upon Relevant Secondary Schools Education

In the early 1970s, the secondary school education had been criticized by Ethiopian as well as foreign educators. For example, after making an extensive research work upon it, (Okera and Holland, 1972:10) said that "its contribution to a more universal aim of education for citizenship is dubious. (Wilson, 1973:6) reflected the same view.

Of all the other criticisms on the secondary school education, one of the most severe had come from the Education Sector Review-July 8-13, 1972. Templin writes, that the Education Sector Review had opened the eyes of even the ordinary man as regards to the relevance of the senior secondary education of Ethiopia to the Ethiopian Communities.

The Education Sector Review of July 1972 has focused the attention of educators in Ethiopia upon the need for more relevant educational system that will make a more significant contribution to Ethiopian National Development (Templin, 1974:27).

According to the Education Sector Review, the secondary school sector expanded at a high rate and this expansion was made in response to the public demands for secondary education rather than manpower requirement generated by the Ethiopian societies' needs and by the economy particularly by the modern sector (MOE, 1972:23).

The Education Sector Review Conference, under the heading, "Quality and Relevance", further asserts as follows.

The curriculum particularly at the secondary school level is not derived from the Ethiopian culture, need and problem; it is largely an imported curriculum. The instructional materials are not only short in supply but also irrelevant to the Ethiopian situation and development problems. They are not prepared with the Ethiopian student in mind but the American, English etc. students in mind. They are imported textbooks (MOE, 1972:21-25).

Had the 1974 revolution not come on the scene and cast shadow on their implementation, the Education Sector Review had also recommended the following alternatives reproduced here as summarized by Mosback as follows:

- i. To relate education given at every level to the direct economic utility in the community
- ii. To raise the earning capacity of every individual
- iii. To match manpower supply to manpower demand
- iv. To Ethiopianize the content of Education
- v. To use the national language as the medium of instruction at all levels

- vi. To foster a rational and scientific out-look on life through technical and vocational training (Mosback, 1975:43)

Regardless of some vital observations made by some researchers after the ESR, pointing out that given that "95% of our population living in rural areas and a very large part of our economy based on agriculture", and suggesting that "a general secondary education that is relevant to the students and that of the country's economy will have to be rural-oriented and agriculture-biased" (Messele, 1974:14), there had never been any endeavour made by the previous governments.

However, in the 1970s, outside the government - run school system some relevant programs were initiated by individuals and private bodies seeing the need of making education more community-based. For example, Asfaw Yemiru established an ambitious and promising Community School in Addis Ababa, beside General Wingate School and a branch on the western out - skirts of the Addis Ababa, at Burayu, in 1973. Asfaw made his school a "Muya" school - a school where work-oriented skills are to be given. The "Muya" school tried to train the students (elementary as well as secondary) in several skills such as agriculture, weaving, poultry, building etc. so that the graduates would not be people solely dependent on hired jobs, rather their skills would be general and their tools simple enough to

create their own employment in the country-side with reasonable amount of initiative and capital (Kinahan, 1976:182 and Asere Hawariat, 1974:14-15).

The other is the Bako project which was established in 1972 and which has attempted to offer an integrated system of non-formal education to a specific community in the western part of the country - Wolega Administrative Region. The program centers around the town of Bako and is administered and largely funded by the Swedish Evangelical Mission. The project has worked out a community development program centred around the training of the youth in schemes like Agricultural Training Programs, Trade Schools and the Home-economic School. It has been expected that the trained youngsters would work in their communities as agricultural extensionists, carpenters, blacksmith, iron-plate workers and automechanics (Sheffield, 1972:89-90)

2.8.5. Secondary School Education During the Post-Revolution Era

Education in any social order is made to serve the belief, ideology and the philosophy of life of the ones who are in power. But the extent to which the education system was geared towards serving the Marxist-Leninist leaders' ideology of those in power during the seventeen years of the Derg Regime was very markedly felt. What was very important for the then leaders was that education serves to propagate the ideology as extensively as possible. For

this particular preoccupation of theirs, they had made a good use of the secondary school subjects like language, history, geography and the like. Even if it would hardly lend itself for the intended political orientation, Mathematics for instance was made to serve that purpose too. For example, a section on set theory reads:

"Workers of all countries unite together you have nothing to lose except your chains" said Marx. What did he mean? Can you express this in the language of set theory? etc (Mathematics, Grade 9, page 2-3, 1988 Edition).

This is a good example to show how the leaders were determined to use every subject for their political purposes rather than trying to make it relevant to the community it was intended to serve. The materials for the pure sciences subjects like Physics, Chemistry and Biology, according to Tekeste were not made relevant.

Secondary Schools Sciences called for little, if any, mention of personal or community hygiene, human nutrition, health or safety measures. It was highly theoretical in content... and little of this content had practical application and [relevance] (Tekeste, 1990:121).

Tekeste observed that the secondary schools do reflect nothing of the Ethiopian communities ways of life. Besides being so alien to the ideals and needs of the country, the different elements of the secondary school syllabi (curriculum) have the following weaknesses according to the ERGES report:

"... Art subjects like Amharic, English Music, Social Studies have serve problems in their content organizations, language usage, illustrations, relevance, plausibility etc. -Science fields like Mathematics, Biology, Physics and Chemistry lacked clarity, applicability... etc." (ERGES, 1986:78-9 the Amharic Version).

With the exception of a compilation of different syllabi under the title "The Ethiopian School Syllabuses," there is not as such a secondary school curriculum as a document to refer to. Since this compiled syllabi merely consists of lists of out-lined contents and objectives, the whole work of the content analysis is made to depend upon the textbooks.

Inspite of the claim of ~~at~~ the Institute of Curriculum Development and Research to follow the Social Efficiency Approach of Curriculum planning, particularly the Tylerian Model, which underlines that objectives of education be the reflection of the society's and the learner's values, prominent Ethiopian educators and curriculum experts such as Girma Amare and Abebe Bekele seem to disagree with them. For example, Girma Amare who has identified major problems states as follows.

- a. The Philosophy, aims, objectives and hopes of the Ethiopian education have not been clearly established.
- b. The general needs of Ethiopia have not been clearly determined and consequently the goals of educational system have been equally hazy (Girma, 1974:2)

And Abebe Bekele, who is a renowned curriculum expert has expressed regretfully that the three sources of curriculum objectives (the learner, the society and the subject matter) are not made use of and states as follows too.

Examination of the present Ethiopian Curriculum (at least that of the Elementary School) seems to reveal that there is no way to judge to what extent an analysis of these three sources has gone into the making of our educational objectives. Moreover, one could not tell how the values that are being sought through the education system are selected (Abebe, 1974:36)

Whether this is the case or not is to be seen through this study.

2.8.6. The Reflection of the New Education Policy on the Relevance of the Senior Secondary Level Education

The New Education Policy and its Clarification Volume Two (August, 1992:9-10) rejects the existing secondary level education system as a type that does not give due attention and priority to contemporary realities and to the general human experiences of the Ethiopian society, and that it does not intend to solve the problems of the society. This policy document is significant for the future Ethiopian education, for it calls for the promotion of educational quality and relevance. It also recommends "problem solving" to be used as a major method of teaching. It stipulates the necessity of restructuring educational

administration and management structures and improving school conditions through devolution of power and authority for a more democratic and participatory involvement in community affairs.

However, before these elements of the policy are reflected in a curriculum for the senior secondary level, which is targeting the vigorous age group who face the changing world around them, the existing system for this level has to be critically investigated to pinpoint where the major problem lies. Even if the comments are very general and broad. The policy has to be elaborated at the planning and implementation stages.

CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

As it has repeatedly been indicated in the preceding Chapters, the principal aim of the study was to investigate and to determine the extent of the community-relevance of the senior secondary school education and thereby to pinpoint the major weakness and strength of the systems of education at this level. To realize this aim of the study, the descriptive survey method and analytical technique on the contents of the education at this level were found to be appropriate. These methods enabled the investigator to gather a variety of information suitable to the problem.

As regards to data gathering tools, class-room observations, curriculum (syllabi) studies, text-book content analysis and questionnaires were used as data collecting instruments. To supplement the data obtained through these instruments, the drop-out rates at the five sample schools were studied (please see Appendix K) and selected community members were interviewed. The general conditions of the sample schools were closely observed. The Curriculum Department, or as presently designated, Institute of Curriculum Development and Research (ICDR), and the Secondary Education Department at the MOE were also visited and educational officials and experts were interviewed.

3.1. Techniques used for the study

The investigator believes that research techniques should be selected or adapted in accordance with the nature and type of the problem under investigation rather than sticking to a certain popularly used paradigm. So, to proceed in line with the descriptive survey method, to investigate the problem from various angles, and to be guided by a certain frame of reference, both the quantitative and the qualitative research techniques were used.

Accordingly, the quantitative research technique as it was extensively used in the World Bank studies was adapted by the investigator. The World Bank (1980s), in investigating the social and individual cost-benefit of education (its relevance), used the quantitative research technique quite effectively. The World Bank studies made use of this technique in order to find the usefulness (cost-benefit) of secondary education in developing countries through the use of instruments such as questionnaire, structured observation check-lists and the like.

For similar purposes, the investigator decided to use the quantitative research technique to quantify and verify the stated basic questions through the data obtained from the questionnaires, from the class-room observation check-lists and from the text-books content analysis.

In order to test the stated basic questions (hypotheses) of the study, to establish the basic facts that are important, to determine the community-relevance of the senior secondary school education, and to make descriptive interpretations on the basis of the established relationships between the variables (nature of the contents, teachers' teaching techniques, community members participation etc.), the quantitative research technique was found to be very appropriate. However, the technique was not used to investigate the cost-benefit effectiveness of the education of this level like it was extensively used by the World Bank studies, because the variables taken by the World Bank studies (internal efficiency like cost-effectiveness and external efficiency like cost-benefit) are very complicated and beyond the object of this study.

On the other hand, in order to gather ample data through the loosely structured interview questions, the qualitative research technique was also used. In particular, Vulliamy's model as it was applied to investigate the SSCEP's (SECONDARY SCHOOLS COMMUNITY EXTENSION PROJECT'S) relevance in the villages of Papua New Guinea was adapted. According to (Vulliamy, 1990:7-16), in educational research, the use of qualitative research technique, by focusing on teachers' ,and students' perspectives and on the process of class-room and school interactions, combines an interpretive theoretical framework.

The use of qualitative research technique such as participant-observation and in depth interviewing is very important for education research undertaking (Vulliamy, 1990:7-16)

The qualitative research technique was found to be appropriate because it allows flexibility in modifying one's items of instrument of interviewing as the process of data gathering is on progress and because also it allows to work extensively in the natural setting (the communities and the schools in the case of this study). Since the perspectives of the community members are seen by the investigator as invaluable, sources of diversified information, the qualitative research technique was found to be quite suitable for it gives more emphasis to the quality of responses and their interpretation rather than trying to quantify them in statistical figures (Ibid, 17).

By educational relevance is meant that "the Curriculum Corresponds to an existing need in the society" (Crossely, 1984:5). Though educational relevance is a very elusive concept to measure, it is tried to measure it by the use of the various instruments and through the two techniques - the quantitative and the qualitative - against the needs of the communities of the region under consideration.

3.2. Population and sampling procedures

The general population (the universe) of the study includes all the senior secondary government schools, teachers and students and selected community members found

in Jimma, Limmu, Bunno Bedele, Sor and Gore Awrajas of the former Illubabor Administrative Region or the present Jimma and Illubabor Zones of Oromia (Please see Appendix G). This area was chosen by the investigator due to two major reasons; one is because the investigator has a good knowledge of the area, for he had worked there for about nine years and has a good relationship with many of the staff of educational offices both at the Awraja and the Zone education offices and at the schools levels, who thus made for him access to pertinent documents easy. The other is that the region is believed by the investigator to have so many different and contrasting aspects. It has a vast coffee plantation areas, a good grain producing or farming area, and also has some remote and backward country towns, such as Gore and Yayu and highly urbanized communities like the towns and cities of Jimma and Bedele. These contrasting aspects of the region are taken by the investigator as good grounds to test the relevance of the senior secondary school education both to the rural and urban communities. It is mainly because of these factors that the area is chosen for this study.

Since the scope of the study does not allow the investigator to carry-out the study at the national level, the region is believed to well represent the rest of the country - Ethiopia.

3.2.1. Sample Schools

According to the statistical offices of the education bureaus of the two zones, there are nineteen schools with a senior secondary level functioning in the academic year of 1994/95. Within these senior secondary schools, there are 512 teachers teaching in grades nine to twelve (9-12) and 13,508 students attending in the senior secondary grades (9-12). So, in order to choose representative respondents, a multi-stage cluster sampling technique was employed. It is used to randomly select schools, teachers and students stage by stage from the list of all schools found in the area under consideration (Burroughs, 1975:59).

Based on this technique, all the five Awrajas (Administrative subdivisions) namely Jimma, Limmu, Bedele, Sor and Gore were considered to be the areas for selecting the sample schools from. Taking into account their representativeness in terms of incorporating academic and vocational programmes and their proximity to the main Addis Ababa-Gore road, a total of five senior secondary schools (one from each Awraja) were randomly selected. Dabena Technical School, which is the only one of its kind in the region is an exception. Despite the fact that it is away from the main road and from the capital town Bedele, it is purposively selected, for it is the only technical school.

Even if the number of students and teachers do markedly vary from school to school, in order to avoid

unnecessary complication, the investigator did not try to proportionate the selected respondents to the total numbers found in each school. Rather, each school, irrespective of its size, was made to represent equal number of teachers and students. Besides trying to avoid unnecessary complication, proportionating the sample respondents in accordance ^{with} to the total number of the population had no significant importance to the study's purpose, for what was required was simply obtaining representative number of respondents from the proper grade levels. However, proportionating the respondent students from the academic and the vocational streams was found to be very significant to the purpose of the study. So, they are proportionally represented from these two streams.

Furthermore, regarding the overall representation of the respondents, as Babble, (1973:96) recommends, by using the multi-stage cluster sampling technique in studies aiming for state, regional or even international coverage, it is common to have the final selection of fewer elements from within clusters to represent the many hundreds or thousands of the total population. Therefore, the total number of respondents and the overall procedure of the representation is believed to be of an acceptable size and manner.

3.2.2. Teacher Respondents

As to the selection of teachers, fifteen teachers from each of the four selected senior secondary schools were

randomly selected whereas all the twelve teachers of Dabena were taken as respondents. As a result, a total of seventy-two teachers were randomly selected and were administered with the questionnaire and out of them sixty-one filled and returned the questionnaire. The administration of the questionnaire to teachers was made through unit-leaders and department heads under the auspices of academic vice directors. Teachers were allowed to take the questionnaire home and return it within a week's time.

3.2.3. Student Respondents

In order to limit their number to a manageable size, from each of the four senior secondary schools, only Grades Eleven and Twelve students were taken as samples to answer the questionnaire. Out of the total 1,660 Grades Eleven and Twelve students of the five sample schools, 465 (one hundred from each of the four senior secondary schools were randomly selected and all the sixty-five second year (10 + 2) and third year (10 + 3) students from Dabena were taken. This makes the representation to be twenty-eight percent of the total.

Whereas in the case of Dabena Technical School all the sixty-five second-year and third-year students were taken as they were, in the case of the four senior secondary schools, in order to proportionate the sample students from all the streams, seventy-five percent were from the

academic stream and twenty-five percent were from the vocational stream, for the number of students in the academic stream is greater than in the vocational one. That is, from the hundred students selected from each of the four senior secondary schools, seventy-five students from the academic stream and twenty-five students from the vocational stream were randomly selected and were administered with the questionnaire. Out of the four-hundred and sixty-five (465) students who were administered with the questionnaire, 408 filled and returned it. The students were administered with the questionnaire under the responsibility of home-room teachers. They were made to fill and return within a week's time.

The questionnaires for the teachers and the students were tried-out in two middle secondary schools (9-10) namely Yebu and Sekka that are found in Jimma Awraja. The questionnaire for teachers was tried-out on twenty teachers who were teaching both in the academic and vocational fields (ten teachers from each of the two schools). From the vocational field, only Agriculture and Home-Economics teachers were involved, for it is only these two subjects that are being given in the middle secondary schools.

The questionnaire for the students, which is of the same content but different in language (Amharic) was also tried-out on forty students in the same two middle secondary schools (twenty from each school). Since these two middle secondary schools were not included in the main

study as sample schools, and since they are not of the upper secondary type as the sample schools for the main study, they are believed to be good samples to test the reliability of the questionnaires at different situations.

In order to determine the reliability of the questionnaires, using Pearson Product-moment Correlation Coefficient Formula, the correlation of the results of the two groups from the two schools was computed and was found to be 0.99 in the case of the teacher's and 0.97 in the case of the students by split-half technique. These figures indicated that the instrument was reliable enough and the items had internal consistency. And the validity of the contents of the questionnaires were also determined by the positive judgements of the teachers of these two middle secondary schools. After the pretests, with the exception of modifying some ambiguous and lengthy statements specially from the Amharic version for the students, the instrument was found to be useable as it is. (Please see Appendix F for the computation).

3.3. Class-room Observation

Since it was found to be quite laborious to observe the classroom teachings of all the seventy-two teachers, only three teachers (two teachers from Grade Eleven and one teacher from Grade Ten) were selected. These three teachers from each of the four sample schools (one Grade Eleven Biology teacher from the Natural Sciences, one Grade

Eleven Geography teacher from the Social Sciences and one Grade Ten Agriculture teacher from the Vocational field, for Agriculture is not given in Grade Eleven), were randomly selected which made the total number of teachers whose classrooms were observed to be twelve. And each of these twelve teachers were observed three-times in their class-rooms which made the total class sessions observed to be thirty-six.

The reason why Grade Eleven teachers were chosen to be observed from the two upper secondary grades (11 - 12) was because the Grade Twelve classes were in revision sessions during the observation. These three teachers were observed by the investigator and the respective subject department heads. After rating each teacher separately for three consecutive times, the average of the three observations by the investigator and the department heads were computed.

For this class-room observation, a carefully worked-out observation rating form, developed by the investigator on the basis of the senior secondary school syllabi, on the basis of the different subjects contents and on the basis of the purpose of the study was used. This classroom observation rating form was prepared for the sole object of identifying the major instructional performances of teachers which are expected to be applied in most cases by the teachers in their teaching activities to make their subjects relevant to the students and the communities'

needs in general. The measuring capacity of the rating form was also pretested in the above mentioned two middle secondary schools. With the exception of some statements that were found to be very broad and unclear and which were later refined, the rating capacity of the form was also found to be quite satisfactory. (Please see Appendix D).

3.4. Interviewing

In order to gather ample information as to the needs and the problems of the communities under consideration, and in order to substantiate the data obtained from the questionnaires, purposively selected community members from the communities where each school is located were interviewed. The number of subjects to be interviewed from each community were decided to be five who are considered capable of evaluating the relevance of the senior secondary school education to their communities' needs, problems and demands. The criteria for the selection were being elderly community member, active participant in community affairs of any social activities, educated civil servant and/or educated citizen who has worked and lived in the communities for more than fifteen years etc.

It was first found to be very difficult to trace such individuals in the communities and to convince them to cooperate. Any way, however difficult and time-consuming it appeared at the beginning, by a very careful and patient pursuit it was made possible to interview the required

numbers - twenty-five. In order not to offend them, other than being told by informants, the occupation, age, educational standard, political - outlook etc. of the interviewees were not directly asked by the investigator. And the investigator has also solemnly promised not to disclose the names of those who wanted their names to be unidentified.

3.5. Text-books Content Analysis

Content analysis, according to different writers, is the systematic and quantitative classification of contents of recorded or written materials (Berlson, 1952:18 and Holsti, 1969:3). The literature reveals that content analysis can be done based on categories which are clearly formulated and well adapted to the problem and which reflect the investigator's research questions.

There is a broad agreement among scholars on the requirements of objectivity, systematicness and generality. These requirements indicate that content analysis is the application of systematic method of document analysis. To perform content analysis, according to Lewy, first, one has to define a series of pertinent categories such as factual information, explanatory statements and open questions etc. (Lewy, 1977:182), Furthermore, writers like (Shapiro, 1980:19, Inglis, 1980:43-50, Powell and Jesus, 1986:519-530) emphasize that the determination of units of analysis which may be specific learning activities,

photographs, sentences or a single word is very important as a second step. More clearly, Krippendorff, illustrates the procedures of content analysis into various stages. (Krippendorff, 1980:26-28). It was upon the bases of these steps that the contents of the textbooks were analysed.

In order to investigate whether the senior secondary school education is relevant to the general community lives or not, the contents of the text-books which are currently in use at this level were analysed. Sample text-books were selected by using stratified random sampling technique. Since the Curriculum (syllabi) of the senior secondary schools is categorized under Academic and Vocational streams and since these two broad categories are subdivided into subgroups, stratified random sampling technique was found to be very appropriate.

Therefore, the contents of Biology from the Natural Sciences, Geography from the Social Sciences, English from the Language which make up the Academic category, and Wood-work from the Productive Technology, Home-Economics from the Business Education and Agriculture which is a subgroup by itself, which make up the Vocational Category were randomly selected and analysed. The analysis was carried-out by the investigator and the subject specialists or Panellists from the Institute of Curriculum Development and Research (ICDR) jointly. The following table shows the subjects, the grades and the number of books selected and used for the analysis.

No.	Subjects	Grades	Number of Books
1	Agriculture	9-10	2
2	Biology (Biological Science)	9-12	4
3	English	9-12	4
4	Geography	9-12	4
5	Home-Economics	9-10	2
6	Wood -Work	11-12	2
	TOTAL		18

Since it was found to be manageable to analyse the entire pages and paragraphs of each volume of the total eighteen books, the paragraphs under each chapter were examined and evaluated in relation to the purpose of the study - whether they are community-relevant or not. That is, the contents' urban life-relevance, rural life-relevance, relevance for both urban and rural communities or their neutrality was determined. Besides examining the central concept(s) of each paragraph, tables, figures, illustrations, drawings and photographs, if any, were also evaluated. (For detailed information on measuring techniques categorization etc., (please see Appendix E).

3.6. METHOD OF DATA ANALYSIS

Depending on the nature of the basic questions of the study and on the nature of the data gathered through the different instruments, various methods of data analysis were employed.

Concerning the data collected through the major instrument - the questionnaire, the specific method of analysis chosen was the Likert Scaling technique. Since Likert Scaling technique provides a five-point scale and assigns each of the five positions a scale value, the statements were scored from maximum to minimum as 5, 4, 3, 2, 1 (Sukhia, 1983:149). In order to properly use this scaling technique, tables were prepared for the statements under the grouped variables in which the horizontal axis indicates the scale values and the vertical columns show the statements. Horizontally, the means of the scores on each statement were calculated. And vertically, the means of each grouped scale value was calculated and then the aggregate means were computed at the bottom too. Even if they are not serving any particular purpose than the means, these aggregate means are computed to see the aggregate values of agreement or disagreement on positively and negatively stated statements. So, based upon the differences between these means and percentages of the responses of the two respondent groups - teachers and students, the basic questions (the hypothesis) were tested.

As a result, the basic questions four, five and six were analysed on the basis of the Likert Scaling technique. As regards to the third basic question, the observation data were compiled on the basis of the items of the observation rating form. This rating form which was prepared on the three-point-scales (frequently, rarely and not at all), indicated the frequency of the instructional performances teachers applied to make their subjects relevant to their students in particular and to the communities where the schools are meant to serve in general. The values of the three scales for each teacher's teaching activities were tallied and the total values were converted into percentages after the three observations to serve as bases for the ensuing discussions.

Concerning the first and the second basic questions, the results of the content analysis of the sample text-books which were assembled and put into a table served as bases for the interpretations and discussions. The contents of the sample text-books were analysed by the investigator and four subject specialists from the ICDR by cross-examining the analysis of the five of us. However, there was no marked difference among all of the works.

Interviewing community members was considered by the investigator as a very important background for the assessment of the needs of the communities. The assessed needs on the other hand served as bases for the analysis of the contents of the text-books. Whereas the relevance of

the senior secondary level education to the communities was measured through the data obtained from the above mentioned instruments, especially through the questionnaires, it was not the object of the study to measure the needs of the communities at all using this interviews other than serving as a base for the content analysis. As a result, the data gathered from the interviewing was not analysed separately. And yet, the data procured through the interviewing and from the observations of the premises of the schools made by the investigator on the overall conditions of the sample schools (the Laboratories, libraries, school pedagogical centers, workshops, plots of farm-lands etc) served a great deal to enlighten the investigator's concept on the issue of relevance. Those pieces of information were then made to be incorporated in the discussions as illustrative evidences.

CHAPTER IV**RESULTS AND DISCUSSION**

In this chapter, the data collected through the questionnaire, the class-room observations, interviewing and content analysis are presented with the support of tables. In order to verify and validate the basic questions of the study, based on the data indicated in the tables, interpretations and discussions of the results are presented.

4.1. Results**4.1.1. The Nature of the Contents of the Senior
Secondary School Education**

In order to determine the nature of the Senior Secondary School Education's community-relevance, the contents of eighteen sample text-books were analysed. That is, all of the paragraphs, tables, exercises and illustrations were counted and categorized as it is evidenced in APPENDIX E and tabulated in TABLE ONE.

Furthermore, the responses of teachers and students on statements that refer to the nature of the contents are presented in TABLE TWO. So, these two tables are the bases on which the interpretations and discussions on the nature of the contents of the Senior Secondary School education depend.

Paragraphs in Number and in Percent as are Found Emphasized in the Senior Secondary School Education Text-books under the categories Adapted (please see Appendices E and H).

PARAGRAPHS COUNTED AND CATEGORIZED

TABLE ONE

SUBJECTS	GRADES	C A T E G O R I E S					Total Paragraphs and %
		Relevant for Rural Life		Relevant for Urban Life	Relevant for Both Areas	Neutral	
AGRICULTURE	9	No	275	51	145	8	479
		%	57	10.8	30.5	1.7	100
	10	No	450	118	220	-	788
		%	57.1	15	27.9	-	100
BIOLOGICAL SCIENCE	9	No	147	116	252	-	515
		%	28.5	22	49.5	-	100
	10	No	115	153	263	-	531
		%	27.7	28	49.5	-	100
	11	No	127	146	330	-	603
		%	21.1	24.2	54.7	-	100
	12	No	120	120	249	-	489
		%	24.5	24.5	51	-	100
ENGLISH	9	No	208	155	392	37	792
		%	26.3	19.6	49.5	4.6	100
	10	No	192	146	350	47	735
		%	26.1	19.9	47.6	6.4	100
	11	No	175	160	382	27	744
		%	23.5	21.5	51.3	3.7	100
	12	No	215	167	293	50	725
		%	29.6	23.1	40.4	6.9	100

TABLE ONE Cont'd...

SUBJECTS	GRADES	C A T E G O R I E S					Total
		Relevant for Rural Life	Relevant for Urban Life	Relevant for Both Areas	Neutral	Paragraphs and %	
GEOGRAPHY	9	No	92	61	145	17	315
		%	29.2	19.4	46	5.4	100
	10	No	115	77	177	11	380
		%	30.3	20.3	46.6	2.8	100
	11	No	100	180	283	28	591
		%	16.9	30.5	47.9	4.7	100
	12	No	97	52	198	14	361
		%	26.9	14.4	54.8	3.9	100
HOME- ECONOMICS	9	No	88	100	157	-	345
		%	25.5	29	45.5	-	100
	10	No	72	118	195	-	385
		%	18.8	30.6	50.6	-	100
WOOD-WORK (GENERAL)	9-10	No	95	100	231	17	4.43
		%	21.4	22.6	52.2	3.8	100
	11-12	No	41	79	195	-	315
		%	13.0	25.1	61.9	-	100

(For the Full Statements, Data Obtained on the Nature of the Contents of the Senior
Secondary School Education through the Questionnaires

Please See APPENDIX A)¹

Responses of Teachers and Students on the Statements that

Refer the Nature of the Contents

TABLE TWO

Positively Stated Statements

No	STATEMENTS	RESPONDENTS							
			Rates	5	4	3	2	1	Mean X
1	- Consists of knowledge and skills that are related to real community needs and problems.	T	N	29	21	3	4	4	4.1
			%	47.5	34.4	4.9	6.6	6.6	
		S	N	142	131	85	26	24	3.8
			%	34.8	32.1	20.8	6.4	5.9	
2	- consists of practical skills to prepare students for practical jobs.	T	N	29	19	5	4	4	4.1
			%	47.5	31.1	8.2	6.6	6.6	
		S	N	138	134	89	20	27	3.7
			%	33.8	32.8	21.8	4.9	6.7	
3	- consists of vocational courses that enable students change their environments	T	N	31	17	7	4	2	4.2
			%	50.8	27.7	11.5	6.6	3.3	
		S	N	141	121	83	43	20	3.8
			%	34.6	29.7	20.3	10.5	4.9	

1

Positively stated statements are statements that indicate the good nature of the contents while negatively expressed statements show the weak nature of them as regards to relevance. "T" stands for teachers and "S" for students.

No	STATEMENTS	RESPONDENTS							
			Rates	5	4	3	2	1	Mean X
4	- gives attention to the appropriate technologies	T	N	32	14	9	4	2	4.1
			%	52.5	23.0	14.6	6.6	3.3	
		S	N	149	155	71	23	10	4.0
			%	36.5	38.0	17.4	5.6	2.5	
5	- gives emphasis to values, moral codes ...etc	T	N	26	15	10	7	3	3.9
			%	42.6	24.6	16.4	11.5	4.9	
		S	N	189	109	77	23	10	4.1
			%	46.4	26.7	18.8	5.6	2.5	
Aggregate Mean								4.0	

Negatively Stated Statements

6	-	is highly academic but not practical in nature	T	N	6	9	9	11	26	2.3
				%	9.8	14.8	14.8	18.0	42.6	
			S	N	40	55	79	99	135	2.4
				%	9.8	13.5	19.4	24.3	33.0	
7	-	unnecessarily formalized with no direct link to communities needs.	T	N	4	5	9	13	30	2.0
				%	6.6	8.2	14.7	21.3	49.2	
			S	N	21	24	93	120	150	2.1
				%	5.1	5.9	22.8	29.4	36.8	
8	-	consists of theoretical facts to merely prepare students for examinations.	T	N	3	8	10	11	29	2.0
				%	4.9	13.1	16.4	18.1	47.5	
			N	N	29	66	74	103	136	2.4
				%	7.1	16.2	18.1	25.3	33.3	
9	-	consists of vocational courses that are highly dependent on advanced techniques that are difficult to apply.	T	N	2	4	8	12	35	1.7
				%	3.3	6.6	13.1	19.7	57.3	
			S	N	20	38	95	113	142	2.2
				%	4.9	9.3	23.3	27.7	34.8	
Aggregate Mean									2.1	

As the results of the content analysis in TABLE ONE show, the contents of the senior secondary school students' text-books are biased equally towards both the rural and urban communities. With the exception of the English Language and Geography text-books which slightly showed some neutral items with percents that do not exceed 7%,

the other subject text-books are found to be proportionally relevant to both communities. However, the degree of relevance to these communities vary. That is, Agriculture is found to be more relevant (above 50%) to the rural communities than it is to the urban. On the other hand, Biological Science, Geography, the English Language, Home-Economics and Wood-Work are more relevant to both the rural and urban Communities than they are to any one of them separately. For example, Biological Science of Grade 9 is 49.5%, of Grade 10 is 49.5%, of Grade 11 is 54.7 and of Grade 12 is 51%. Likewise, English of Grades 9,10,11 and 12 is 49.5%, 47.6, 51.3% and 40.4% relevant to both communities respectively, And Geography, Home-Economics and Wood-Work are also averagely around 50% relevant to both the rural and urban communities.

On the nature of the content of the senior secondary school education, TABLE TWO provides ample information. As the table reveals, almost all the respondent teachers and students expressed their agreements to the positively stated statements about the nature of the contents of the senior secondary school education. Averagely, the respondents agreed that the contents consist of important items of knowledge and practical skills with an aggregate mean of 4.0 agreement. Specifically, they agreed that the contents consist of knowledge and skills that are related to real community needs and problems to which 81.9% teacher and 65.9% student respondents agreed.

If we closely observe the table, the responses indicate that the contents consist of skills that prepare the students for practical jobs with a mean value of 4.1 of teacher and 3.7 of the student respondents. That the contents give attention to the development of appropriate technologies is agreed to by teachers with a mean value of 3.9 and by students with a mean value of 4.1.

On the other hand, on almost all negatively expressed statements, both the teacher and student respondents showed their disagreements with an aggregate mean value of 2.1 disagreement. For example, both groups of respondents strongly disagreed to the statement that declares the contents to be highly academic but not practical in nature, 42.6% teachers and 33% students. That it consists of theoretical facts to merely prepare students for examinations is also strongly disagreed by 47.5% teacher and 33.3% student respondents. Moreover, the respondents strongly disagreed to the assertion that the contents are unnecessarily formalized with no direct link to the communities needs (49.2% teacher and 36.8% student respondents) with a mean value of 2.1 disagreement. The statement that claims the contents to consist of vocational courses that are highly dependent on advanced techniques that are difficult to apply is also equally challenged by 57.3% teacher and 34.8% student respondents' disagreement.

The following table, TABLE THREE, deals with the community biasedness of the senior secondary education.

TABLE THREE

4.1.2. How Community-Biased the Senior Secondary Education Is (All positive statements)

No	STATEMENTS	RESPONDENTS							- X
			Rate	5	4	3	2	1	
10	- Give emphasis to particular agricultural practices such as coffee plantation...	T	No	3	5	8	12	33	1.9
			%	4.9	8.2	13.1	19.7	54.1	
		S	No	11	57	88	103	149	2.2
			%	2.7	14.0	21.6	25.2	36.5	
11	- Generally has relevance for agricultural areas of rural communities	T	No	25	18	7	7	4	3.9
			%	41.0	30.0	11.5	11.5	6.6	
		S	No	151	118	85	41	13	3.9
			%	37.1	28.9	20.9	10.0	3.2	
12	- Gives emphasis to commercial or industrial courses relevant for urban areas. - biased	T	No	28	13	10	7	3	3.9
			%	46.0	21.2	16.4	11.5	4.9	
		S	No	145	120	83	50	10	3.8
			%	35.5	29.4	20.3	12.3	2.5	
Aggregate Mean								3.3	

TABLE THREE shows that the senior secondary school education does not give any particular emphasis to productive agricultural practices such as coffee planting which is a widespread practice in the region the study focuses on. That is, 54.1% teacher and 36.5% of the student respondents strongly denied that it does give that particular emphasis.

However, 71% of the teacher and 66% of the student respondents agreed that the education of this level has a general relevance for agricultural areas of the rural communities with a mean agreement value of 3.9. And that it gives emphasis to commercial or industrial-biased courses relevant for urban areas is also confirmed by 67.2% of the teacher and 64.9% of the student respondents with equal mean agreement value of 3.9.

In TABLE FOUR that follows, data pertaining to the impact of the senior secondary school education on the young students are presented.

TABLE FOUR

4.1.3. The Impact of the Senior Secondary School
Education on the Young Students
Positively Expressed Statements

No	STATEMENTS	R E S P O N D E N T S							
			Rates	5	4	3	2	1	X
13	- prepares the young to live lives in their own communities	T	N	4	3	34	13	7	
			%	6.6	4.9	55.7	21.3	11.5	
		S	N	14	49	85	173	123	2.2
			%	3.4	12.0	20.8	30.2	33.6	
14	- graduates are employing themselves in their own communities	T	N	7	5	7	8	34	2.1
			%	11.5	8.2	11.5	13.1	55.7	
		S	N	21	40	71	116	160	2.1
			%	5.1	9.8	17.4	28.5	39.2	
15	- equips the graduates with basic knowledge and skills that would enable them to create their own jobs.	T	N	29	13	7	8	4	3.9
			%	47.5	21.3	11.5	13.1	6.6	
		S	N	152	101	39	41	75	3.5
			%	37.3	24.8	9.6	10.0	18.3	
Aggregate Mean									2.8

Negatively Expressed Statements

16	- Youth unemployment can be attributed to the irrelevance of their... education	T	N	2	2	3	18	36	1.6
			%	3.3	3.3	4.9	29.5	59.0	
		S	N	13	17	93	125	160	2.0
			%	3.2	4.2	22.8	30.6	39.20	
17	- graduates migrate to towns and cities	T	N	-	-	13	19	29	1.7
			%	-	-	21.3	31.2	47.5	
	because their education does not prepare them...	S	N	8	38	83	130	149	2.1
			%	2.0	9.3	20.3	31.9	36.5	
18	- creates high aspirations in the students that can not be fulfilled	T	N	32	15	13	1	-	4.3
			%	52.5	24.6	21.3	1.6	-	
		S	N	143	118	79	38	30	3.8
			%	35.0	28.9	19.4	9.3	7.4	
19	- students are dropping-out of their schools due to their education's irrelevance.	T	N	3	3	10	20	25	2.0
			%	4.9	4.9	16.4	32.8	41.0	
		S	N	18	20	79	130	161	2.0
			%	4.4	4.9	19.4	31.8	39.5	
20	- students are made to aspire to continue to the higher levels of colleges and universities	T	N	33	16	11	1	-	4.1
			%	54.0	26.2	18.2	1.6	-	
		S	N	171	133	70	21	13	4.0
			%	41.9	32.6	17.1	5.2	3.2	

21	- graduates aspire for white-collar office	T	N	31	12	10	5	3	4.0
			%	50.8	19.7	16.4	8.2	4.9	
	jobs in towns and cities	S	N	144	129	84	31	20	3.8
			%	35.3	31.6	20.6	7.6	4.9	
22	- graduates aspire for white-collar office	T	N	-	3	22	17	19	2.1
			%	-	4.9	36.1	27.9	31.1	
	jobs due to the academic...	S	N	2	19	99	125	163	2.0
			%	0.5	4.7	24.3	30.6	39.9	
23	- their education alienated the	T	N	-	1	12	13	35	1.7
			%	-	1.6	19.7	21.3	57.4	
	graduates from their social...	S	N	6	16	89	122	175	1.9
			%	1.5	4.0	21.7	30.0	42.8	
Aggregate Mean								2.7	

As the data in TABLE FOUR above indicate, 55.7% of the teacher respondents did neither agree nor disagree to the statement that states the secondary school education prepares the young students to live lives in their own communities while 33.6% of the student respondents strongly disagreed to it. Similarly, 55.7% of the teachers strongly disagreed to the statement that claims the secondary school graduates employ themselves in their own communities.

Contrary to this disagreement, 68.8% of the teacher respondents and 62.1% of the student respondents agreed that the secondary school education equips the graduates with basic knowledge and skills that would enable them to create their own jobs. The respondents' disagreement to the previous two statements and their agreement to this one seems contradictory. However, a close look into these responses reminds us to infer that the respondents are of the opinion that, despite the fact that their education equips the graduates with basic knowledge and skills that would enable them to create their own jobs, they are not employing themselves in their communities and are not living lives there.

Furthermore, the statement that attributes youth unemployment to the irrelevance of their secondary education is disapproved by a mean disagreement of 1.6 teacher and 2.0 student respondents. That is, 59% teacher and 39% student respondents strongly disagreed to the statement. Equally strongly opposed to idea by both respondents is the statement that says "secondary graduates migrate to towns and cities because their education does not prepare them for lives in their communities" with a mean disagreement of 1.7 by teachers 2.1 by students. That is, 47.5% teachers and 36.5% students strongly disapproved it.

Attributing students' drop-out of schools to their education's irrelevance is rebuffed by a mean disagreement

of 2.0 by both groups of respondents. That is, 41% of the teachers and 39.5% of the students strongly disagreed to it. That graduates aspire for white-collar office jobs due to the academic-orientedness of their education and that their education alienated them from the social norms of their communities are also strongly opposed by both respondents.

However, the statement that claims the senior secondary school education creates high aspirations in the students that can not be fulfilled is strongly endorsed by 32 (52.5%) of the teacher and by 143 (35%) of the student respondents. Likewise, that students are made to aspire to continue to higher levels of colleges and universities is strongly supported by 33 (54%) teachers and by 171 (41.9%) students with a mean value agreement of 4.1. And that graduates aspire for white-collar office jobs in towns and cities is also strongly supported by 50.8% teachers and 35.3% students with a mean value agreement of 4.0 and 3.8 respectively.

4.1.4. Teachers' Roles in the Making of the Senior Secondary School Education Relevant²

TABLE FIVE (A)

Positively Expressed Statements

No	STATEMENTS	RESPONDENTS							
		Rates	5	4	3	2	1	X	
24	- teachers have to be trained in diversified skills such as agri-culture, business, technical..	T	N	3	6	10	19	23	2.1
			%	4.9	9.8	16.4	31.2	37.7	
		S	N	181	123	88	16	-	4.1
			%	44.4	30.1	21.6	3.9	-	
25	- teachers should arrange for students to learn from well educated and experienced community members	T	N	2	9	19	18	13	2.5
			%	3.3	14.8	31.1	29.5	21.3	
		S	N	177	121	90	15	5	4.1
			%	43.4	29.6	22.1	3.7	1.2	
26	- teachers must make good use of the natural and social environments outside the class-rooms	T	N	30	19	10	2	-	4.3
			%	49.2	31.1	16.4	3.3	-	
		S	N	173	145	88	2	-	4.2
			%	42.4	35.5	21.6	0.5	-	

Teachers' roles in the making of the senior secondary schools education relevant, is tested through the questionnaires administered to teachers themselves and students (TABLE FIVE A) and through classroom observations (TABLE B) .

27	-	must develop practical skills in their students so that students would be able to solve...	T	N	1	3	25	19	13	2.3
				%	1.6	4.9	41.0	31.2	21.3	
			S	N	155	140	91	18	4	4.0
				%	38.0	34.3	22.3	4.5	0.9	
28	-	Professional capabilities (Pedagogical skills) are very important..	T	N	32	13	9	4	3	4.1
				%	52.4	21.3	14.8	6.6	4.9	
			S	N	151	120	92	28	17	3.9
				%	37.0	29.4	22.5	6.9	4.2	
29	-	our teachers... are well-trained in pedagogical skills	T	N	25	13	10	8	5	3.7
				%	41.0	21.3	16.4	13.1	8.2	
			S	N	6	19	91	133	159	1.9
				%	1.5	4.6	22.3	32.6	39.0	

TABLE FIVE Cont'd...

No	STATEMENTS	RESPONDENTS							
			Rates	5	4	3	2	1	X
30	- our senior secondary school teachers are well-paid	T	N	-	4	5	17	35	1.6
			%	-	6.6	8.2	27.8	57.4	
		S	N	150	142	89	16	11	4.0
			%	36.8	34.8	21.8	3.9	2.7	
31	- Well-paid and well-trained teachers are key... towards community-relevant education	T	N	39	14	5	3	-	4.4
			%	34.0	22.9	8.2	4.9	-	
		S	N	143	131	86	41	7	3.9
			%	35.0	32.1	21.1	10.1	1.7	
32	- teaching methods and techniques such as questioning discussion... are very important.	T	N	34	12	9	3	3	4.4
			%	55.7	19.7	14.8	4.9	4.9	
		S	N	179	112	67	40	10	3.8
			%	43.9	27.5	16.4	9.8	2.4	
33	- courses to relate subject concepts to community problems have to be incorporated in their training.	T	N	30	19	5	5	2	4.1
			%	49.2	31.1	8.2	8.2	3.3	
		S	N	182	112	90	19	5	4.1
			%	44.5	27.5	22.1	4.7	1.2	
Aggregate Mean									3.6

TABLE FIVE Cont'd...

Negatively Expressed Statements

34	- training teachers in the mastery of their subject contents... is sufficient by itself	T	N	9	11	31	7	3	3.3
			%	14.8	18.0	50.8	11.5	4.9	
		S	N	20	46	95	108	139	2.3
			%	4.9	11.3	23.3	26.5	34.0	
35	- most of ... teachers are subject specialists	T	N	2	4	11	15	29	1.9
			%	3.3	6.6	18.0	24.6	47.5	
		S	N	177	130	80	17	4	4.1
			%	43.4	31.9	19.6	4.2	0.9	
36	- teachers... unduly rely on the lecture method.	T	N	-	-	9	18	34	55.7
			%	-	-	14.8	29.5	35.7	
		S	N	182	131	78	11	6	4.2
			%	44.6	32.1	19.1	2.7	1.5	
37	- poor facilities in the schools, such as lack of teaching materials.. are factors for teachers to rely on the lecture method.	T	N	8	12	19	17	5	3.0
			%	13.1	19.7	31.1	27.9	8.2	
		S	N	172	139	68	19	7	4.1
			%	42.9	34.1	16.7	4.6	1.7	
Aggregate Mean									3.1

As far as teachers' roles are concerned, it would be naive to solely depend for reliable data from teachers' responses. So it was found necessary to make class-room observation to detect their real roles. The following table - TABLE FIVE 'B' serves that purpose.

CLASSROOM OBSERVATION OUTCOMES
1. AGRICULTURE
TABLE FIVE (B)

No	Major Techniques and/or Methods of Teaching Applied by Teachers	RATING SCALES						Total No. of class sessions observed
		Frequently		Rarely		Not At All		
		No.	%	N	%	N	%	
1	- raising community problems related to the topic	2	16.8	5	14.6	5	41.6	12
2	- using community resources related to the topic	3	25	3	25	6	50	"
3	- encouraging students to explore their immediate environment	-	-	7	58.3	5	41.6	"
4	- making the students aware about the usefulness of the topic to solve real social problems.	2	16.8	5	41.6	5	41.6	"
5	- trying to relate the topic with other subjects' concepts	3	25	2	16.7	7	58.3	"
6	- relating the concept of the topic to the day-to-day life of the community	2	25	4	33.3	5	41.7	"
7	- emphasizing the relevance of the topic to the future self employment prospects of the students.	-	-	5	41.7	7	58.3	"
8	- directing the topic to the development of creativity.	-	-	5	41.7	7	58.3	"
9	- asking questions that require reasoning	3	25	2	16.7	7	58.3	"
10	- using teaching-learning materials	8	66.7	3	25	1	8.3	"
11	- relating the topic to particular productive practices and ways of life of the community	3	25	2	16.7	7	58.3	"
12	- presenting the topic with illustrations	6	50	5	41.7	1	8.3	"
13	- revealing good knowledge of the community in general	2	16.6	2	16.6	8	66.8	"
14	- giving chance to the students to freely participate in the class discussions	9	75	2	16.7	1	8.3	"

2. BIOLOGY (Biological Science)

No	Major Techniques and/or Methods of Teaching Applied by Teachers	RATING SCALES						Total No. of class sessions observed
		Frequently		Rarely		Not At All		
		No.	%	N	%	N	%	
1	- raising community problems related to the topic	2	16.7	3	25	7	58.3	12
2	- using community resources related to the topic	-	-	4	33.3	8	66.7	"
3.	- encouraging students to explore their immediate environment	2	16.6	2	16.7	8	66.7	"
4	- making the students aware about the usefulness of the topic to solve real social problems.	-	-	3	25	9	75	"
5	- trying to relate the topic with other subjects' concepts	-	-	4	33.3	8	66.7	"
6	- relating the concept of the topic to the day-to-day life of the community	2	16.7	3	25	7	58.3	"
7	- emphasizing the relevance of the topic to the future self employment prospects of the students.	-	-	6	50	6	50	"
8	- directing the topic to the development of creativity.	2	16.7	3	25	7	58.3	"
9	- asking questions that require reasoning	6	50	4	33.3	2	16.7	"
10	- using teaching-learning materials	7	58.3	3	25	2	16.7	"
11	- relating the topic to particular productive practices and ways of life of the community	-	-	2	16.7	10	83.3	"
12	- presenting the topic with illustrations	7	58.3	3	25	2	16.7	"
13	- revealing good knowledge of the community in general	-	-	5	41.7	7	58.3	"
14	- giving chance to the students to freely participate in the class discussions	6	50	5	41.7	1	8.3	"

3. GEOGRAPHY

No	Major Techniques and/or Methods of Teaching Applied by Teachers	RATING SCALES						Total No. of class sessions observed
		Frequently		Rarely		Not At All		
		No.	%	N	%	N	%	
1	- raising community problems related to the topic	-	-	4	33.3	8	66.7	12
2	- using community resources related to the topic	-	-	5	41.7	7	58.3	"
3.	- encouraging students to explore their immediate environment	2	16.7	3	25	7	58.3	"
4	- making the students aware about the usefulness of the topic to solve real social problems.	2	16.7	4	33.3	6	50	"
5	- trying to relate the topic with other subjects' concepts	1	8.3	2	16.7	9	75	"
6	- relating the concept of the topic to the day-to-day life of the community	-	-	4	33.3	8	66.7	"
7	- emphasizing the relevance of the topic to the future self employment prospects of the students.	-	-	3	25	9	75	"
8	- directing the topic to the development of creativity.	-	-	5	41.7	7	58.3	"
9	- asking questions that require reasoning	4	33.3	2	16.7	6	50	"
10	- using teaching-learning materials	7	58.3	4	33.3	1	8.4	"
11	- relating the topic to particular productive practices and ways of life of the community	-	-	6	50	6	50	"
12	- Presenting the topic with illustrations	3	25	4	33.3	5	41.7	"
13	- revealing good knowledge of the community in general	-	-	5	41.7	7	58.3	"
14	- giving chance to the students to freely participate in the class discussions	5	41.7	5	41.7	2	16.6	"

Teachers' roles in the making of the senior secondary school education relevant have been tested through the questionnaires delivered to teachers themselves and to students, through the classroom observations and through interview questions to community members. The above two tables, (TABLE FIVE (A) and TABLE FIVE (B)) therefore, reflect the data obtained through these sources.

As TABLE FIVE (A) depicts, with the exception of some statements, teacher and student respondents have shown significant differences in their responses as regards to roles of teachers in the making of the senior secondary school education relevant to communities' needs. For example, while teachers disapproved the idea that teachers have to be trained in diversified skills such as agriculture, business, technical etc. with a mean value disagreement of 2.1, a total of student respondents of 74.5% with a mean agreement value of 4.1 agreed to it.

To show the statements upon which there is response disparity between the two respondents, the followings are picked up.

- "teachers should arrange for students to learn from well educated and experienced community members" is rejected by 31 (50.8%) teachers with a mean value disagreement of 2.5 while it is supported by 298 (73.0%) students with a mean value agreement of 4.1.
- "teachers ... are well-trained in pedagogical skills" is supported by 38 (62.3%) teachers while it is opposed by 292 (71.6%) students with a mean value of 1.9 disagreement.
- "senior secondary school teachers are well-paid" is strongly opposed by 35 (57.4%) teachers with a mean value disagreement of 1.6, while it is

agreed upon by 292 (71.6%) students with a mean value of 4.0 agreement.

- "teachers unduly rely on the lecture method is also supported by students while it is very strongly rejected by 34 (55.7%) of teacher respondents.

These and other marked differences in the responses of teachers and students as regards to teachers' roles in the making of the senior secondary school education community-relevant, indicate that a good number of teachers are not modest to truthfully reflect points regarding their proper roles of teaching. However, there are points upon which both teachers and students agreed such as "well-paid and well-trained teachers are key..., teachers must make good use of the natural and social environments out-side the classrooms, poor facilities of schools are the main factors for teachers to rely on the lecture method."

It was to verify whether teachers' replies corresponded to their practices that questions concerning their teaching habits were prepared and it was to counter-check their responses that classroom observations were made. As it was felt in advance by the investigator, the classroom observations disclosed quite a substantial degree of inefficiencies of teachers' teaching (TABLES FIVE (B)

TABLES FIVE (B) shows that in almost all the three subjects (Agriculture, Biology and Geography), teachers are not observed applying the instructional activities that are

said to be very appropriate in making their teaching relevant to the needs of the communities. With the exception of Agriculture periods in Grade Ten when Plant Diseases were being revised and Natural Resources being introduced (Chapter 4 and 5), where some practical illustrations were made to apply these activities, the rest of the periods of the other subjects were devoid of them.

The classroom observations in almost all class sessions revealed that the most serious problems of the education of the senior secondary level is at the implementation stage. The teachers' classroom instructional performances in the teachings of the three selected subjects in terms of the fourteen basic instructional activities were observed to be of the chalk-and-talk types. Though Agriculture teachers were observed trying to direct their lessons to these basic activities, even their efforts were not sufficient.

In most of the classrooms, 41.6% in the case of Agriculture, 58.3% in the Biology and 66.7% in the Geography classes, community problems related to the topics were not raised.

As opposed to many educators' suggestions that the central roles of teachers in relevant secondary education should be "relating the central concept of the lesson to the day-to-day life of the community" (Dove, 1986:83-85), 41.6% in the case of Agriculture, 58.3% in Biology and 66.7% in the case of Geography did not do this. Regarding relating the topic to the particular productive practices

4.1.5. The Role of Language in Community-Relevant Senior Secondary Education
(All Positively Expressed Statements)

TABLE SIX
(All Positively Expressed Statements)

No.	STATEMENTS	RESPONDENTS							
			Rates	5	4	3	2	1	X
38	- Language plays a significant role in the making of the secondary school education community-relevant.	T	N	1	3	39	18	-	2.8
			%	1.6	4.9	63.9	29.6	-	
		S	N	11	14	181	70	132	2.3
			%	2.7	3.4	44.4	172	32.3	
39	- senior secondary schools have to use the language of their localities as a medium of instruction	T	N	1	2	3	13	42	1.5
			%	1.6	3.3	4.9	21.3	68.9	
		S	N	3	5	92	125	183	1.8
			%	0.7	1.2	22.6	30.6	44.9	
40	- it is appropriate to use the English Language as a medium of instruction...	T	N	43	10	3	3	2	4.5
			%	70.5	16.4	4.9	4.9	3.3	
		S	N	177	141	80	7	3	4.2
			%	43.4	34.6	19.6	1.7	0.7	
41	- Amharic... can substitute the English language...	T	N	1	3	9	13	35	1.7
			%	1.6	4.9	14.8	21.3	57.4	
		S	N	10	22	83	139	154	2.0
			%	2.5	5.4	20.3	34.1	37.7	
Aggregate Mean									2.6

Whether language plays a significant role in the making of the senior secondary school education community-relevant or not is not decided by either of the two respondents. As TABLE SIX shows, 39 (63.9%) of the teachers and 181 (44.4%) of the students did not decide. However, 42 (68.9%) teacher and 183 (44.9%) student respondents have strongly disapproved the statement which declares that senior secondary schools have to use the language of their localities as medium of instruction.

Furthermore, while 43 (70.3%) teacher respondents and 177 (43.4%) student respondents strongly agreed to the idea of using the English Language as a medium of instruction at the senior secondary level, 35 (57.4%) teachers and 154 (37.7%) students strongly disagreed to the concept that favours Amharic to serve as a substitute to the English Language as a medium of instruction at this level.

4.1.6. Community Members Involvement in
Relevant Secondary Education

TABLE SEVEN

(All Positively Expressed Statements)

No	RESPONDENTS	RESPONDENTS							X
			Rates	5	4	3	2	1	
42	- senior secondary school programmes must strictly to be the responsibility of the state or the region	T	N	2	3	10	19	27	1.9
			%	3.3	4.9	16.4	31.1	44.3	
		S	N	27	37	46	125	173	2.1
			%	6.6	9.1	11.1	31.0	42.3	
43	- local community members have to have direct involvement... including the choice of curriculum.	T	N	29	18	9	5	-	4.0
			%	47.5	29.5	14.8	8.2	-	
		S	N	145	136	90	27	10	3.9
			%	35.5	33.3	22.1	6.6	2.5	
44	- the curriculum to be community relevant, has to be planned and controlled in a decentralized manner...	T	N	31	5	3	15	7	3.6
			%	50.8	8.2	4.9	24.6	11.5	
		S	N	139	46	29	121	73	3.4
			%	34.0	11.1	7.1	29.8	18.0	
45	- the degree at which community members are made to participate at the planning ... determines the degree of the community relevance	T	N	30	14	8	6	3	4.0
			%	49.2	23.0	13.1	9.8	4.9	
		S	N	152	131	79	30	16	3.9
			%	37.3	32.0	19.4	7.4	5.9	
Aggregate Mean									3.4

As the data in TABLE SEVEN depicts, both teacher and student respondents strongly disagreed to the idea that says "senior secondary school programmes must strictly be the responsibility of the state or the region" with a mean value disagreement of 1.9 and 2.1 respectively.

On the contrary, 47 (77%) teachers and 281 (68.8%) students supported the idea that upholds that local community members have to have direct involvement in the development of the curriculum. Similarly, 36 (59%) teachers and 125 (45.1%) students accepted the statement that reads "the curriculum, in order to be community-relevant, has to be planned and controlled in a decentralized manner." And 44 (72.2%) of the teachers and 283 (69.3%) of the students supported the statement that reads "the degree at which community members are made to participate at the planning... determines the degree of the community relevance..." with a mean value of 4.0 and 3.9 agreement respectively.

4.1.7. If the Senior Secondary School Curriculum Needs to be Changed

TABLE EIGHT

(All Positively Expressed Statements)

N	STATEMENTS	RESPONDENTS							
			Rates	5	4	3	2	1	X
46	- to make it relevant to the students and the community ... has to be changed and remodelled	T	N	3	4	9	19	26	2.0
			%	4.9	6.6	14.8	31.1	42.6	
		S	N	14	48	87	126	133	2.2
			%	3.4	11.8	21.3	30.	32.6	
47	- the focus has to be on the proper implementation	T	N	33	20	5	3	-	4.4
			%	54.1	32.8	8.2	4.9	-	
		S	N	185	122	78	18	5	4.1
			%	45.3	29.9	19.2	4.4	1.2	
48	- the number of subjects being given at the senior secondary level must be reduced...	T	N	40	18	3	-	-	4.5
			%	65.6	29.5	4.9	-	-	
		S	N	192	185	59	17	5	4.1
			%	47.8	33.1	14.2	4.2	1.2	
49	- supplement-ing it with.... than completely changing and re-modelling it.	T	N	27	16	9	6	3	4.0
			%	44.3	26.2	14.2	9.8	4.9	
		S	N	166	128	71	33	10	4.0
			%	40.7	31.4	17.4	8.0	2.5	
50	- every region has to develop its own secondary school education.	T	N	3	4	8	17	29	1.9
			%	4.9	6.6	13.1	27.9	47.5	
		S	N	22	37	79	133	137	2.2
			%	5.4	9.1	19.4	32.5	33.6	
Aggregate Mean									3.4

Contrary to these positive reflections, 46 (75.4%) of the teachers and 270 (66.1%) of the students rejected the idea that says "every region has to develop its own secondary level education system" with a mean value disagreement of 1.9 and 2.2. respectively.

4.2. Discussion of Findings

The findings on the nature of the content of the senior secondary school education are quite surprisingly contrary to the investigator's preconceived assumption that the content is highly academic with fragmented facts that are examination-dominated in character. This impression of the investigator has probably been originated from the existing literatures of the education systems of developing countries in general and that of Ethiopia in particular. Particularly, the report of the Evaluative Research of the General Educational System of Ethiopia (ERGES, 1986:14), and the superficial inspection field work information that the investigator used to collect when he was working at the Education Office of the former Illubabor Administrative Region might have contributed towards this marked incompatibility of these findings to the established view points about the nature of the content of the senior secondary school education.

For example, educators characterization of the senior secondary school education of developing countries as irrelevant and shallow which is not rooted in community problems and which is not oriented towards the solution of these community problems (King, 1976:24, Crossely,

only the content that makes education relevant or not. He said that other factors outside the education content, such as land tenure systems are equally determinant. He said that it was due to the favourable land holding system that young and educated farmers were engaged in modern and big plantation, grain and forest farming in the different parts of the country using their school education as relevantly as possible. To him, the contents of the present education at this level and even at the lower levels are similarly relevant enough, but the young graduates of this level or their peasant parents do not use them, for they are not sure that they and their descendent have equal ownership rights to the land and to what is on it.

For the same interview question, a teacher of Dabena Technical School who was himself a graduate of the same school gave the following responses. He said that in the old days when the school was run by the German Missionaries, the technical skills and the theoretical knowledge were not at all tried to be related to the surrounding realities. The courses were purely western technic with imported materials at large. He presumes that the type of education given at that time was much more relevant than it is to-day- because the missionaries used to look for jobs for the graduates in advance to be employed within their own organization at different locations in various parts of the country, or they (the missionaries) used to make surveys at government offices where the graduate could be absorbed, or they could support

some of the graduates to establish their own workshops, etc.

Once admitted to the school, he said, "if a trainee was found to be very weak in the technical courses, he could be trained in clerical courses and be employed by the Mission after completion. As a result, the trainees were highly motivated. This is what relevance means to me. For example, I was recruited from the community where the school is located. ~~Since I was good at the technical~~ courses, I was made to remain in the school as a teacher. I have served there for sixteen years as a teacher and a local contractor. That is, I am one of the beneficiaries of the then Community-relevant education of the school."

According to the officials of this technical school and as the contents of the courses are examined by the investigator, the courses are very localized. They are about local lumbering and construction materials and the like. The teachers are well qualified and are all Ethiopians. But as to the overall relevance of the training course, the teachers and the officials of the school are a bit confused. The quota for the school's capacity is not fully utilized due to lack of participation from the communities. The rate of participation is highly decreasing because of the gloomy future for the trainees. The graduates have to look for jobs on their own, which is very difficult to get. As a result of this, it is reported that there is a high drop-out rate. According to this information, its being technical does not prevent it from being questioned as to its relevance.

What they wanted to say is that the content is relevant but there is a severe problem as to its practical application in real life situations which finally makes it irrelevant.

As elaborated in the literature review part of this study, quite a good number of educators believe that technical-vocational courses are more relevant to communities than the academic ones. However, as the above interviewees had explained and as the data procured from the questionnaires revealed, it is not its being vocational or academic that matters as far as relevance is concerned. It appears apparent that the curriculum (syllabi) planners of the senior secondary level had tried their best, at least at a round table, to make the content reflect the broad educational objectives - education for production, for scientific research and for social consciousness. These results therefore, are in accord with the findings of Simmons (1980:157), for he concludes that the problem of developing countries' secondary education relevance is as much of demand as of supply. To him, proposing that the secondary school curricula be made more vocational-oriented is not a solution by itself but the demand for educated labour must also be created.

Therefore, as regards the first basic question, the nature of the content of the senior secondary level is proved to be quite relevant.

Regarding how community-biased the senior secondary school education is, a look in to the results reported in

TABLE THREE reveal, that the education at this level does not give emphasis to particular productive practices of the region under consideration. Since the planning is done centrally to fit all areas, this finding is not a surprise. Pertinent to a centrally planned curriculum that gives emphasis to generalities, the results that depict the relevance of the education for both the rural and urban communities is compatible to the findings on the nature of the content (TABLE ONE).

Concerning how community-biased the education is, community members were asked about their opinions as to what the emphasis of the senior secondary school education scheme for their particular community should be (APPENDIX C). Their responses are summarized and categorized under different categories (APPENDIX E). It was on the basis of these categorized items which are the true reflections of the communities' needs that the content analysis of the sample text-books were carried out.

The findings that indicated the contents to be closely related both to the rural and urban areas (averagely 50%, TABLE ONE), and the findings disclosed in TABLE THREE, confirm that the education at this level has relevance both to the rural and urban communities. However, educators openly criticise this education of developing countries as purely academic-oriented and irrelevant to community-needs and recommend technical-vocational education as a substitute (Ponsion, 1972:136, UNECO, 1982:127, Dore, 1976:116, Garrett, 1984:192 etc.). Any how, in the case of Ethiopia, the mere establishment of these technical-

vocational schools and the development of practical courses at the planning stage has not created any much difference as far as relevance is concerned as the history of the comprehensive schools and the technical-vocational schools in the country have revealed. (Please see the Literature Review parts 2.8.2 and 2.8.3).

Furthermore, the findings reported in tabs ONE, TWO and THREE are diametrically opposed to Tekeste's assertion that the "secondary schools sciences called for little, if any, mention of personal or community hygiene, human nutrition, health or safety measures" (Tekeste, 1990:121). These elements of the science courses which Tekeste took as missing are well reflected in the contents of the different science text-books. (Please see APPENDIX H). For example, human nutrition is well dealt with in Grade Ten and Eleven of Biological Science text-books. Personal and community hygiene and health or safety measures are treated in detail in Grade Ten and Eleven of Biological Science under UNIT FIVE OF "PARASITISM" : ANOTHER WAY OF LIFE" Sub-topics, "Man Against Diseases and How to Prevent Them."

Generally, almost all the elements that were reflected by the community members as their needs to be incorporated in the education of the senior secondary school curriculum (syllabi), and which are categorized in APPENDIX E by the investigator are well encompassed in the body of the contents of the education of this level. So, the education of the senior secondary level is proved to be biased both towards the rural and urban communities at the curriculum (syllabi) development stage as is reflected in the

students' text-books and as is witnessed by the different interviewees.

The overall picture of the data indicated in TABLE FOUR pretty strongly challenge the existing notion of many educators that the present system of secondary school education of developing countries has created a negative impact on the graduates of this level. A close look into the literature review part of this study shows that most of the educators are of the opinion that the education of this level in developing countries is the very cause for the growing number of educated unemployed who are steadily leaving the rural areas for the urban sector employment (Bacchus, 1987:182, Ishumi, 1988:164, King, 1991:127). Such opinions were also held by the investigator prior to these findings, however the results appear to defy them out-rightly.

For example, the respondents agreed that secondary graduates aspire for white-collar office jobs with a mean value agreement of 4.0 and 3.8 teachers and students respectively. Contrary to this agreement, 19 (31.1%) teachers with a mean value of 2.1 and 163 (39.9%) students with a mean value of 2.0 disagreement categorically opposed to the reason that says that graduates aspire for white-collar office jobs due to the academic-orientedness of their secondary school education. These findings clearly acknowledge the existence of severe unemployment of the educated young who flock from rural communities to urban areas in search of jobs and the existence of secondary graduates who aspire to continue to colleges and

universities and who aspire for white-collar office jobs in towns and cities. And yet, they emphatically challenge the rationales that attribute these phenomena to the irrelevance of the senior secondary level education given to these youngsters.

To the open question for teachers (APPENDIX A, Q.No. 2 and 3) which read, "According to your opinion, what positive or negative impacts does the senior secondary school education have on the future life of the youths? Do you think it contributes to their unemployment and to their aspirations to have white-collar office jobs in towns and cities? What do you think are the main reasons for ... students to drop-out of schools?", Teachers gave the following replies.

They said that it is unfair to assume that youngsters are unemployed because their education is not preparing them for jobs available. They indicated that this assumption is incorrect, for the problem is on the mismatch between the number of job seekers and jobs available for them. Thirty seven (60.6%) of these teacher respondents hold that there is nothing wrong with the knowledge and skills that the schools are providing, even if there exist problems at the balancing of the materials and the time available and poor learning conditions at the schools.

Both teacher and student respondents equally agreed that graduates at this level aspire for white-collar office jobs in towns and cities and strongly disagreed to the reasons for this aspirations to be the academic-

orientedness of their education (TABLE FOUR); community members also similarly reacted to similar interview questions (APPENDIX C, Q, 3.5). After admitting that secondary school graduates migrate to towns and cities looking for prestigious office jobs, they vehemently opposed to the idea that these graduates should have settled permanently at their communities engaged in jobs similar to their parents. They said that it is natural for them to aspire for prestigious white-collar or blue-collar jobs in towns and cities, for that is why they went all through the hardships to reach at that level. To them, it has nothing to do with their education's relevance or irrelevance. Especially, what an elderly outspoken man who was a deputy representative of Gore Awraja in the House of Representatives at the Parliament during Haileselassie regime is striking.

He said, "are you to blame them for aspiring for higher and prestigious jobs in big cities? It is particularly for that end that we send our young to schools - to enable them be better off and be more comfortable than what we are. Why do you think they go to big towns and cities in search of these jobs? Because non of these jobs are existing in their rural villages. Have we had the economic strength to help them create their own lucrative jobs in their own communities, they could have made use of the education they have gained at school; but how many of the parents have that economic strength? Now you are, I think comfortably positioned with high salary; was not this what you dreamt about when you were at school? Unfortunately our children are not placed as we wished them

to be. It is a pity that they are not. But what has this aspiration to do with the education received at school? Rather than accusing them and their education wrongly, it would be better if you work hard to create jobs or assist them financially to create jobs of their own." He was very furious. When he was talking, he was pointing his finger at the investigator taking him as a government agent.

In a complete agreement to what (Dore, 1976:99) says, ~~"some countries are showing increasing drop-out rates~~ because unemployment for the certified (educated) means that education does not pay", 35 (57.4%) of teacher respondents attributed secondary school students' drop-out to the inability of the graduates to have job opportunities (APPENDIX A). Open Q.No.3). And community members agreed too, that drop-out is increasing because economic advantage at the end of it is diminishing. They also cited that economic problems of the parents are also contributing immensely towards the increase of drop-out at this level. Quite in parallel correspondence to these assertions, the number of senior secondary level job seekers is found to be increasing at a frightening rate at Jimma Zone (Please see APPENDIX J).

Besides confirming its relevance, almost all the respondents challenged the arguments of many educators that claim that the senior secondary education system of developing countries, are "purely academic and alien to the young students' and that African communities create unattainable high occupational aspirations on the students"

(Sinclair & Lillis, 1980:147-8, Allen, 1987:212, Olsen, 1963:188).

So, besides revealing the root cause of the problem to be more of the imbalance between the high degree of supply of secondary level graduates and ever diminishing demand of the economic sector to employ them, the findings showed that there is not as such a pronounced negative impact of the education on the students.

The existing research results and prominent educators' opinions show that teachers' roles in schools at any level are the most important factors that determine the quality of instruction (Mosha, 1990:63-65). More specifically, Dove said, "the challenge for teachers in community-relevant education issue is to harness community resources so that to encourage critical awareness and intellectual maturity in students" (Dove, 1986:84). However, the findings are not compatible to these facts.

For example, in 50% Agriculture, in 66.7% Biology and in 58.3% Geography class sessions, teachers were not observed using community resources related to their topics (TABLE FIVE (B)). Rather, they were seen pretty deeply preoccupied at imparting purely factual information of the contents. These performances of the majority of teachers put their knowledge and skills in methods of teaching and their training background in general under question marks.

As educators assume that attempts to make secondary school education more community relevant are constrained by

the "academically-oriented rather than practically-oriented types of training teachers receive" (Maureen, 1990:250), the investigator also believes that the inefficiencies observed are the reflections of teachers' training backgrounds. This presumption of the investigator is quite substantially supported by the personal profile data obtained about teachers (APPENDIX I).

Of the total sixty-one teacher respondents who returned the questionnaire, 41 (67.2%) said that they were not originally trained to be professional teachers (Item 7). Furthermore, as their qualification status is concerned, while only 8 (13.1%) of them hold degrees in education, 45 (73.8%) hold degrees in pure subjects of arts and the sciences (Item 11). These 73.8% teachers might have not taken any education courses at all or only some complimentary courses that are not deep enough to equip them with the basic pedagogical skills that would enable them to be professionally trained teachers.

Since their experiences or total years of services are reasonably high (11-15 years which are 52.5% of the total teachers), and that they are teaching in their major areas 45 (73.8%), it is fair to make their training background accountable for their inefficiencies. Teachers in their turn point their fingers at the poor conditions that are prevailing at their schools and at the extent of material in the contents that force them to rush to cover the materials at the expense of giving practical and relevant lessons.

Even if there are no research findings available that unequivocally support the existence of direct relationships between teachers' inefficiencies in their teachings and that of the general conditions of schools, the conditions of the libraries, the laboratories, workshops, playgrounds, plots of farm lands, the financial conditions and above all, the classroom conditions of the sample schools and other schools in the region are appalling. Almost all of them have meagre financial resources, insufficient and in some cases non-existence of science laboratory equipment and chemicals, insufficient teaching materials and tools for agriculture and similar practical activities. As the investigator had observed these conditions, they are obvious constraints for the purpose of giving relevant and practical instructions, but teachers' excessive complaints about them and attaching every failures of their responsibilities to these conditions is quite exaggerated, for they are observed not to fulfil even the most rudimentary attempts to overcome the shortcomings. (TABLE FIVE (B)).

The marked differences in the responses of teachers from the students to the statement that reads, "our senior secondary schools teachers are well-paid", 35 (57.4%) opposition of them as opposed to 192 (71.6%) agreement of students (TABLE FIVE (A)), may implicitly tell us that teachers are inefficient because they are not still happy with their salaries. However, taking this notion as if it always holds true is naive because as different research findings show, such is not the behaviour of professionally trained teachers (Simmons, 1980:42)

The other factor which teachers cite as a determining one ~~for~~ ⁱⁿ the capability of teachers to give relevant and practical lessons is the heavy load of teaching. As APPENDIX I shows, 31 (50.8%) teachers said that their teaching load is 21-30 periods per week. Of course, this is quite a big load, but it can not be taken as an excuse for poor teaching performances.

As these findings reveal, the prominent factor for ~~the inefficiencies of teachers rest upon their poor preparation or training backgrounds.~~ And this problem of teachers training had been long ago perceived by a renowned Ethiopian educator at the Ministry of Education, Teacher Education Department who said, "Much of what is done by trainees in their respective colleges has no bearing with what goes on in schools" (Lemma, 1986:48). When we say their training has flaws, it means that they are not equipped with the appropriate methodological techniques of teaching. Evans says "the training of teachers should give due emphasis to methodology" (Evans, 1971:122).

These findings quite openly disclose that the senior secondary level education is being made irrelevant at most at the class-room levels by teachers' poor teaching performances which in its turn may have a direct connection to their training background as the existing literatures and the data reveal.

Therefore, what these all show us is that teachers quite obviously resort more to rote teaching of factual information of the contents than placing emphasis on their

subjects' relevances to the students' and the communities' needs, demands and problems.

The role of language as a medium of instruction and its role in community-relevant education is a very controversial issue especially at the senior secondary and tertiary levels. There is not as such a popular notion that clearly indicates whether the vernacular or any other common language as a medium of instruction has a role of making education at this level relevant or not.

Even if there exists a serious weakness from the part of the students as regards to using the English Language, quite a good number of teachers and educational officials, 70.3% of them (TABLE SIX) agree that students at the senior secondary level should be taught by the use of the English Language as a medium of instruction. However, most respondent teachers reflected that there must be an extensive and high dosage of this language at the Primary and Junior levels so that students at the senior secondary level would be able to use it properly.

To the open interview question that reads, "Do you think the language of the Zone - Oromiffa should substitute the English Language so that the education at this level would be community relevant? How and why? (APPENDIX C), some community-members, especially educated government officials responded that the education at this level has to reflect values, attitudes and norms of the nation - Ethiopia through a common language which has a deeply established foundation. Seventeen (68%) of these

interviewees hinted that had it not been to the present ethnic sentiments being held, Amharic could have served that purpose, but now this has come to be unlikely. So, they said that it is only the English Language that remains as the option.

In agreement to these findings, UNESCO depicts the inherent danger of depending absolutely on separate linguistic bases at the secondary and higher levels for a nation's national integrity even if it has advantages for the child at earlier school years (UNESCO, 1979:108).

So, inspite of the fact that there is not as such a clearly marked-out indication of the role of language as a medium of instruction in the making of the education at the secondary level community-relevant or not (63.9% teachers and 44.4% students did not decide its role), the international language-English is preferred to the vernaculars in playing that role in our case.

According to a variety of research findings (Olsen, 1963:342, Graham, 1991:304, Gould, 1993:121-2), for a successful community-relevant education at the senior secondary level, the community at the grass-root level must participate in the planning as well as in the implementation of the educational programme. In complete agreement to this reality, both teacher and student respondents reacted positively to the idea of local community members' direct involvement in the educational activities of the senior secondary schools (TABLE SEVEN.) However, though these subjects expressed their support to

the idea which they believe is acceptable in principle, the actual relationship between the senior secondary schools and the communities in our case is kept at a distance.

For example, for the interview question - "Does your community take active role in the affairs of the secondary school? How and why?" (APPENDIX C No. 6.1), 22 (88%) responded that they do not have any role to play in the affairs of the senior secondary level as they do take part in the affairs of the primary level schools. This revelation is quite compatible to what (Graham, 1991:304-6) criticises the rigid belief in many countries that secondary schools are normally the responsibility of the state to provide management from outside the community in a top-down hierarchical structure from central or regional government agencies.

The generally accepted idea of community members' participation in relevant secondary schools education seems to focus upon teachers distinct roles towards that direction. For example, what Bray says shows that the responsibility rests upon the shoulder of teachers.

Villagers who are skilled crafts-men in traditional and relevant craftwork, health workers in hygiene, agriculturalists in crop and animal husbandry, elders by telling the young about important folk tales etc, can participate (Bray, 1986:116).

This indicates that community members can be made to contribute towards the implementation of the secondary school education in accordance with their expertise, most appropriately through the teacher's role as an organizer.

However, as the preceding chapters showed, the greater majority of teachers by all measurements do not appear prepared and capable of carrying out these duties and responsibilities of theirs.

Therefore, as the data procured from the community members indicated and as Bray confirmed (Ibid:117), the major cause for the senior secondary school education not to be community-relevant does not emanate at the planning but at the implementation stage because teachers and the school administrative bodies do not seem to take the pain to make the community members participate in the process and because the majority of teachers are not equipped with the proper skills of teaching to fulfil these duties.

As regards to the need of changing the curriculum, community members were asked, "Do you think the senior secondary level educational scheme needs to be completely changed and remodelled? Why? Do you think one agency - the Ministry of Education, is enough to do the job? What others? Why? (APPENDIX G, No. 7.3). To this interview question, 19 (76%) of them said that if any change in the educational system at the senior secondary level is to be made, it has to be made with a close integration of school activities and work opportunities for the graduates. And this has to be done, they said, with a close collaboration of the MOE with other agencies like the other ministries and organizations be they governmental or non-governmental.

Furthermore, like the teacher and student responses presented in TABLE EIGHT, the community members are of the

opinion that the present system of education at the senior secondary level is not weak in relation to the contribution of middle level skilled labour forces, if jobs are made available to absorb the graduates. They also reflected that the education at this level is not that weak in preparing students for higher level education, had it not been for the narrow opportunity of entering the only two Universities (Addis Ababa and Alamaya) and to the limited numbers of colleges and institutes. According to these community members, the implicitly stated objectives of the secondary level education - preparing middle level skilled manpower which is probably derived from the grand objective "education for production", and preparing students for higher education which appears to be derived from "education for scientific research" are being realized despite the fact that the students have very little chances of either joining the labour forces or pursuing their higher education desires after completion. To them, this is where the weakness of the education at this level rests.

These findings agree to Simmon's which confirmed that both technical and structural factors have to be well considered in making relevant educational reforms. By technical, he means the precedence of economic growth for efficient educational processes and by structural he means changes in the political, social and economic institutions followed by extensive research works on alternative education which could be more relevant to the needs of community and the employment needs of the country on the basis of inter-sectoral integrations (Simmons, 1980:235-249). As the Simmons findings reveal, the major problem in our country is the weakness of the economic sector.

CHAPTER VSUMMARY, CONCLUSION AND RECOMMENDATION5.1. Summary

The principal purpose of the study was to examine and to determine the magnitude of the senior secondary level education's relevance or irrelevance to the Ethiopian Communities' needs with a particular reference to communities of Illubabor Administrative Region. It also aimed at identifying the major factors that contribute to the relevance or irrelevance of the education of this level and to investigate the possibilities of directing this senior secondary level education towards the solving of the Ethiopian communities' needs. To establish the problem well, a variety of related literatures were revised. Based on the purpose of the study, the following basic questions were tried to be answered.

1. What is the nature of the content of the formal senior secondary school education when seen in the light of its community relevance? Does the content in its entirety contribute to the education to be community-relevant or irrelevant?
2. Is the senior secondary school education more rural or urban-biased? To what extent?
3. What are the major instructional activities of teachers when seen in the light of making their subjects community-relevant? Do teachers resort to rote-teaching of factual information or place

emphasis on the subjects' relevance to the students' and the communities' needs?

4. What is the role of language in the making of the senior secondary school education community-relevant? Which is preferable, the vernacular or the national or/and the international language to make the senior secondary school education community-relevant?

5. What are the major causes for the senior secondary school education to be community-relevant or irrelevant? Can it be because it is centrally planned instead of being planned at the community levels with community members' participation? How closely involved are community members in the schools' affairs of this level?
6. Does the formal senior secondary school education need to be changed and remodelled to make it community-relevant or should it be just supplemented with more introductory aspects of currently important issues such as population, health and sex education? If it needs renovation, is it possible to make it by a single agency - the Ministry of Education or by multi-agency programmes? Why?

In order to realize the aims of the study and to be able to clearly answer the above mentioned basic questions,

the descriptive survey method was used, for it gives ample chances to the investigator to collect a variety of data through different instruments and techniques. In order to effectively use this major method, instruments such as questionnaires for teacher and student respondents, class-room teaching observation checklists, and loosely structured interview questions that were presented to selected community members were used. In addition to these instruments, the curriculum (syllabi) of the senior secondary level was studied and content of text-books was analysed.

To supplement the data obtained through these mechanisms, documents that reveal the general employment conditions of the senior secondary school graduates during the last five cohort years were studied (APPENDIX J). And the general conditions of the five sample schools were closely observed to see whether they are sufficiently facilitated or not to give relevant education.

In order to secure pertinent information on the planning procedures of the curriculum and on the overall present conditions of the senior secondary schools, experts at the Ministry of Education specially at the Institute of Curriculum Development and Research (ICDR) and the Department of Secondary Education were approached.

After the collection of the data, tables were made for categorized items of the questionnaires, the content analysis and the class-room observations and percentages were calculated and analysed. Therefore, on the bases of

the analyses of the data obtained through these instruments, the most important findings of the study are summarized as follows:

First, The findings of research works on the senior secondary education of developing countries in general (Crossely, 1984:245; King, 1988:45; Livingstone, 1981:121) and that of Ethiopia in particular (ERGES, 1986, Tekeste, 1990 etc.) described the education at this level to be highly academic-oriented, shallow and irrelevant. As opposed to these findings the data secured from the questionnaires, the content analysis and the interview, confirmed that the nature of the content of the senior secondary education is quite relevant consisting of knowledge and skills that are related to the real needs and problems of the communities of the region in particular and that of the Ethiopian communities in general. As summarized in TABLE ONE, more than 90% of the paragraphs of the text-books analysed showed relevance either to the rural, urban or both the rural and urban communities while only less than 10% of the paragraphs showed neutrality to any of these communities' needs. Furthermore, the majority of teacher and student respondents expressed their agreement with average percentage of 51% that the contents consist of important items of knowledge and practical skills (TABLE TWO). In spite of the fact that 54.1% teacher and 36.5% student respondents said that the education

of this level does not give particular emphasis to the agricultural productive practices such as coffee planting which is a widespread practice in the region, quite a good number of them, 71% teachers and 66% students agreed that it has a general relevance for agricultural areas of the rural communities, and 67.2% teacher and 64% student respondents confirmed that it gives emphasis to commercial and/or industrial-biased courses relevant for urban areas. (TABLE THREE).

Second, while 47.5% teachers and 36.5% students disagreed to the idea that attributes secondary level graduates migration to towns and cities to their education's inability to prepare them for lives in their own communities, 68.8% teacher and 62.1% student respondents strongly agreed that it equips them with basic knowledge and skills that would enable them to create their own jobs or to be employable. Moreover, 41% teachers and 39.5% students strongly disagreed to the conception that attributes students' drop-out of schools to their education's irrelevance. But teachers and community members rather attributed it to economic reasons. The overall findings indicated in TABLE FOUR reveal that the senior secondary school education has more positive impacts on the students than it has negative impacts upon them. And it is also unequivocally proved that it is equally biased towards both the urban and rural communities.

Third, teacher and student respondents have shown significant differences in their responses as regards to the roles of teachers in the making of the senior secondary school education relevant to communities needs.

For example, as TABLE FIVE (A) shows,

- 42 (68.9%) teachers opposed to the idea that claims teachers to be trained in the teaching of diversified skills of agriculture, business and technical courses, while a total of 304 (74.5%) student respondents agreed to it.
- while 31 (50.8%) teachers rejected the opinion that teachers should arrange for students to learn from well educated and experienced community members, 298 (73%) students supported it.
- while 313 (76.7%) students said that teachers of the senior secondary level unduly rely upon the lecture method, 34 (55.7%) teachers strongly opposed to it.

On the other hand, the class-room observation in almost all class sessions revealed that the most serious problem of the education of the senior secondary level is at the implementation stage. The teachers' class-room instructional performances in the teachings of the three selected subjects in terms of the fourteen activities

(APPENDIX D) were observed to be of the chalk-and-talk types. For example, as TABLE FIVE (B) shows,

- in 41.6% cases of Agriculture, in 58.3% Biology and in 66.7% Geography class sessions, community problems related to the topics were not raised.
- in 58.3% of the Agriculture class sessions, in 83.3% of the Biology classes and 50% Geography class sessions, teachers were not seen relating their topics to the particular productive practices and ways of life of the communities in particular or the region in general.
- in 41.7% Agriculture, in 75% Biology and in 50% Geography class sessions, teachers were not observed making the students aware about the usefulness of the topics to solve real social problems etc. It is also found that teachers were not emphasizing the relevance of the topic to the future self-employment prospects of the students. Teachers did not try to build the self-reliance aspects of the students by engaging them in practical activities too.

Fourth, Whether language plays a significant role in the making of the senior secondary school education community-relevant or not, could not be determined from the responses of both groups. As TABLE SIX shows, 62.7% teachers and 44.4% students did not seem to decide on the issue.

However, 68.9% teacher and 44.9% student respondents strongly opposed the idea of using the language of each locality or region as a medium of instruction at this level. That it is appropriate to use the English language as a medium of instruction at this level was strongly agreed to by 70.3% teacher and 43.4% student respondents. And 57.4% teachers and 37.7% students strongly disagreed to the idea of using Amharic as a substitute to the English Language.

Fifth, the idea of community members involvement in community-relevant secondary school education is well accepted by all respondents (TABLE SEVEN). So, 44.3% teacher and 42.2% student respondents strongly disagreed to the idea of giving the responsibility of the senior secondary school education programmes strictly to the state or to the regional governments alone. However, despite the fact that 77% teachers and 68.8% students supported the idea that suggests local community members to have direct involvement in the overall affairs of the senior secondary school education including in the development of the curriculum, it has been found out that community members do not have any role to play in the affairs of the education of this level at present in the schools.

Lastly, the concept of changing and remodelling the senior secondary school system in order to make

it community-relevant is rejected by quite a good number of teacher and student respondents and community members. Rather, 86.9% teachers and 75.2% students (TABLE EIGHT), said that the focus has to be more on the proper implementation of the education programme of this level than trying to change it altogether. Furthermore, 75.4% teachers and 66.1% students disagreed to the idea of allowing every region to develop its own secondary school education system.

5.2. CONCLUSIONS

From the findings, it can be concluded that the written content of the text-books of the senior secondary school education is relevant enough to serve the needs of the Ethiopian communities in general. It consists of knowledge and practical skills that are related to the real needs and problems of the communities and that prepare the students to be able to be employable in practical activities such as changing their physical environments to the benefit of the communities if properly implemented and if conducive employment opportunities are made available for the graduates of this level.

As opposed to the claims of (Sinclair & Lillis, 1980:21) that the secondary school education of developing countries are "not relevant to the lives and works of their mainly rural communities", the various data procured through the different instruments indicated that the education of the senior secondary level of our country is biased towards both the urban and rural communities at least at its planning stage even if it is not fully directed towards that direction at its implementation stage. Besides revealing that the root cause of the problem is more of the imbalance between the high degree of supply of senior secondary schools graduates and the ever diminishing demand of the economic sector to employ them, the findings showed that there is not as such a pronounced negative impact of the education system on the students.

Furthermore, contrary to the assertion of (King, 1988:81), either the high rates of youth migration from rural to urban areas or the high rates of youth unemployment have no direct relationship to the planning of their senior secondary level education.

However, regarding teachers' instructional activities, when seen in the light of making their subjects community-relevant, the findings have made it clear that they resort more to rote teaching of factual information of the contents than placing emphasis on the subjects' relevance to the students' and to the communities' needs, demands and problems. As the findings reveal and as it well corresponds to research data available on the training aspects of Ethiopian secondary level teachers, the prominent factor of teachers inefficiencies in giving practical and relevant education may lie upon their poor training backgrounds. And this poor training background has entailed the poor implementation of the curriculum of this level. The findings disclosed that the senior secondary schools education is being made inferior in quality at most at the classroom levels due to teachers' poor instructional activities. As a result of teachers poor instructional performances, slight variation is observed between the intended purpose of the education of this level - preparing middle level skilled labour-force and preparing students for higher education-and what is actually being implemented in practice at the classroom levels.

The actual classroom instructional performances of the majority of teachers as were observed, were evident enough of the existence of an obvious weakness regarding fulfilling their duties and responsibilities in relating the most important aspects of their subjects to the real situations of the communities.

Thus, due to the existence of unfavourable conditions (inadequate facilities) in the schools and due to the poor performances of the majority of teachers, it is possible to deduce that the majority of the students at this level might not have fully attained the expected outcomes of the subjects; this situation in turn leads us to conclude that the education at this level is being made to be low in quality, minimizing its relevance but not making it totally irrelevant.

This research work has made known mainly two seemingly contradictory findings as regards to the community-relevance of the senior secondary school education of our country. On one hand, the contents, as they are embodied in the syllabi and in the students' text-books, are proved to be presented in line with the grand objectives stated for this level (education for production, scientific research and social consciousness.) It is also found-out that the overall nature of the contents are balanced in theoretical knowledge and practical skills that are relevant enough both for the rural and urban communities. Furthermore, attributing every social problem that has bearing on the youth to the negative impacts of their secondary school education is proved to be groundless while

the ever weak economic sector that is not employing them is held responsible for it. On the other hand, the overall conditions of the schools are found to be very poor. And community members are not made to participate in the schools affairs, and teachers' instructional performances are found to be very low in quality.

So, one may ask, if teachers' instructional performances are inferior in quality and if the overall conditions of the schools are very poor, it would follow that the expected out-comes are not fully attained by the students which therefore, leads one to question the relevance of the education at this level. However, though the inadequacies of these two important components of the instructional process - schools conditions and teachers' activities, cast shadow upon the implementation of the curriculum, it would be unfair to conclude that the education is irrelevant in its entirety.

In addition, the redundant appearances of similar topics in different subjects like for instance, Conservation of Natural Resources in Biology, Agriculture and Geography of Grades Nine and Ten, Food and Nutrition in Biology and Home-Economics of Grades Nine and Ten etc., obviously show that there does not exist any inter-panel cooperation and coordination at the Institute of Curriculum Development and Research which contribute to the bulkiness of the materials. This redundancy also seems to have escalated the problems.

As regards to the role of language, even if there is not as such a clearly marked-out indication of the role of language as a medium of instruction in the making of the education at the senior secondary level community-relevant or not, the English Language is preferred to the vernaculars to continue to serve as a medium of instruction.

According to the findings, the senior secondary schools education has to continue to be centrally planned and does not need to be changed or remodelled but supplemented with some subjects like population education, sex education and health education while still there exists a possibility of reducing the redundant courses or topics that repeatedly appear in the different subjects.

So, as far as its essence of preparing the students for life and work and as far as its provision of the knowledge and skills needed by everyone regardless of their future field and occupation is concerned, the senior secondary school education is relevant and does not require to be changed. However, since there exists a serious problem at the implementation stage, the general conditions of the schools and the professional capabilities of teachers have to be rectified as soon as possible. And other steps that are enumerated in the recommendation part that just follows have to be immediately taken.

5.3. RECOMMENDATIONS

The problem of the relevance of our senior secondary level education to the Ethiopian communities as the data have revealed, is prevalent more at the implementation stage than at the planning and development stage. Therefore, in the light of the preceding findings, discussions and conclusions, the following recommendations are suggested.

-
- The study has pointed out that there is in most cases an imbalance between the amount of the contents in the different subjects and the time available to cover them because some topics are unnecessarily repeated in the different subjects which are meant for the same grade levels. So, in order to keep the vertical and the horizontal integrations among the chapters of the same subject and among the different subjects, a strict inter-panel coordination needs to be encouraged at the Institute of Curriculum Development and Research (ICDR)

 - Besides the existence of a severe shortage of curriculum materials such as Syllabi and Teachers' Guides, even the ones that are available do not have explicitly stated methodological approaches. Hence, it would be advisable if strategies of how teachers could relate the concepts of each topic of their

subjects to the communities' problems be clearly delineated (Problem Solving Method).

- In order to maximize community members' participation in the process of the senior secondary schools' instructions and in order to remind teachers that they have to make strenuous efforts to work in collaboration with community members, it is appropriate if in the methodological part of the Syllabi and the Teachers' Guides that who is supposed to provide what support and when be clearly explained.

- As it has repeatedly been indicated by the respondent teachers and as it has tangibly been observed by the investigator, almost all the senior secondary schools in the region where the study has been set are poorly facilitated which make the giving of practical and relevant education very difficult if not impossible. To alleviate this severe problem, there must be taken an urgent measure to help the schools at this level create conducive conditions either by the Federal or by the regional governments including subsidizing them with sufficient amount of annual budgets rather than letting them be solely dependent upon unreliable and insufficient internal income revenues.

- The study has unequivocally disclosed that the instructional performances of the greater

majority of the teachers towards making their subjects relevant to community needs is very poor. Therefore, there is an obvious need of making a deeper and wider scale experimental research work to study the possibility of training senior secondary level teachers who would be equipped with basic scientific methods and skills of teaching.

- And it would also be very appropriate if the senior secondary level teachers training programmes be strictly linked to the school curriculum of this level.
- The severity of teachers' inefficiency needs a policy decision at a ministerial level that restricts the employment of only the professionally trained ^{ones} as senior secondary teachers who are trained at Teachers' Training Colleges, and effect a mandatory upgrading of those who are by now teachers without the proper professional training backgrounds.
- As the respondents have strongly emphasized and as (Shiundu, 1989:32) recommends for his fellow Kenyan rural school leavers, school curriculum changes alone are not enough but also the rural economy needs to be reinforced and developed so as to generate useful employment opportunities for the school leavers. Despite the fact that the economy of the country has to grow first in

order to provide such employment opportunities, the governments at the Federal and/or at the regional levels have to look for an immediate possibility of creating ways such as "productive employment opportunities" as proposed by (Desta, 1979:67) for senior secondary school graduates and drop-outs at each grade level. Lack of employment for the graduates at this level is the major factor casting shadow on the relevance of the education for the communities as the findings have indicated. So, Desta's productive employment opportunities for senior secondary school drop-outs and graduates could be created as he puts it, by "using capital saving technology by sponsoring labour-intensive rural and urban development projects like building dams, feeder roads and afforestation programmes in agricultural extension works and in community development works." Unless this is immediately made practical in collaboration with NGOs, bilateral agreements with governments and other ministries, the relevance of the education of this level would continue to deteriorate and the unemployed lots of this level will turn-out to be serious anti-social elements.

- The existing senior secondary school education has well served the purpose of disseminating the ideology of the former socialist regime; however, since the political, social and economic structures of the country are by now being

changed, an extensive research work on alternative educational system for this level has to be made and economic growth a precondition for efficient educational process as (Simmons, 1980:235-249) hints, has to be made.

- After an extensive research work on their general contribution and feasibility is made, as (Puncinski, 1971:111) proposes, Community College Career Programmes at each region have to be designed by the governments in collaboration with potential employing private and/or state enterprises to provide students who have completed their senior secondary school education with viable options for either full-time employment preparation or for further study or the combination of both.

- As the findings have revealed, from the part of the community members, there is a tendency of distancing themselves from the affairs of the secondary schools. So, as it is true in the case of the primary level, there must be clearly stipulated policy guidelines that state the relationship between senior secondary schools and the communities enhancing the involvement

of community members in running the schools' affairs in accordance to their needs and problems. Such guidelines would create conducive conditions in making the secondary schools functional and relevant community institutions.

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APPENDIX A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

QUESTIONNAIRE FOR SENIOR SECONDARY SCHOOL TEACHERS

The purpose of this questionnaire is to collect information about the community-relevance of the senior secondary school education of Ethiopia. The information to be obtained through the questionnaire is going to be used solely for academic under-takings. So, your cooperation in providing genuine information is of paramount importance. You are not required to write your name.

Thank you in advance for your cooperation.

PART ONE

Direction:- Please mark for all your correct responses in the space provided with the exception of questions that require written responses.

1. Name of the school

It is academic senior secondary school only

It is comprehensive senior secondary school

It is technical-vocational senior secondary school

2. Name of the Awraja and town the school is located in
 Awraja _____

Town _____

3. Sex of the respondent teacher Male
- Female
4. What subject(s) are you currently teaching?
- _____
5. At what grade(s) are you currently teaching?
- _____
6. What is your position at the school other than teaching?
- a. Department head
- b. Unit leader
- c. Deputy director
- d. Director
- e. Other, please specify _____.
7. Were you originally trained to be a professional teacher?
- Yes No
8. What is your field of specialization?
- _____
9. From which higher institution (college, university etc.) did you graduate? Please specify the faculty and department.
- _____
- _____
10. You are currently teaching in your
- a. Major area b. Minor area
11. Your qualification
- a. Masters in _____
- b. B.ED. B.A. B.Sc. in _____
- c. Diploma in _____
- d. Other, please specify _____

12. Your total number of years of service in the teaching profession

- a. less than one year
- b. 1 - 5 years
- c. 6 - 10 years
- d. 11 - 15 years
- e. 16 - 20 year
- f. 21 - 25 years
- g. above 25 years

13. Your total teaching load in periods per week for the subject(s) you are assigned to teach

- a. less than 10
- b. 10 - 20
- c. 21 - 30
- d. above 30

PART TWO

Direction:- For each of the following statements, there are five alternative scales given (Strongly agree = 5, Agree = 4, Undecided =3, Disagree = 2, Strongly disagree = 1). Please indicate your opinion by putting a mark (x) in the space parallel to your choice.

NOTE:- Please do not limit the scope of your responses by seeing the statements only in relation to the particular subject(s) you are teaching now. The statements embrace concepts touching almost all subjects; so that they require you to make use of your long experiences as a secondary student and as a secondary school teacher now and also as an Ethiopian citizen.

No	Statements	S c a l e s				
		5	4	3	2	1
	I. <u>The Nature of the Contents of the Senior Secondary School Education</u>					
1.	The content of the senior secondary school education consists of knowledge and skills that are rebated to the real needs and problems of the communities.					
2	It consists of practical skills that are planned to prepare the students for jobs that would enable them to be employable in practical fields.					
3	It consists of vocational courses that are relevant to enable the students change their local environments.					
4.	It gives attention to the development of appropriate technologies.					
5.	It gives emphasis to values, moral codes and norms of the Ethiopian society in general					
6.	It is highly academic but not practical in nature					
7	It is unnecessarily formalized with no direct link to the students' and the communities' needs and problems.					

No	Statements	S c a l e s				
		5	4	3	2	1
8	It consists of theoretical facts that are merely meant to prepare the students for examinations so that they would be able to pass to the next higher levels					
9	It consists of vocational course that are highly dependent upon advanced techniques difficult to apply					
10	<p>II. <u>How Community-Biased the Senior Secondary School Education</u></p> <p>The secondary school education gives emphasis to particular agricultural productive practices such as coffee plantation practices in this region.</p>					
11	It generally has relevance for agricultural areas of the rural communities.					
12	It gives emphasis to commercial or industrial-biased courses that have relevance for urban areas.					

No	Statements	S c a l e s				
		5	4	3	2	1
13	<p><u>III. The Impact of the Senior Secondary School Education on the Young Students</u></p> <p>The secondary school education prepares the young to live lives in their heir own communities by creating their own jobs.</p>					
14	Secondary school graduates are employing themselves in their own communities.					
15	The secondary school education equips the secondary school graduates with basic knowledge and skills that would enable them to create their own jobs.					
16	The high rate of youth unemployment can be attributed to the irrelevance of their secondary school education.					
17	Secondary school graduates migrate from rural to urban areas because their education does not prepare them for life in their own communities.					
18	The secondary school education creates high aspirations in the students that can not be fulfilled.					

No	Statements	S c a l e s				
		5	4	3	2	1
19	Many secondary school students are dropping out of their schools due to their education's irrelevance to their future lives.					
20	Most secondary school students are made to aspire to continue to the higher levels of colleges and universities.					
21	Most graduates of the senior secondary schools aspire for white-collar office works in towns and cities.					
22	That the senior secondary school graduates aspire for whit-collar office work is due to the academic-oriented nature of their education.					
23	Their secondary school education has alienated the secondary school graduates from the social norms of their communities.					
24	<p>IV. Teachers' Roles in the Making of the Senior Secondary School Education Community-Relevant</p> <p>Secondary school teachers have to be trained in diversified skills such as natural science, agriculture, business, technical skills and the humanities like literature and history to be able to offer relevant education</p>					

No	Statements	S c a l e s				
		5	4	3	2	1
25	Secondary school teachers should arrange for students to learn from well-educated and experienced community members.					
26	Teachers must make good use of the natural and the social environments of their communities out-side the classrooms.					
27	Teachers must develop practical skills in their students so that students would be able to solve community problems in their later lives.					
28	Professional capabilities (Pedagogical skills) are very important for secondary school teacher.					
29	Our teachers at the secondary schools are well-trained in pedagogical skills.					
30	When their salaries are seen in relation to their duties and responsibilities, our secondary school teachers are well-paid.					
31	Well-trained and well-paid teachers are key factors for upgrading the standard of the secondary education towards community-relevance.					

No	Statements	S c a l e s				
		5	4	3	2	1
32	Teaching methods and techniques such as discussion, questioning, problem-solving, the inquiry method etc. are very important approaches for community-relevant senior secondary school education.					
33	Courses how to relate subject concepts to community problems have to be incorporated in the training programmes of secondary school teachers.					
34	Training teachers in the mastery of the subject contents they would teach is sufficient by itself.					
35	Most of our secondary school teachers are subject specialists.					
36	Teachers of the senior secondary level unduly rely on the lecture method.					
37	Poor facilities in the schools, such as lack of teaching materials and over-crowded classrooms are factors for teachers to relay on the lecture method.					

No	Statements	S c a l e s				
		5	4	3	2	1
38	<p>V. <u>The Role of Language in Community-Relevant Secondary Education</u></p> <p>Language as a medium of instruction, plays a significant role in the making of the secondary education community relevant or irrelevant.</p>					
39	<p>Senior secondary schools have to use the language(s) of their localities as medium of instruction in order to make their community-relevant.</p>					
40	<p>The English language, as an international language, is quite appropriate to be the medium of instruction at the secondary school level.</p>					
41	<p>Amharic, as a national working language, can substitute the English Language as a medium.</p>					
42	<p>VI. <u>Community Members Involvement In Community-Relevant Secondary Education</u></p> <p>Senior secondary school programmes must strictly be the responsibilities of the state or the regional government.</p>					

No	Statements	S c a l e s				
		5	4	3	2	1
43	Local community members have to have direct involvement in the general affairs of the senior secondary schools including the choice of curriculum (to decide what the curriculum must concentrate on).					
44	For the curriculum of the senior secondary school to be community-relevant, it has to be planned and controlled in a decentralized manner both by educators and community members.					
45	The degree at which community members are made to participate at the planning, prioritization and implementation of the secondary school education determines the degree of the community-relevance or irrelevance of the education at this level.					
46	VIII. <u>If the Senior Secondary School Education Needs to Be changed</u> In order to make it relevant to the students and the community, the senior secondary school education has to be changed and remodelled.					
47	Rather than changing it, the focus has to be on the proper implementation of the secondary school education in order to make it community-relevant.					
48	Reducing the number of subjects being given at the senior secondary schools down to the most important ones would minimize teachers' problems of proper implementation of the programme.					
49	Supplementing it with some additional non-formal activities (like environmental conservation clubs) can make the secondary school education more community-relevant than completely changing and remodelling it.					
50	Every region has to develop its own secondary school education					

PART THREE

Open-ended Questions To Be Answered By Senior Secondary
School Teachers And Directors

Direction:-

Please write as many answers as you feel are appropriate for each of the following questions on the space provided.

1. What are your ideas about the overall nature of the secondary school curriculum content? (Please answer the question in relation to the selection, organization and methodological approach of it). That is, as you see it in the light of its community-relevance.

2. According to your opinion, what positive or negative impacts does the secondary school education have on the future life of the youth? Do you think it contributes to their unemployment and their aspirations to have a white-collar office jobs in towns and cities? cities?

3. What do you think are the main reasons for the secondary school students to drop-out of schools?

4. What other community-relevant subjects do you think should be included in the syllabi of the secondary school? Why

5. Do you think that there are any irrelevant subjects (academic or vocational) that are being taught in the secondary schools which have to be cancelled out of the syllabi? Why?

6. To what practical life experience in their communities do you think are senior secondary students using their education?

7. Should the secondary school curriculum be planned at the central level (by the Ministry of Education as it is being done now) or should it be planned at the community level with the community members taking part in the planning? Why?

8. Some people are with the opinion that integrating courses such as environmental education, population and health education to the traditional subjects like biology, geography and chemistry, etc. would make the secondary school education more community-relevant. Do you agree or disagree? Why?

- 9 Should the secondary school education scheme be completely changed or should it be slightly modified? Why? (Take its contents, methods, structure and relevance to answer this question).

10. If your answer for question number 9 above is that it should be completely changed, how could it be made? Is it only the responsibility of one agency-the Ministry of Education or should others take part? What are these other agencies? How can they take part? (Please answer this question in relation to making it relevant to the community).

11. What types of work-oriented activities or experiences that are specifically relevant for this region do you think the secondary school education should incorporate in the different subject contents? Why do you think they are particularly relevant for this region?

12. Do you agree that each and every region should have its own separate secondary school system? Why do you agree or disagree?

APPENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION

QUESTIONNAIRE FOR GRADES ELEVEN AND TWELVE STUDENTS

the purpose of this questionnaire is to collect information about the community-relevance of the Senior Secondary School Education of Ethiopia. The information to be obtained through the questionnaire is going to be used solely for Academic Undertakings Your Cooperation in Providing genuine information is of paramount importance. You are not required to write your name.

Thank you in advance for cooperation

PART ONE

Direction:- Please mark for all you correct responses on the space provided with the exception of questions that require written responses.

1. Name of the school: _____
 It is academic senior secondary school
 It is comprehensive secondary school
 It is technical-vocational school
2. Name of the Awraja and town the school is located,
 Awraja _____
 Town _____

3. Sex, Male
 Female
4. Age, Below 14 year old
 14 - 17
 18 - 21
 Above 21 years old
5. Dwelling area, Urban
 Rural
6. Grade Level, 11th
 12th

PART TWO***

Direction:- For each of the following statements, there are five alternative scales given (Strongly agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly disagree = 1). Please indicate your opinion by putting a mark in the space parallel to your choice.

Note: Please do not limit the scope of your responses only to your present grade level of Eleven or Twelve but also to your overall senior secondary level (9-12).

*** Since the items from No. 1-50 are the same in content as for the teachers, except the language being in Amharic, it is not necessary to write them down here. (Please refer to APPENDIX A).

PART THREE

Direction: Please answer the following two open-ended questions as in detail as possible taking your overall senior secondary education (9-12) into consideration.

1. What advantage(s) do you expect from your senior secondary school education? (You can answer this question in relation to obtaining jobs, furthering your education to the higher levels, creating your own jobs in your community, contributing something important to your community and in relation to the amount of salary and social prestige you would gain because of it.

2. What benefits do you think is your community gaining from the senior secondary school education being given at your school? (You can answer this question considering the contribution of the education of this level in solving the community's problems, in preparing the youth by equipping them with skills and knowledge that enable them to actively participate in the community's affairs and in preparing skilled

manpower that would contribute to the overall development of the country).

APPENDIX C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Loosely Structured Interview Questions For Selected
Community Members

_____The purpose of this interview is to obtain information on the community-relevance of the Senior Secondary School Formal Education. The information will be used only for academic research undertaking. It will have no implication other than serving to supplement data obtained from teachers, students, classroom observation and school premises observation. So, please feel free and be frank to express your opinions.

Thank you in advance for your cooperation.

I. About the Nature of the Content of the Senior Secondary School Education.

- 1.1. If you ever had happened to examine the text-books of the senior secondary school students, and if you had even examined the education at this level in general, how had you found its relevance to the specific community of yours?
- 1.2. Is it too academic and theoretical to be implemented?

- 1.3. Does it impart knowledge and skills related to the needs and aspirations of the community?
- 1.4 Are the technical and vocational skills applicable in the real life situations of the community?
- 1.5 Do you think it should have given more emphasis to traditional skills and values? Why?
- 1.6. What aspects should the content consists of as regards to agricultural activities, environmental issues, political and other aspects?

II. How Community-biased (Community-relevant) The Senior Secondary School Education Is

- 2.1. Considering your community, do you think the education of the senior secondary level shows particular emphasis to the productive practices that are predominant in your area or community?
- 2.2. Considering Illubabor Administrative Region as a coffee producing community, do you think the education of this level is relevant in preparing the young for these particular economic activities?
- 2.3. What do you think would have been the emphasis of this level's education scheme for your particular community?

III. The Impact of the Senior Secondary School Education on the Young Students.

- 3.1. To your opinion, why are some parents eager to send their children to senior secondary schools in towns and cities?
- 3.2. Up to what grade level do parents want their children to continue their education? Why?
- 3.3. Do you think these parents are satisfied by the education their children receive at the secondary level? Why?
- 3.4. Are both the students and the community benefiting from the senior secondary level education? Why?
- 3.5. Is there any relationship between the present high rate youth unemployment and the weakness of their secondary school education? how? Why?
- 3.6. Have you ever realized and witnessed any difference in behaviour between the "educated" high school graduate youths and their "uneducated" counter-parts in relation to migrating to cities and towns looking for more prestigious office jobs, in relation to settling permanently in their community working on the same jobs the same as their parents, in relation to respecting and submitting themselves to community norms and values etc?

- 3.7. If you have ever witnessed any difference as intend above, do you think it is due to the impact of the education at this level for the "educated" youths to be in oddity to their community values? how and why?
- 3.8. Are senior secondary level students dropping-out of schools? At what rate? Why?

IV. About Teachers' Roles in Making the Senior Secondary School Education Community-Relevant

- 4.1. How do you evaluate senior secondary school teachers?
- 4.2. Are they fit professionally to the duties and responsibilities assigned to them? Why
- 4.3 Do they make contact with community member and to community realities so that to be able to relate their teaching to the problems of the community?
- 4.4. Do they show themselves as examples to their students by respecting community norms and values and by actively participating in community affairs?
- 4.5. What ideas do you have that senior secondary school teachers in their school communities have to do in order to make their teaching activities at this level more community-relevant?

V. The Role of Language in Community-Relevant Secondary Education

- 5.1. Have you any idea about the medium of instruction to being the English Language at the senior secondary level?
- 5.2. Do you think the language of the zone-Oromiffa should substitute the English Language so that the education at this level would be relevant to the communities?
- 5.3 How about Amharic to be the medium of instruction at this level?

VI. Community Members involvement in Community-Relevant Senior Secondary Education

- 6.1. Do you agree that the absolute responsibilities of the senior secondary school education should be of the state, regional or zonal governments with no responsibility shared by the communities? Why do you agree or disagree?
- 6.2. Does your community take active role in the affairs of the secondary school? How and Why?

VII. If the Senior Secondary School Curriculum Needs to Be Changed

- 7.1. Do you think the senior secondary school educational scheme needs to be completely changed and remodelled? Why?
- 7.2. Do you think it should be slightly modified by adding or integrating only some additional courses or subjects you think are to be added? Why? What additional courses?
- 7.3. What measure(s) do you think should be taken by the government policy-makers to make the secondary level education community-relevant?
- 7.4. Do you think only one agency-the Ministry of Education is enough to do the job? What others? Why?

N.B

1. These loosely structured interview questions were meant only to serve as guiding questions. There were raised so many other supplementary questions that were derived from these ones.
2. The interviewing was made in Amharic except for those who speak only in Oromiffa approached through interpreters.
3. Mostly, educated government employees and pensioners who have had direct or indirect links with educational activities were preferably approached.

CLASSROOM OBSERVATION RATING FORMAPPENDIX D

NAME OF THE SCHOOL _____
 AWRAJA _____
 SUBJECT _____
 GRADE AND SECTION _____
 DATE OF OBSERVATION _____
 PERIOD _____ TIME, FROM _____ TO _____ MINUTES _____

Ser. No	Considerations of Teachers' Instruction Activities)	S C A L E		
		Frequently	Rarely	Not At All
1	How often are community problems related to the topic raised by the teacher to be discussed by the class?			
2	To what extent does the teacher use community resources related to the topic as means of enriching and broadening the learning activities?			
3	How often does the teacher give advice to the students to explore or inquire their immediate environments so that to be able to relate their lesson to the real situation of their community?			
4	To what extent doe the teacher make the students aware that particular lesson is useful or can be useful to solve real social or individual problems in their communities?			

Ser. No	Considerations of Teachers' Instructional Activities)	S C A L E		
		Frequently	Rarely	Not At All
5	How often does the teacher try to relate the lesson with other subjects and with community concerns as in a diversified manner as possible?			
6	How often does the teacher try to develop concept learning in the students in relation to their day-to-day lives in their communities rather than cramming their with factual subject information?			
7	How often does the teacher give emphasis to the relevance of the lesson to the future wage or self-employment prospects of the students?			
8	How often does the teacher direct the lesson towards the development of creativity in the students by ways of giving them project works in groups or individually to be done outside the classroom?			
9	How often does the teacher ask questions that require reasoning verifying and description in an illustrative manner from the part of the students?			

Ser. No	Considerations of Teachers' Instruction Activities)	S C A L E		
		Frequently	Rarely	Not At All
10	How often does the teacher use teaching and learning materials that are found from the community and that are relevant to relate the lesson to real conditions in the community throughout?			
11	How often does the teacher try to refer the lesson to the productive practices, the ways of life, resources and the overall social values of the region and/or the particular community?			
12	How often does the teacher illustratively elaborate the central theme of his lesson to avoid language barriers towards concept learning?			
13	How often does the teacher reveal his good knowledge of the community?			
14	How often are students given the free chance of asking, commenting, criticizing about the usefulness of the lesson to their future lives and its applicability in general?			

N.B.

1. This observation form focuses on the major activities teachers employ to make their lessons relevant to the day-to-day lives of the students in particular, and to the real problems, needs and demands of the communities in general.
2. The rating phrases "how often" and "to what extent" are meant to rate the frequency of the activities employed within the observed period's span of time—from introduction up to the assessment part.
3. If teachers are observed striving to apply these activities consciously and purposively three four or more times in the periods observed, it can be rated "frequently." If they apply them once or twice haphazardly, it can be rated "rarely." If they resort to the imparting of factual information with no effort to apply them, it can be rated "not at all."

CATEGORIES

According to (Krippendorff, 1980:54) content analysis highly depends upon the selection and definition of plausible categories. So, on the basis of this assertion, in order to measure the community-relevance of the contents of each paragraph of each text-book, it was found essential to arrange the items in line with the nature of content relevance. Accordingly, four different categories were prepared by the investigator on the basis of the study purpose and on the basis of the nature of the needs of the community. These categories were adapted from the approaches applied by Bacchus, 1980 and Weeks 1987 as they used them when they studied the relevance of Papua New Guinea's "The Secondary Schools Community Extension Project's (SSCEP)" relevance to the society.

These categories (relevance to rural-life, relevance to urban life, relevance both to rural and urban lives and neutral) were chosen, for they were believed to serve the purpose of the study and to reflect the needs and problems of the communities under the study focus. Therefore, the text-books were scrutinized to detect materials that could be classified under any one of these categories and their sub-categories.

APPENDIX E**TEXT-BOOKS CONTENT-ANALYSIS MEASURING TECHNIQUES AND
CATEGORIZATIONS MEASURING TECHNIQUE**

For the content analysis of text-books each paragraph in each page was taken as a measuring unit. According to (Holsti, 1969:116 and Krippendorff, 1980:52), pages entirely devoted to exercises can be analysed in such a manner that each exercise is taken as a unit depending upon the nature of the drills' construction. That is, if an exercise is exclusively asking questions on a single concept, it can be taken as a unit independently or if the whole bunch of drills ask a single concept, they would be taken as a single unit. Despite the fact that it was time consuming and difficult, the themes or the central concepts of each paragraph were translated in relation to the purpose of the study. (Please see the CHAPTERS OR UNITS UPON WHICH THE ANALYSIS IS BASED - APPENDIX H).

Words as Units of Measurement

For a page of vocabulary in language subjects, according to Holsti and Krippendorff, words can be taken as units of measurement. So, in this investigation too, for each page of vocabulary, each word was taken as a unit of measurement for the English Language subject books.

CATEGORY ONE	CONTENTS OF TOPICS WITH RURAL-LIFE RELEVANCE
Subcategory 1.1	<p>Agricultural Relevance</p> <ul style="list-style-type: none"> - Basic crop and animal farming skills <ul style="list-style-type: none"> * soil management * crop rotation * irrigation * improved & appropriate farming tools * seed improvement * preparation and use of natural and chemical fertilizers * crop protection * fodder production etc.
Subcategory 1.2	<p>Environmental relevance</p> <ul style="list-style-type: none"> - Environmental issues like <ul style="list-style-type: none"> * conservation of natural resources such as soil, wildlife, water, forests, air. * population education * the development of love and awareness for nature * health and sanitation * nutrition and hygiene * home management * water supply and sustainable use of other natural resources.
Subcategory 1.3	<p>Social relevance</p> <ul style="list-style-type: none"> - Social issues like <ul style="list-style-type: none"> * on cooperative life activities

C o n t ' d . . .

CATEGORY ONE	CONTENTS OF TOPICS WITH RURAL-LIFE RELEVANCE
Subcategory 1.4	<p>Political and administrative relevance</p> <ul style="list-style-type: none"> - knowledge and understanding on issues like:- <ul style="list-style-type: none"> * land tenure and ownership (for sustainable land use) * rights and responsibilities in self-administration * types of associations and administrative structures * rights and responsibilities in using local resources * knowledge on legal codes * rights and responsibilities in taking part in the planning and implementation of community affairs etc.

CATEGORY TWO	CONTENT TOPICS WITH URBAN LIFE RELEVANCE
Subcategory 2.1	Clerical and Sales occupation relevance - trading skills like:- * bookkeeping and balance sheets * shop-keeping * salesmanship * hotel-keeping and management * insurance agency * grocery agency etc.
Subcategory 2.2	Environmental relevance like * traffic jam avoidance * dry waste disposal * playground facilities * sewage system construction * housing problems avoidance * air pollution and water supply
Subcategory 2.3	Technical relevance like * auto-mechanics * technic (mechanical and electrical) * industrial and technological technic * printing technic * artistic technic etc.

Cont'd...

CATEGORY THREE	CONTENTS TOPICS WHICH ARE RELEVANT BOTH FOR RURAL AND URBAN LIFE
Subcategory 3.1	Professional and intellectual relevance like:- <ul style="list-style-type: none"> * business profession * health education (hygiene) * self-teaching (self-reliance) * natural sciences * military education, army, police etc. (patriotic feeling initiation for the defence of the country) * legal principles and regulations etc.
Subcategory 3.2.	Technical and craft training <ul style="list-style-type: none"> * craftsmanship (masonry, blacksmithing, weaving, pottery, tailoring, needle work, carpentry, plumbing, driving etc.
Subcategory 3.3	Relevant for infrastructure <ul style="list-style-type: none"> * Communication services, telephone, telegram, postal etc. road, air, rail and water transportation services. * housing services * recreational services/facilities etc.
CATEGORY FOUR	CONTENT TOPICS WHICH ARE NOT EITHER RURAL OR URBAN LIFE RELEVANT - NEUTRAL <ul style="list-style-type: none"> * which are meant for political or religious propagation rather than imparting any relevant knowledge or skills for community life.

Examples (From English for Grade 10, the 1990 reprint)

1. "All of the students in Kebele's class had helped to repair the school by replacing broken windows, by cutting poles for the roof, by nailing down the corrugated sheets of iron etc." (This paragraph is about craftsmanship which is relevant both for rural and urban dwellers). Page 1, Paragraph 1.
2. "Technology can be called the science of industry for a large scale mechanized production of goods and machinery." (About modern technology and industry- most appropriately relevant for urban citizens). page 51, paragraph 1.
3. "When man grows a crop and takes it away to eat, then there are no dead leaves to fall to the ground holding water while it sinks into the surface, or decaying and adding humus to the soil. (Agricultural and environmental - highly relevant for rural communities) page 152, paragraph 1.
4. "Surplus value is the profit that goes to the capitalist employer. He buys labour power at one price and sells the product at a higher price" (Socialist interpretation of business dealings - not relevant both for the urban and rural communities of Ethiopia - neutral (page 196 paragraph 3).

N.B.

1. The investigator, when adapting this category, by no means believed it to be exhaustive in listing down all items of relevant contents that could be classified under any one of the subcategories. Moreover, the items that are classified under any one of the subcategories are also believed may be can be classified under any other one or two of the subcategories.
2. These categories have been adapted by the investigator on the basis of the objectives of the study and on the basis of the needs and demands of the communities as have been assessed after and during the interviewing of the community members, for their responses had served to assess the needs of the communities.
3. Since no items of the contents were analysed to be completely "irrelevant", the attempt to categorize them under an "IRRELEVANT" category was cancelled out, for every item of the contents was found to serve a certain purpose or objective of the senior secondary school curriculum.

APPENDIX F

Computation of reliability of the questionnaire after being pretested in Yebu and Seka Middle Secondary Schools.

A. Correlation of Results of the Teachers
from the two Schools

	Odd	Even		Y ²	XY
	X	Y	X ²		
1	82	102	6724	10404	8364
2	79	90	6241	8100	7110
3	75	105	5625	11025	7875
4	77	102	5929	10404	7854
5	88	96	7744	9216	8448
6	87	93	7569	8649	8091
7	80	99	6400	9801	7920
8	85	93	7225	8649	7905
9	88	94	7744	8836	8272
10	78	108	6084	11664	8424
11	86	95	7396	7025	8170
12	79	96	6241	9216	7584
13	85	91	7225	8281	7735
14	86	92	7396	8464	7912
15	74	100	5476	10000	7400
16	90	98	8100	9604	8820
17	84	102	7056	10404	8568
18	85	94	7225	8836	7990
19	86	96	7396	9216	8256
20	85	100	7225	10000	8500
	∑1659	∑1946	∑138021	∑189794	∑161198

The pilot study was carried out on 20 teachers from the two schools (10 from each) and 40 students 20 from each). The total scores of the two subjects were split into halves (odd and even) and computed (x = odd and y = even)

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

$$r = \frac{\frac{161198}{50} - \left(\frac{1659}{50}\right) \left(\frac{1946}{50}\right)}{\sqrt{\frac{138021}{50} - \left(\frac{1659}{50}\right)^2} \sqrt{\frac{189794}{50} - \left(\frac{1946}{50}\right)^2}}$$

$$r = \frac{3223.96 - 1291.36}{40.73 \times 47.76}$$

$$r = \frac{1932.60}{1945.26} = \underline{0.99}$$

N equals the number of items which are 50.

B. Correlation of Split-half of Results of the Students
from the two schools (Yebu & Seka)

	Odd	Even			
	X	Y	X²	Y²	XY
1	79	89	6241	7921	7031
2	104	90	10816	8100	9360
3	89	102	7921	10404	9078
4	78	99	6084	9801	7722
5	79	90	6241	8100	7110
6	80	89	6400	7921	7120
7	79	100	6241	10000	7900
8	69	90	4761	8100	6210
9	98	70	9604	4900	6860
10	78	80	6084	6400	6240
11	79	89	6241	7921	7031
12	77	86	5929	7396	6622
13	79	101	6241	10201	7979
14	80	99	6400	9801	7920
15	101	82	10201	6724	8282
16	97	102	9409	10404	9894
17	85	91	7225	8281	7735
18	86	95	7396	9025	8170
19	100	103	10000	10609	10300
20	79	79	6241	6241	7921
21	85	94	7225	8836	7990

Cont'd...

	Odd	Even			
	x	y	x²	y²	xy
22	102	84	10404	7056	8568
23	83	89	6889	7921	7387
24	85	86	7225	7396	7310
25	79	90	6241	8100	7110
26	88	95	7744	9025	8360
27	100	90	10000	8100	9000
28	92	101	8464	10201	9292
29	77	85	5929	7225	6545
30	97	105	9409	11025	10185
31	85	85	7225	7225	7225
32	90	95	8100	9025	8550
33	102	105	10404	11025	10710
34	86	90	7396	8100	7740
35	95	78	9025	6084	7410
36	79	90	6241	8100	7110
37	85	85	7225	7225	7225
38	100	82	10000	6724	8200
39	95	75	9025	5625	7125
40	70	79	4900	6241	5530
	Σ 3476	Σ 3604	Σ 304747	Σ 328509	Σ 315057

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

$$r = \frac{\frac{315057}{50} - (\frac{3476}{50}) (\frac{3604}{50})}{\sqrt{\frac{304747}{50} - (\frac{3476}{50})^2} \sqrt{\frac{328509}{50} - (\frac{3604}{50})^2}}$$

$$r = \frac{1290.14}{35.52 \times 37.07}$$

$$r = \frac{1290.14}{1316.72} = \underline{0.97}$$

N equals the number of items which are 50.

APPENDIX G

SCHOOLS, TEACHERS & STUDENTS DISTRIBUTION IN THE TWO
ZONES (JIMMA & ILLUBABOR)
FROM 1993/94 STATISTICS OF EACH SCHOOL

1. JIMMA ZONE				
WEREDA	NO.	SCHOOLS	No. of TEACHERS	No. OF STUDENTS
GOMMA	1	AGARO SENIOR SEC.	49	1579
OMONADA	2	ASSENDABO SENIOR SEC.	18	325
KERSA	3	JIMMA COMP. SENIOR SEC.	125	4346
KERSA	4	JIREN NO. 2 SENIOR SEC.	56	1333
LIMMU	5	LIMMU SEKA SENIOR SEC.	18	407
SEKA	6	SEKA MIDDLE SEC. (9-10)	8	178
SEKORU	7	SEKORU SENIOR SEC.	16	315
MANNA	8	YEBU MIDDLE SEC.	11	158
2. ILLUBABOR ZONE				
SUPE & SADDO	1	ALGIE MIDDLE SEC.	11	172
BEDELE	2	BEDELE SENIOR SEC.	46	1276
DUKE	3	BURE MIDDLE SEC.	7	215
CHORA	4	CHORA MIDDLE SEC.	9	11
BEDELE	5	DABENA TECHNICAL****	12	96
DIDESSA	6	DEMBI SENIOR SEC.	14	306
GECHI	7	GECHI MIDDLE SEC.	4	123
ALLE	8	GORE SENIOR SEC.	35	684
HURUMU	9	HURUMU SENIOR SEC.	12	345
METTU	10	METTU COMP. SENIOR SEC.	46	1203
YAYU	11	YAYU SENIOR SEC.	14	337
TOTAL	19		512	13,508

**** Dabena Technical School is recently training building and wood-work technicians only.

APPENDIX H
**CHAPTERS (UNITS) OF THE TEXTBOOKS UPON WHICH THE CONTENT-
 ANALYSIS OF THE PARAGRAPHS ARE BASED**

SUBJECTS	GRADES	CHAPTERS (UNITS)
AGRICULTURE	9	(IN AMHARIC) 1. Animal Breeding (Animal Farming) 2. Agricultural Mechanics 3. Agricultural Tools and their uses 4. Crop Farming 5. Industrial Products that are produced from Agricultural yields 6. Natural Resources
	10	(IN AMHARIC) 1. Animal Breeding (Farming) 2. Agricultural Mechanics 3. Agricultural Tools and their Uses 4. Crop Farming 5. Natural Resources 6. Industrial Products that are produced from Agricultural Yields.
BIOLOGICAL SCIENCE	9	1. Differences and similarities (Living Things) 2. One kind of Animal-The Fly

10	<ol style="list-style-type: none"> 1. A long-term Study of a Habitat 2. Human Nutrition 3. Plants and Food Products 4. Micro-Organism 5. Parasitism Another Way of Life 6. Insect Pests of Crops and Food 7. <u>Shape, Size and Movement</u>
11	<ol style="list-style-type: none"> 1. Cells 2. Feeding and Digestion 3. Transport System in animals (Blood) 4. Breathing 5. Respiration 6. The Regulation of the Body 7. Endocrine System in Mammals 8. The Nervious System in Mammals 9. Keeping intouch with the environment 10. Plants and the Atmosphere 11. Transport in Plants (Water and miniral) 12. Responses in Plants 13. Animal Behaviour
12.	<ol style="list-style-type: none"> 14. Reproduction 15. Genetics 16. Evolution 17. Environment & Population 18. Natural Resources and Their Conservation

SUBJECTS	GRADES	CHAPTERS (UNITS)
ENGLISH	9	<ol style="list-style-type: none"> 1. Sugar 2. The story of money 3. Forests and Their use 4. Man and the Mosquito 5. Man and the Mosquito (Part 2) 6. Medical Science 7. How the Poor Village People Found Happiness (Part 1) 8. How the Poor Village People Found Happiness (Part 2) 9. The Universe 10. Keeping a Diary 11. Black-Smiths 12. Scientific Law 13. Nutrition 14. The Story of Fire 15. Our Rights Shall be Respected

SUBJECT	GRADES	CHAPTERS (UNITS)
ENGLISH	9	16. We shall be Respected 17. Leisure Reading 18. The Secret 19. Smoking 20. Drinking
	10	1. Self-Reliance 2. Abebe Cause 3. Improving Performance in Ethiopia 4. Technology and Industry in Ethiopia 5. The Importance of Research 6. Working on a Large State Farm 7. Keeping the Book 8. Caring for Pack Animals 9. Transport and Economic Development 10. Tired Land, 11. Justice is Done 12. Where Does Profit Come From? 13. Review of Unit Six 14. Can Leprosy be Cured? 15. Jet Aeroplane 16. The Bitter Lesson (Part 1) 17. The Bitter Lesson (Part 2) 18. Inscription on the Grave 19. Case War 20. No Host. No Guest 21. The Accumulation of Capital
	11	1. Leaving Home 2. Fertilizer Materials 3. Apartheid 4. The Control of Weeds and Pant Diseases 5. Do the Same for Him 6. Sex! No so Loud 7. Calenders 8. The Encounter

Cont'd...

SUBJECT	GRADES	CHAPTERS (UNITS)
ENGLISH	11	9. Emotion and their Expressions 10. Hides and Skins 11. Safety Measures 12. The Split 13. Honey and its Medical Value 14. The Creation of the Book 15. Features of Social Development 16. A Healthy Way of Life 17. The Tourist Industry 18. Stages of Social Development (1) 19. Stages of Social Development (Part 2) 20. Stages of Social Development (Part 3).
	12	1. Lover Story (Part 1) 2. Love Story (Part 2) 3. Love Story (Part 3) 4. Agricultural Producer's Cooperatives 5. Carl Lenin, the Botanist 6. Petroleum and Its Use 7. The Development of Anaesthetics (P.1) 8. The Development of Anaesthetics (P.2) 9. The God of Fire 10. Transportation of Energy 11. Why are there world-wide Protest against the Neutron Bomb? 12. Nutrition and Social Condition 13. Culture 14. Some English Words and their origin

Cont'd...

SUBJECT	GRADES	CHAPTERS (UNITS)
ENGLISH	12	15. We know enough to prevent it 16. One of My People 17. The Social Basis and Danger of Tryoskyism 18. Canning Food 19. The Biology of Bees (Part 1) 20. The Biology of Bees (Part 2)
GEOGRAPHY	9	1. Natural Regions of the World 2. The Tropical or Hot Zone 3. The Temperate Zone 4. Regions of the Frigid Zone 5. Mountain Regions 6. Geographical Determination and Independence Between Regions.
	10	1. Agriculture, Forestry, Fishery, Mining. 2. Manufacturing 3. The Conservation of Natural Resources 4. World Trade, Transportation and Tourism 5. World Population and Regional Organization
	11	1. Physical Background 2. Human and Economic Background 3. Regional Divisions (Eastern, Northern, ---Western Africa)
	12	1. Physical Background 2. Climate, Vegetation and Soil 3. Population 4. Agriculture 5. Mining and Manufacturing Industry 6. Trade and Transport

Cont'd...

SUBJECT	GRADES	CHAPTERS (UNITS)
HOME ECONOMICS	9	<ol style="list-style-type: none"> 1. Human Relations 2. Food and Nutrition 3. Clothing and Tailoring 4. Child Care and Development 5. Housing and Home Improvement 6. Home Management and Consumer Education 7. Health and Sanitation
	10	<ol style="list-style-type: none"> 1. Human Relations 2. Food and Nutrition 3. Clothing and Tailoring 4. Child Care and Development 5. Housing and Home Improvement 6. Management and Consumer Education 7. Health and Sanitation

SUBJECT	GRADES	CHAPTERS (UNITS)
GENERAL WOOD- WORD	9-12	<ol style="list-style-type: none"> 1. Planning the Work 2. Care and Maintenance of Hand Tools 3. Joints 4. Common Woods 5. The Production of Lumber 6. General Safety Rules for Wood-Work Machines 7. Tig Saws or Scroll Saws 8. Drill Presses, 9. Circular Saws 10. Jointers 11. Thickness Planers and Surfacer. 12. Band Saws 13. Wood Lathes 14. Assembling 15. Finishing 16. Suggested Projects
	11-12	<ol style="list-style-type: none"> 1. Planer or Surface 2. Band Saw 3. Circular Saw 4. Drill Press 5. Moralising 6. Sanding Machine 7. Design of Furniture 8. Mechanism of Woodworking machines 9. Shop Organization

APPENDIX IPERSONAL PROFILES OF TEACHER AND STUDENT RESPONDENTSA. TEACHER RESPONDENTS

NO.	ITEMS	RESPONSES	NO.	%
1	SCHOOL TYPE	Academic	2	40
		Comprehensive	2	40
		Technical-Vocational	1	20
2	AWRAJA TOWN	The Five Awrajas and their towns		
3	SEX OF TEACHERS	Male	48	78.7
		Female	13	21.3
4	SUBJECTS CURRENTLY TEACHING	All Sorts of subjects taught in the senior secondary schools		
5	GRADES TEACHING AT	9 - 12		
6	POSITION AT THE SCHOOL OTHER THAN TEACHING	Department Head	4	6.6
		Unit Leader	7	11.5
		Deputy Director	5	8.2
		Director	3	4.9
		Other (42 68.9% are teaching)	-	-
7	WERE YOU ORIGINALLY TRAINED TO BE A PROFESSIONAL TEACHER?	YES	20	32.8
		NO	41	67.2
8	YOUR FIELD OF QUALIFICATION	FROM ALL SORTS OF FIELD		

NO.	ITEMS	RESPONSES	NO.	%
9	HIGHER INSTITUTION FROM	AAU - Different Faculties and Departments and Overseas.		
10	CURRENTLY TEACHING IN	Major area	45	73.8
		Minor area	16	26.2
11	STATUS OF QUALIFICATION	Masters	2	3.3
		B.Ed.	8	13.1
		B.A.	20	32.8
		B.Sc.	25	41.0
		Diploma	6	9.8
		Other	-	-
12	TOTAL YEAR OF SERVICE	1 - 5 years	2	3.3
		6 - 10 years	10	16.4
		11 - 15 "	32	52.5
		16 - 20 "	11	18.0
		21 - 25 "	3	4.9
		Above 25 years	3	4.9
13	TOTAL TEACHING LOAD	Less than 10 periods	8	13.1
		10 - 20 periods	22	36.1
		21 - 30 "	31	50.8
		Above 30 "	-	-

B. STUDENT RESPONDENTS

NO.	ITEMS	RESPONSES	NO.	%
3	S E X	Male	305	74.8
		Female	103	25.2
4	A G E	BELOW 14 YEARS	-	-
		14 - 17 years	96	23.5
		18 - 21 years	205	50.3
		Above 21 years	107	26.2
5	RESIDENCE	Rural	271	66.4
		Urban	137	33.6
6	GRADE LEVEL	11 th	293	71.8
		12 th	115	28.5

APPENDIX J

Registered Job Seekers of the Senior Secondary School Level (9-12) at Jimma Social Development Affairs' Branch Office during the years 1994*****.

Year	9-12 Graders Registered as Job Seekers			Total Job Seekers includes 9-12 School leavers	20% of 9-12 Grades as compared to the total
	Male	Female	Total		
1990	602	452	1054	5270	20%
1991	1392	796	2188	9513	23%
1992	2913	1020	3933	15732	25%
1993	2822	1205	4027	13886	29%
1994	2969	1365	4334	13133	33%

***** These job seekers come from other regions too. But the greatest majority are from the two zones.

APPENDIX K

Rates of Drop-out Students From 9 - 12 the Five Sample Schools (From The 1994/95 Statistics of Each School)

SCHOOL	STUDENTS ENROLLED	STUDENTS DROPPED-OUT	RATE OF DROP-OUTS
AGARO	1579	473	30%
DABENA	96	31	33%
GORE	684	175	30%
JIMMA	4346	1390	32%
METTU	1203	372	31%