

**AN EVALUATION OF THE IMPLEMENTATION OF
THE LOWER PRIMARY SCHOOL SOCIAL
STUDIES SYLLABUS: THE CASE OF
NORTH SHEWA ADMINISTRATIVE
ZONE**

**A Thesis Presented to the School of
Graduate Studies, Addis Ababa
University**

**In Partial Fulfilment for the Requirements
of the Degree Master of Arts in
Curriculum**

**By
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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	ix
ABSTRACT	x

CHAPTER

I INTRODUCTION	1
1.1. Background of the Problem	1
1.2. Statement of the Problem	6
1.3. Significance of the Study	8
1.4. Delimitation of the Study	9
1.5. Limitations of the Study	9
1.6. Definition of Terms	10
1.7. Abbreviations Used	10
II REVIEW OF RELATED LITERATURE	12
2.1. The Essence of Curriculum Implement- ation	12
2.2. The Foci of Curriculum Implementation Evaluation	16
2.3. Factors which Influence Curriculum Implementation	22
2.3.1. The Nature of the Curriculum....	22
2.3.2. Teacher Related Factors	24
2.3.3. Inadequacy of Instructional Facilities in the School	30
2.3.4. Lack of Adequate Personnel Support	33

CHAPTER	Page
III METHODS AND PROCEDURES OF THE STUDY	41
3.1. Model used in the Study	41
3.2. Subjects and Sampling Procedures	45
3.3. Data Collection Instruments	47
3.4. Methods of Data Analysis	53
IV RESULTS AND DISCUSSION	59
4.1. Results	59
4.1.1. Teachers' Attitudes towards the Specification of the Syllabus..	59
4.1.2. Teachers' Classroom Instruct- ional Performances	63
4.1.3. Instructional Resources in the Schools.	70
4.1.4. Factors Influencing the Imple- mentation of the Syllabus	85
4.1.5. Students' Test Results	88
4.2. Discussion of Findings.	101
V SUMMARY, CONCLUSION AND RECOMMENDATIONS	119
5.1. Summary	119
5.2. Conclusion	124
5.3. Recommendations	125
REFERENCES	129
APPENDICES	141
Appendix A Teachers' Questionnaire	141
Appendix B Classroom Observation Rating Form	151

CHAPTER	Page
III METHODS AND PROCEDURES OF THE STUDY	41
3.1. Model used in the Study	41
3.2. Subjects and Sampling Procedures	45
3.3. Data Collection Instruments	47
3.4. Methods of Data Analysis	53
IV RESULTS AND DISCUSSION	59
4.1. Results	59
4.1.1. Teachers' Attitudes towards the Specification of the Syllabus..	59
4.1.2. Teachers' Classroom Instruct- ional Performances	63
4.1.3. Instructional Resources in the Schools.....	70
4.1.4. Factors Influencing the Imple- mentation of the Syllabus	85
4.1.5. Students' Test Results	88
4.2. Discussion of Findings.....	101
V SUMMARY, CONCLUSION AND RECOMMENDATIONS	119
5.1. Summary	119
5.2. Conclusion	124
5.3. Recommendations	125
REFERENCES	129
APPENDICES	141
Appendix A Teachers' Questionnaire	141
Appendix B Classroom Observation Rating Form	151

Appendix C	Table of Specifications	153
Appendix D	Achievement Tests	156
Appendix E	Interview	177
Appendix F	Personal Profile of the Teacher Respondents	182
Appendix G	Calculations of the Chi-square (χ^2) Statistics	185
Appendix H	Map of the Study Area	197

LIST OF TABLES

TABLE		PAGE
1	Cut-Off Scores for Mastery Decisions to each Objective	56
2	Number of Teachers who Scored Above and Below the Grand Median in the Attitude Scales by Grade Level	59
3	Teachers Subject Assignment	62
4	Classroom Observation Results for Grade One....	63
5	Classroom Observation Results for Grade Two.....	64
6	Classroom Observation Results for Grade Three...	65
7	The Condition of the Classrooms by Grade Levels..	71
8	The Condition of the Classrooms by Provinces	72
9	Availability of Social Studies Teacher's Guide and Centrally Prepared Teaching Materials to be used as Textbooks in the Schools by Grade Levels.	75
10	Availability of Social Studies Teacher's Guide and Centrally Prepared Teaching Materials to be used as Textbooks in the Schools by Provinces ...	76
11	The Extent to which Teaching Aids Useful for Social Studies are Available in the School Pedagogical Centres	79
12	Support Services Provided by the School Administration to the Implementation of the Syllabus ...	81
13	Assessment of Teaching Load and Class Size	84
14	Mean-ranks and Rank values of the Factors which Influence the Effective Implementation of the Syllabus	86
15	Percentage of Grade Three Students who Scored At or Above and Below the Minimum Mastery Level in the Test Per Objective	88

LIST OF TABLES

TABLE		PAGE
1	Cut-Off Scores for Mastery Decisions to each Objective	56
2	Number of Teachers who Scored Above and Below the Grand Median in the Attitude Scales by Grade Level	59
3	Teachers Subject Assignment	62
4	Classroom Observation Results for Grade One....	63
5	Classroom Observation Results for Grade Two.....	64
6	Classroom Observation Results for Grade Three...	65
7	The Condition of the Classrooms by Grade Levels..	71
8	The Condition of the Classrooms by Provinces	72
9	Availability of Social Studies Teacher's Guide and Centrally Prepared Teaching Materials to be used as Textbooks in the Schools by Grade Levels.	75
10	Availability of Social Studies Teacher's Guide and Centrally Prepared Teaching Materials to be used as Textbooks in the Schools by Provinces ...	76
11	The Extent to which Teaching Aids Useful for Social Studies are Available in the School Pedagogical Centres	79
12	Support Services Provided by the School Administration to the Implementation of the Syllabus ...	81
13	Assessment of Teaching Load and Class Size	84
14	Mean-ranks and Rank values of the Factors which Influence the Effective Implementation of the Syllabus	86
15	Percentage of Grade Three Students who Scored At or Above and Below the Minimum Mastery Level in the Test Per Objective	88

TABLE

PAGE

16	Distribution of Grade Three Students who Scored At or Above and Below the Minimum Mastery Level in the Test Per Objective by Provinces	91
17	Percentage of Grade Two Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective.....	93
18	Distribution of Grade Two Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective by Provinces	95
19	Percentage of Grade One Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective	97
20	Distribution of Grade One Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective by Provinces.....	98

TABLE

PAGE

16	Distribution of Grade Three Students who Scored At or Above and Below the Minimum Mastery Level in the Test Per Objective by Provinces	91
17	Percentage of Grade Two Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective.....	93
18	Distribution of Grade Two Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective by Provinces	95
19	Percentage of Grade One Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective	97
20	Distribution of Grade One Students who Scored At or Above and Below the Cut-off Score in the Test Per Objective by Provinces.....	98

LIST OF FIGURES

FIGURE		PAGE
1	A Chart Showing Degree of Explicitness of a Curriculum Plan and Level of Implementation	23
2	Stake's Countenance Evaluation Model ...	43

LIST OF FIGURES

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1	A Chart Showing Degree of Explicitness of a Curriculum Plan and Level of Implementation	23
2	Stake's Countenance Evaluation Model ...	43

ABSTRACT

The test of a curriculum plan is ascertained through a thorough inquiry into its practicality and ultimate worth. In view of this, the purpose of this study is to evaluate the implementation of the lower primary school social studies syllabus and to identify the outcome as well as problems encountered in translating it into practice.

To this effect, fifteen primary schools were selected as sources of information from the five Provinces of North Shewa Administrative Zone. Within these schools all social studies teachers of the lower primary grades which are forty-two in number, the school directors, the SPC Coordinators, and a total of 1445 students were taken as actual sources of information. In addition, the school inspectors and the APC Coordinators of the five Provinces were also included as informants of the study. Questionnaire, interview, classroom observation, and achievement tests were the data collection instruments used to obtain information from the sources.

The results of the study indicate that there are a considerable proportion of teachers who are assigned to teach social studies in the lower primary grades without their interest. The specifications of the syllabus are not also implemented in full. Most of the lessons are conducted without making any reference to the particular geo-historical conditions of the District, Province, or Administrative Zone in which the children are brought up.

Though the dominantly used teaching strategy in the classrooms is the inquiry-oriented approach, there is a failure on the part of teachers to give appropriate guidance to the students as to how to proceed through this approach.

Even though the School Pedagogical Centres have attempted to prepare and collect teaching aids relevant for the subject under study and the teachers are not overloaded with teaching duties, it is hard to say that there is a complete conducive teaching-learning atmosphere in the schools for the implementation of the syllabus. Ill-equipped classrooms with some of the necessary furniture, inavailability of Teacher's Guide in some of the schools, the existence of some less concerned school directors about the instructional problems of teachers are the prominent problems identified in the schools. Consequently, the implementation process of the Syllabus is not as effective as it should be in enabling learners to have mastery of the subject matter. Particularly, in grades two and three the majority of the students have not attained the instructional objectives indicating the ineffectiveness of the implementation process. Moreover, disparity in the attainment of some of the instructional objectives is noted among the provinces pointing out the existence of differences in the relative emphasis given to the implementation of the specifications of the syllabus.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

One of the requirements for the quest of excellence in the education sector is the development and construction of a well-organized curriculum. The test of a well organized curriculum is, then obtained through a thorough inquiry into its practicality and ultimate worth. It seems because of this that Tyler (1974:9) indicated that curriculum development is not a theoretical study. Its main purpose is not to obtain new knowledge; it is a practical enterprise. It is designing educational programmes that will bring about certain desired results as a consequence of learning things that will be of significance to the learner and the society. In view of this assertion, the process of curriculum development is comparable to engineering, though it may not be as precise as engineering because the human variables are more difficult to control. As a result, what goes on in curriculum development is planning, execution, evaluation, replanning and repeating the cycle.

Saylor, Alexander, and Lewis (1981) have also noted that the ultimate test of a curriculum plan lies in its implementation (p.350). There would be no reason for developing curriculum if there was no instruction. All

curriculum planning is nothing unless it influences and shapes the things which students do (p.257).

In this continuum, there might have been a certain level of discrepancy between the planning and implementation of the curriculum. Goodlad, as cited in Saylor, Alexander and Lewis (1981:5), after visiting hundreds of classrooms, identified four curriculums: The "formal curriculum", which is set by the planners; "perceived curriculum", that is what teachers say they are trying to do; the "observed curriculum", which is what the observers see when present in the classroom; and "experiential curriculum", which is what the students are perceiving and reacting to.

Thus, any plan, be it a curriculum or any other social policy for its implementation depends upon the daily activities of the organizational members who are in charge of it. If they respond to influences other than the intentions of the designers, then even the most carefully worded and strongly supported plan is unlikely to be implemented as intended (Adams in Fullan and Pomfret, 1977:335-336).

A multitude of factors could influence the implementation of a curriculum. Barger (1974:58-59) and Harlen (1977:117) gave ultimate responsibility to the teacher. The teacher is the final decision maker concerning the actual learning opportunities provided to students. The best designed curriculum as well as the poorest owes its ultimate success or failure to the quality of the teacher's own planning and

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implementation. If teachers do not understand what is wanted, or if they do not make a genuine commitment to ensure its success, implementation will be hampered.

Fullan and Pomfret (1977:335-397), after an extensive review of research works on curriculum implementation in the U.S.A., identified four group of determinants of implementation. The first being "characteristics of the innovation", which means the degree of explicitness or complexity of the curriculum. The second factor is the "strategies and tactics", which includes the training background of teachers, resource support, feedback mechanism and participation of teachers in the innovative process. The third one is the "characteristics of the adopting unit", which includes the adoption process, organizational climate, environmental support and demographic factors. The last one is the "macro socio-political factors", that is the role of political agencies outside the adopting organization ranging from the local level to national organizations.

In an analysis of the potential power, paradoxes and challenges of African Social studies curriculum, Merryfield (1986:3) has pointed out that "active inquiry" is one of the distinguishing features of the present social studies curriculum. This sets it apart from the rote memorization of the traditional courses inherited from colonial curricula. As a result, at the primary level, the curriculum is designed in such a way that the teacher uses the child's particular home

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and community as a laboratory for learning. This approach often demands a great effort on the part of teachers. As Jarolimek (1967:132) remarked it, teachers of social studies should acquire a broad understanding of the community resources that can be used profitably in their lessons. They have to devote a great deal of time and energy to instructional planning.

In our educational system the lower primary school (Grades 1-3) social studies syllabus has been designed in view of the local situation. It focuses on the social and physical environment of man beginning from the smallest social unit-the family in grade one to the administrative zone level in grade three. Its sequential pattern of organization follows the pedagogical principle that children must readily learn that which is closer to them, and they expand their horizons gradually. Unlike those of the other grade levels and subjects, the social studies teacher at this level is provided with skeleton guidelines to which he is expected to add flesh and blood to make it live. As it is indicated in the Teacher's Guide, social studies teachers in grades one to three are required to prepare teaching materials to be used as textbooks, either in group or individually, by conducting a sort of survey study on the geographical and historical phenomena in their respective localities, districts, provinces and administrative zones (Ministry of Education, 1970:i). Hence, the general question which led the investigator to take

up this issue is-to what extent this has been put into practice.

Regarding this, no direct study has been made up to now except few points raised in relation to the study of primary education in general. For instance, in Abebe's (1986) study of the analysis of the correspondence of the national aims of education with the elementary school curriculum objectives, the findings reveal that all the social studies curriculum objectives have both the behaviour and content aspect. Most of the objectives reflect the national aims of education and they are clear, though they are not measurable. This shows that in terms of the ways the objectives are stated and their correspondence with the national aims of education, the social studies curriculum seems to have no strong drawbacks.

On the other hand, the Ministry of Education (1984), in an evaluative field study of the teaching-learning processes, identified that half of the teacher respondents rated the elementary school social studies curriculum as lacking clarity, and as if most of the objectives were written in terms of teacher behaviour. Besides these, social studies is reported as one of the subjects which cannot be covered within an academic year.

Thus, such a discrepancy between the analysis made on the curriculum and the responses emanated from the actual implementers indicates the existence of an issue to be studied. Besides this, as it was pointed out by the Evaluative

Research of the General Education System in Ethiopia (ERGESE) project, primary schools generally lack the teaching materials recommended by the curriculum, and lesson planning is generally weak or non-existent (Ministry of Education, 1986:14). Therefore, as seen in the context of the lower primary school social studies syllabus and its requirements for implementation, ERGESE's findings are worth noting. This is due to the fact that there is a complementary relationship between the degree of specificity in the curriculum plan and pre-instructional planning required of the teacher. When the curriculum plan contains detailed directions and if there are ready-made Teacher's Guide, students textbooks, and related instructional materials supplied by the curriculum planners, less pre-instructional work is required of the teacher. But, strong effort in pre-instructional planning is required when implementation plans are in the form of suggestions (Saylor, Alexander, and Lewis, 1981:259-260). The nature of the lower primary school social studies syllabus reflects the latter idea; and consequently there is an indication for the existence of a problem for investigation, as the scanty research information cited above reveals.

1.2. Statement of the Problem

The purpose of this study is to evaluate the implementation of the lower primary school (Grades 1-3) social

studies syllabus and to identify the outcome as well as problems encountered in translating it into practice. More explicitly, it aims:-

- to examine the extent to which the guide-lines set in the social studies syllabus are put into practice.
- to evaluate the attitude, capability and limitations of the teachers in effectively implementing the syllabus.
- to indicate some major problems which have influenced the implementation of the syllabus.

With these objectives, then, the study will attempt to find answers for the following research questions.

1. Are teachers of social studies in the lower primary grades willing to transmit effectively the basic ideas and concepts of the syllabus to their pupils?
2. Do social studies teachers use the instructional guide-lines set in the syllabus effectively in the classrooms?
3. How conducive is the learning-teaching climate in the schools for the full and effective implementation of the syllabus?
4. Is the implementation of the social studies syllabus effective in enabling learners to have mastery of the subject matter?
5. What are some of the constraints which affect the implementation of the social studies syllabus?

1.3. Significance of the Study

It is generally believed that the worth of a curriculum is ascertained through field inquiry into its practical implementation. Educators, such as Fullan and Pomfret (1977:337-339), Lewy (1977:76-77), Soumelis (1977:16), Proper (1979:179), Grotelueschen (1980:79-80), Saylor, Alexander and Lewis (1981:264), Grabe (1983:13-14), Rossi and Freeman (1985:50), and Vulliamy (1987:222) to cite a few, have expressed their views regarding the importance of evaluating curriculum implementation as one of the crucial endeavours from the point of view of enhancing the standard of education. It helps to obtain evidences for the purpose of remedying any shortcomings.

Therefore, this study is important for the following reasons:

- The concerned curriculum planners can benefit from this study by taking the findings as a clue to indicate what parts of the syllabus are functioning well and what parts are proving to be difficult to implement. Based on this, they will devise appropriate means for the full realization of the objectives.
- Since the study depends on the practitioners as sources of information, it is also expected to have an initiation value by making them more

conscious of their roles. Besides, the findings of the study can help practitioners to see their own shortcomings and strong points.

- Finally, since the study area is limited to one regional zone of the country, the findings are expected to serve as reference for further broad and detailed investigations.

1.4. Delimitation of the Study

The scope of the study is limited to North Shewa Administrative Zone. The conclusion to be reached will reflect the state of implementation of the lower primary school social studies syllabus in the mentioned region. Furthermore, since the aspects of a programme that require evaluation are numerous, the depth of this study is limited to the question of effectiveness and acceptability. These are core concepts in the implementation aspect of the syllabus. As a result, issues related to the curriculum plan itself, such as its general framework, and the way it has been designed and organized will not be considered in full.

1.5. Limitations of the Study

In order to have first-hand information about the implementation of a syllabus, continuous classroom

observations are vital means. In this study, however, each sample teacher was observed only two times in his classroom. This is because, since only one period is allotted per week for social studies in the targeted grades adding some more observation sessions, especially in the rural schools where the number of sections are very few, would require more time to cover one school. Had it been this, it would have been impossible to cover the sample areas. In addition, due to shortage of reference materials related to the study in Ethiopia, the researcher has been forced to rely on foreign sources, mostly of the western world.

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

1.6. Definition of Terms

Curriculum /Syllabus implementation:- it is the process of putting the designs and specifications of the curriculum or syllabus into practice in the classrooms.

Lower Primary Schools:- Schools at which children receive their formal education covering the first three grades (Grades 1- 3) of the primary level.

1.7. Abbreviations Used

A P C :- The Awraja Pedagogical Centre

- ERGESE :- Evaluative Research of the General Education
System in Ethiopia.
- I C D R :- Institute of Curriculum Development and
Research.
- S P C :- The School Pedagogical *Centre*

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Essence of Curriculum Implementation

The concept curriculum implementation, though expressed in different words by different scholars, denotes the same meaning in the literatures. For instance, Fullan and Pomfret (1977:336) defined implementation as "the actual use of an innovation or what an innovation consists of in practice." Similarly, Grotelueschen (1980:86) explained curriculum implementation as a process of putting the goals and designs to work. It is a process by which a program is conducted using a variety of teaching-learning-administering proceedings, aimed at fulfilling the desired expectations of a target audience.

As the above definitions indicate, implementation is, in short, the execution stage of a planned curriculum. Thus, in view of this Yoloye (1978:2-3) indicated a clear demarcation between the development stage and implementation stage of a curriculum. The first phase of curriculum development is usually one of research and development during which ideas are tried out, modified, retried until the developer is reasonably satisfied with the product. Though, ideally, there should be no real end point to such trials and modification, there is a stage at which the curriculum planner says 'this program is

now ready for introduction into schools on a large scale.' This marks the beginning of wide scale or actual curriculum implementation.

Like wise, Ornstein and Hunkins (1988:224) also view implementation as a separate component in the curriculum action cycle. It is the next logical extensive step once a curriculum has been developed and piloted. It involves diverse actions by many parties, including the interactions between those who have designed the curriculum and those who are to deliver it. Lewy (1977:70) has also pointed out that implementation of a curriculum is a much complex process than its development. While the development of a curriculum is usually carried out at a single development centre by a relatively small team, implementation may require contact with many schools, teachers and students. Stressing on this point, Pratt (1980:425) expressed his views as: "The voyage from first identification of student need to eventual learner achievement is often stormy, but more good curricula sink without trace on the shoals of implementation than at any other point." So, it seems to be based on this that Fullan and Pomfret (1977:336) remarked curriculum implementation as a phenomenon in its own right, rather than as a simple extension of planning and adoption processes.

So, curriculum implementation has its own inherent features. As Leslie Bishop, cited in Ornstein and Hunkins (1988:233), indicated curriculum implementation requires

reorganizing and adjusting personal habits, ways of behaving, program emphasis, and learning spaces. Furthering this idea, Ornstein and Hunkins (1988:224-225) elaborated that successful implementation of curricula results from careful planning, and planning in turn focuses on three factors: people, programmes, and organizations. They further commented that, even if some individuals consider that dealing primarily with only one factor will facilitate implementation, curriculum planners really need to consider working with these three factors altogether. However, it seems from the practical point of view, that many schools have failed to implement their programmes because they gave due attention to one factor at the expense of the others. Supporting this argument, Williams (1978:177-178) suggested that implementation in its very essence seeks the coming together of people, materials and programme into a cohesive organizational unit in such a way as to carry out a curriculum's stated objectives.

Fullan and Pomfret (1977:361-365), after reviewing a number of studies, came up with the conclusion that there are five dimensions which constitute the success of implementation. These are changes in: "materials, organizational structure, role or behaviour, knowledge and understanding, and value internalization." Describing these components in detail, Fullan and Pomfret signify the change in materials and subject matter to the content of the curriculum that the teacher is expected to transmit to the students, to

the order in which this content is to be transmitted, and especially to the various materials required as transmitting medium. Regarding the organizational structure, changes in formal arrangements and physical conditions, which involve different ways of grouping students, alternative spatial or temporal arrangements, the presence of personnel to perform new roles, and an adequate supply of new materials are the core ones.

By the role or behaviour manifestation change, Fullan and Pomfret often mean, concerns in new teaching styles, new tasks, new role relationships between teachers and students, teachers and heads, teachers and consultants, and so on. The fourth dimension of implementation is concerned with the knowledge and understanding that users have about the innovations various components, such as its philosophy, values, assumptions, objectives, subject matter, implementation strategy, etc. The fifth dimension concerns users' valuing and commitment to implement the curriculum. In this regard, the authors indicated that valuing must be linked to the specific aspects of the other components of implementation (Ibid.).

In general, a look at the above points indicates that all of them have similar views regarding the essence of curriculum implementation. The authors cited stress on the need for committed and knowledgeable teachers, program arrangements, and organizational structures as essential components of

implementation, except a slight difference in their manner of expressions. In this regard, Leslie (1988) and Williams (1978) put the components in general and crude form, where as Ornstein and Hunkins (1988) and Fullan and Pomfret (1977) described them in detailed and expanded form. Therefore, in brief, the close coordination of people, programmes and organizational structures involved in the issue seem to be the typical features which indicate the essence of success in implementation.

2.2. The Foci of Curriculum Implementation Evaluation

In relation to the application of evaluation research on educational phenomena, there seem to exist confusing concepts which need clarification for proper handling of the specific phenomenon under study. With this perspective, then, the concepts "curriculum evaluation" and "curriculum implementation evaluation" are typical ones. Talmage and Scriven as cited in Ornstein and Hunkins (1988:250-254) made a clear cut distinction between these two concepts. Curriculum evaluation refers to the study of the curriculum plan separately; and this type of study is called "intrinsic evaluation" by Talmage and Scriven. It focuses on the inherent characteristics of curricula rather than on their effects. The curricular traits to be examined are those of the adequacy of the curriculum objectives, consistency between

implementation, except a slight difference in their manner of expressions. In this regard, Leslie (1988) and Williams (1978) put the components in general and crude form, where as Ornstein and Hunkins (1988) and Fullan and Pomfret (1977) described them in detailed and expanded form. Therefore, in brief, the close coordination of people, programmes and organizational structures involved in the issue seem to be the typical features which indicate the essence of success in implementation.

2.2. The Foci of Curriculum Implementation Evaluation

In relation to the application of evaluation research on educational phenomena, there seem to exist confusing concepts which need clarification for proper handling of the specific phenomenon under study. With this perspective, then, the concepts "curriculum evaluation" and "curriculum implementation evaluation" are typical ones. Talmage and Scriven as cited in Ornstein and Hunkins (1988:250-254) made a clear cut distinction between these two concepts. Curriculum evaluation refers to the study of the curriculum plan separately; and this type of study is called "intrinsic evaluation" by Talmage and Scriven. It focuses on the inherent characteristics of curricula rather than on their effects. The curricular traits to be examined are those of the adequacy of the curriculum objectives, consistency between

objectives espoused and the content of the instructional materials, and the accuracy, coverage and significance of content. But, curriculum implementation evaluation addresses to the question of whether what is planned in the curriculum is put into use, or to what extent, and by which students. And, Scriven calls such kind of study as "pay-off evaluation"; and Talmage as "instrumental evaluation."

Thus, as indicated above, evaluation of the implementation of a curriculum and curriculum evaluation appear to be too distinct but interrelated activities. The former is mainly concerned about the practicality of a curriculum, where as the latter focuses on the internal structure of the curriculum plan itself. They are said to be of interrelated because, the results obtained through implementation evaluation are the sole indicators of the test of a curriculum plan.

Though the idea of evaluation, as noted by Lange (1974:22-23), has been in existence since the history of mankind, it was during the early 1900s that the concept of evaluation in education began to receive formal pattern. From this time on educators have proposed different alternative approaches as focal points to evaluate the implementation of a curriculum. These different approaches of evaluation suggested by educators at different times have been classified under two contrasting groups by Lange. Thus, today, two contrasting views seem to prevail regarding the area of emphasis to be given to curriculum implementation evaluation.

The first group stresses on the measurement of learning outcomes in terms of students' abilities, skills, and affects as sole indicators of curriculum implementation. As Worthen and Sanders (1987:62-71) described it, many people such as Bloom (1956), Krathwohl and Masia (1964), Cronbach (1963), Mager (1962), and Popham and Baker (1970), to name a few, have contributed to the evaluation and refinement of the objective-oriented approach to evaluation. But, the individual credited with conceptualizing and popularizing this approach is Ralph W. Tyler. Therefore, citing Tyler's idea would suffice to depict their intentions. As to him:

The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the programme curriculum and instruction. However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behaviour patterns of the student, then evaluation is the process of determining the degree to which these changes in behaviour are actually taking place (Tyler, 1949:105-106).

In short, the focal point to evaluate the implementation of a curriculum is the actual learner outcomes against the educational objectives.

In addition, Pope (1983:26), while expressing his appreciation to this approach mentioned that, this style of evaluation is called 'experimental', 'Scientific', or 'operational' by the people who like it; and 'classical', or 'traditional', or 'industrial', or 'engineering' style by the people who do not. But, as to him, it is appropriate to call

it as the experimental style because its conceptual basis is the scientific method of controlled experiment.

However, on the other hand, there is a body of educators who argues that such evaluation exercises are too narrowly conceived, taking no account of the multitude of other factors in the schools. Provus (1971:10-12), Yoloye (1978:6-7), Stake (1967:523-525), Parlett and Hamilton as cited in Stenhouse (1975:112-113), MacDonald (1971:167), Scriven as cited in Parsons (1976:126), and Stufflebeam (1973:22-23) all argue that, though they do have differences in emphasis, the way in which the curriculum is used and the setting in which it is used is as important as the evaluation of the educational outputs. They extend their criticisms on the behavioural objectives evaluation model to the point that it has limited utility of results. The results have had little significance on action.

Furthermore, Lawton (1978:177), Patton (1978:322-324) and Yeoman (1987:7) expressed their dissatisfaction about the outcome evaluation approach by comparing it with an "agricultural-botanical" model. Evaluating the implementation of a curriculum through a process of (1) pre-test, (2) teaching programme, and (3) post test is just like an agricultural experiment which tests the efficiency of a new fertilizer by (1) measuring the height of a plant, (2) applying the fertilizer for a given amount of time, then (3) measuring again; and comparing the growth with that of plants

in a control group. Therefore, where outcomes are evaluated without knowledge of processes, the results seldom provide a direction for action because the decision maker lacks information about what produced the observed outcomes. This is the "black box" approach to evaluation: Clients are tested before entering the programme and after completing the programme, while what happens in between is a black box.

With this in mind, then, the second group rely heavily on studies in the field which aim to depict more broadly the circumstances surrounding a curriculum at the time of implementation. The "new wave evaluators," as they call themselves, are concerned with not merely "how good is it?" but with "what is happening?" (Parsons, 1976:126). Thus, as Morris and Fitz-Gibbon (1978:9), Aldrich (1974:2-3), and Grotelueschen (1982:99) affirmed, the focus of implementation has to be directed towards answering the question "does the unique combination of materials, activities, administrative arrangements, and role determined tasks seem to lead towards the achievement of the objectives?" Hence, a lot of evidences, with many forms, have to be collected for a comprehensive evaluation.

To this effect, a number of evaluation models were developed focusing on different aspects of a programme under scrutiny. A comparison of an executed programme with its design with the inclusion of every aspect of a programme, not only its outcomes, is the theme of "discrepancy evaluation

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model" proposed by Malcolm Provus (Provus, 1971:10-12). Evaluation as "illumination" which focuses on the study of every aspect of the learning milieu is the model proposed by Parlett and Hamilton (Parlett and Hamilton as cited in Stenhouse, 1975:112-13). Scriven advocates "process studies" or a "goal-free" evaluation model, where the evaluator purposefully avoids becoming aware of the programme goals, and emphasizes on activities going on in the instructional setting (Scriven as cited in Parsons, 1976:126). Stufflebeam (1973:22-23) proposed the CIPP (Context, Input, Process and Product) model of evaluation. Stake (1967:523-540) recommended the "countenance" evaluation model with emphasis on three general variables: antecedents, transactions, and outcomes. Rippey as cited in Bohla (1979:18-19) has also suggested "transactional" evaluation, whereby educators are asked to show what they have done rather than what scores their students have achieved. The emphasis is on the change makers themselves, examining their roles, the system in which they played those roles and the conditions surrounding the system under change, rather than to the manifest objectives.

Therefore , as the above mentioned facts indicate, eventhough the latter group of educators are grouped under the umbrella of the process-oriented evaluation approach, they do have minor differences in their specific areas of emphasis. For example, some of them, like stake and Stufflebeam, have a broad view of evaluation to the extent of assessing both the

teaching-learning environment and the students learning outcomes. And some of them, like Rippey, Scriven and Parlett and Hamilton, gave due attention only to the circumstances going on in the instructional setting. Hence, following a middle way approach appears to be appropriate as Hiemstra (1976:116), and Worthen and Sanders (1987:157) recommended. Hiemstra suggested that since the controversies between process-oriented and objectives-oriented evaluation approaches will not be resolved easily or quickly, being systematic in the selection of variables is advantageous. Similarly, Worthen and Sanders have proposed that eclectic approach has far more potential advantages than disadvantages to fit a particular situation.

2.3. Factors Which Influence Curriculum Implementation

Due to the complex nature of the phenomenon implementation a multitude of factors could influence its effectiveness. As a result, different educators who dealt with the question of curriculum implementation enumerated a number of factors. But, here, those most significant and related factors are briefly considered as follows.

2.3.1. The Nature of the Curriculum Itself

As Saunders and Vulliamy (1983:335) pointed out, in a comparative study of curriculum reform implementation in

This shows that complexity affects explicitness. The greater the complexity, the more difficult it is to be explicit about the operational characteristics of the curriculum.

Concerning explicitness, Gross and his associates (1971:129-135) pointed out that the majority of teachers in their case study were unable to identify the essential features of the innovation they were using due to lack of explicitness of the curriculum. Mainly, those elements involving new teaching strategies and role relationships with students showed lower level of implementation than the usual practices.

Thus, a poorly designed curriculum, or a curriculum which does not specify the intents clearly and which poorly communicates it to the users, seems to be by itself a barrier for effective implementation.

2.3.2. Teacher Related Factors

Although there are little differences among the various instructional models regarding the specific activities of the teacher in the instructional process, none of them totally disregards the role of the teacher in forming a link between the designed curriculum and its execution. As Saunders and Vulliamy (1983:361) noted it, the most important link in any chain of educational innovation is the teacher. It is what goes on in the classroom that finally affects student

learning-which is the end result of implementation. Henceforth, in the schools, whatever ideology is the guiding educational philosophy, teachers have a pivotal role.

Clegg (1973:308-309), in this case, specified the place of the teacher in curriculum implementation under two circumstances. In some cases where the situation looks like a systems approach with a wide variety of resources and specialized materials available to both the teacher and students in a carefully planned and sequential process, the teacher plays a managing role in the flow of programmes. This means, in those educational programmes where textbooks, teaching aids, student assignments, and test instruments come from one centre in neatly prepared and highly detailed packages, the teacher will have a manipulative role with little chance to exert a creative influence over it. Contrary to this, in the ordinary teaching-learning situations, the teacher is more the designer and developer of the implementation process other than a manager. It is ultimately on the teacher which most of the instructional planning activities rest.

Thus, in both cases, the teacher has a significant place in curriculum implementation, even if his/her role varies from situation to situation.

In this context, then, teachers' attitude or devotion to their duties is a principal issue for effective performance. As Baker (1974:566) wrote, "it is one of the world's well

known facts that lack of teacher enthusiasm can wipe out programme effectiveness." Hall and his associates (1972:52) have also indicated that change or innovation adoption is not accomplished just because a decision maker or planner announced it. It seems because of this that, Ornstein and Hunkins (1988:227) advised school leaders to consider teacher's needs, level of commitment, and skills when determining when and how to involve teachers in curriculum implementation. This is because teachers want programmes which reflect their philosophies and curriculum orientations.

Moreover, a Panel of experts chaired by Lee.S.Shulman in the National Institute of Education as cited by Clark and Peterson (1986:256-258) argued that to understand, predict and influence what teachers do, researchers must study the psychological processes by which teachers perceive and define their professional responsibilities and situations. This is due to the fact that teachers' actions, in a large part, are based on their attitudes.

Equally important regarding the teacher and curriculum implementation is the teachers ability. As Gross and his associates (1971:123-135) remarked, the extent to which a curriculum is implemented as planned depends upon the extent to which teachers are clear about, and the degree to which they are competent to perform it. Saylor, Alexander, and Lewis (1981:260) also affirmed that a teacher's instructional plan and a curriculum plan may not meet if a teacher does not

designed curricular programmes, in-service training of teachers is by far advantageous.

In a study conducted in Thailand with fifty elementary mathematics teachers participated in an in-service teacher training programme lasting six days, Nitsaisook and Anderson as cited in Anderson (1991:85), reported that the teachers have shown improvement in their classroom performances. During the in-service training programme, the teachers were made aware of the value of engaging students in the activity of mental computation and assigning them home work. Following training, through observations in the teachers' classrooms the results indicated that more than ninety per cent of the teachers engaged their students in mental computation in comparison to only ten percent for the performance of the control group. And slightly more than seventy per cent of the teachers assigned homework to their students, whereas only approximately one-third of the control group teachers did so. In addition, Caillods and Postelethwaite (1989:182), in a study of teaching-learning processes in developing countries, indicated that pupils learn more under teachers who have undergone in-service teacher training courses with emphasis on practical activities (like, production of teaching/learning materials, constructing assessment instruments, etc.) than under teachers who have been to in-service courses of a theoretical nature only.

The above research findings imply that refresher courses of different type would help even the most highly qualified

teachers to become aware of their unforeseen short-comings. It also provides opportunity to share experiences among teachers. So, a failure to arrange such a programme for teachers would likely affect their effectiveness in curriculum implementation. As Mekasha (1991:69-72), in an evaluative study of the implementation of Home Economics Syllabus in the Elementary Schools of Keffa and Illubabor, reported it, one of the likely causes for the ineffectiveness of teachers in implementing the curriculum was the total absence of workshop or on the job training exposure for teachers.

Moreover, teachers' participation in the curriculum development process is considered as a potential factor for successful curriculum implementation. Gross and his associates (1971:25) asserted that participation of teachers in the curriculum development activity will have great impact on the degree to which a curriculum is successfully implemented. This is because that participation leads to higher staff morale, greater commitment and greater clarity; where all of these are necessary for successful implementation.

Langenbach (1972:35-38), in a study to determine whether teachers who have been participating in curriculum planning have more positive attitude towards curriculum use and planning than teachers who have never participated, came up with positive results. The results show that teachers with curriculum planning experiences have more positive attitude

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towards curriculum use and planning than teachers without such experience.

Thus, though it is practically unrealistic to expect that every and each teacher is a member of the curriculum designers team, the above points indicate that, at least, teachers have to have some kind of participation in the curriculum development process. They can be consulted by any available means to add their own inputs to the designed curriculum, and thereby to facilitate the implementation process.

2.3.3. Inadequacy of Instructional Facilities in the School

The success of curriculum implementation is often restricted by lack of facilities, equipment and teaching resources in the school. As Sifuna (1975:102-108) noted it, the implementation of a new approach to teaching in the Primary Schools of Kenya, called New Primary Approach (NPA), was influenced by a number of problems. Most crucial is perhaps that of inavailability of good teaching facilities, and it led to the curtailment in the expansion of the programme. Verspoor (1989:1), in connection to this, generalized that the unfavourable economic environment and the resulting scarcity of resources jeopardizes the ability of developing countries to provide quality education. Many

schools now face critical shortage of instructional materials, and consequently the quality of teaching and learning continues to be very low.

More specifically, Surveys conducted in different developing countries show that teachers do not have the necessary teaching aids at their disposal. For instance, in the Kirundo district of Burundi only thirty per cent of the elementary school teachers had all the books they needed for their teaching. A probability sample of Indian schools shows that sixty-one per cent of the classrooms do not have blackboards (i.e., it being desirable to have one per classroom); forty-nine per cent of the schools do not have enough maps and charts; and again forty-nine per cent do not have any desks and chairs for students. In many countries most of the primary school pupils have to sit on the floor. Eighty per cent of pupils of Dhamar in Yemen, ninety-eight per cent in the Bilene district in Mozambique, and forty-six per cent in Nyong Mfoumou Department in Cameroon (Caillods and Postlethwaite, 1989:172-173). Similar study in Zimbabwe also indicated that, there were ten primary school classrooms in the sample without a blackboard. And only 18.4 per cent of the classrooms had sufficient sitting places for the pupils and only 11.5 per cent of the classrooms had sufficient writing places (Ross and Postlethwaite, 1992:28).

A look at the Ethiopian case, the Ministry of Education (1986:45), in the ERGESE Project, points out that to teach

the elementary school subjects (Science, Agriculture, Physical Education, Maths, and Social Studies) in accordance with the specifications of the curriculum, there is a serious shortage of instructional materials. As the study indicated the problem quantitatively, in forty-five per cent of the old schools (schools constructed before 1974) and sixty per cent of the new elementary schools (schools constructed after 1974), there has been a serious shortage of instructional materials. Besides this, most of the elementary school classrooms were poorly constructed. Their walls were made of corrugated iron or asbestos and the windows could not protect infiltration of dust and rain.

These evidences show that scarcity of instructional materials is a common problem of developing countries. This, again, would have direct influence on the proper running of the teaching-learning processes. Regarding this, Fuller and Farrell as cited in Anderson (1991:39), after conducting research in developing countries, revealed that the effect of disparity in the availability of instructional facilities is clearly reflected on the level of student learning. For example, the availability of student desks is associated with increased student learning. Children who have access to textbooks and other reading materials learn more than those who do not. Similar results were also reported by Ross and Postlethwaite (1992:43).

Moreover, specific subject related studies conducted in different African countries also magnified this problem.

Maloi (1983:29) in a study of problems encountered by teachers in implementing the social studies curriculum in Lesotho Primary Schools, Wadi (1983:88) in the study of universal primary Education curriculum implementation in Tanzania, Bizunesh (1983:56-57) in an evaluative study of kindergarten curriculum implementation in Addis Ababa, and Mekasha (1991:69-72) in the study of the implementation of the primary school Home Economics syllabus in Keffa and Illubabor Administrative Regions, have all reported that the full and effective implementation of the curriculums studied were hampered by shortage and lack of instructional facilities.

Thus, as the research results cited above revealed, the implementation of a curriculum can be hindered by the shortage of the necessary instructional facilities. Particularly for the learning activity of young children, the availability of tangible instructional materials, such as real objects, models, charts, diagrams, etc. seem to have paramount importance.

2.3.4. Lack of Adequate Personnel Support

Besides the need for various materials, curriculum implementation demands a coordinated effort of people responsible in the field. In view of this, Ornstein and Hunkins (1988:228) put their first demand on the curriculum designers. At times when a new curriculum is designed,

communication channels must be kept open to facilitate frequent discussion among curriculum designers and teachers. Unless the curriculum planners do this, the new programme will be new to the teachers and thereby implementation may not be as smooth as it should be. Therefore, in order to communicate to the teaching staff the underlying assumptions, values and points of view embedded in a curriculum, the curriculum planners have to use such communication channels as workshops, seminars, role-playing situations, demonstrations, etc.

Zaltman and his associates as cited in Fullan and Pomfret (1977:374) have also raised the need to create a communication channel. According to them, the communication channel has to be two-directional-from the curriculum planners to the implementers and vice versa. So, proper feedback networks, stretched by curriculum planners, are supposed to function as means of identifying problems encountered during implementation in order to provide support for addressing such problems. But, Pratt (1980:409-426) has expressed his fears about the failure of curriculum planners in ignoring the question of implementation. Many an excellent curriculum has had insignificant results because its designers limited their horizon to production of a curriculum ignoring the implementation aspect. The issue of implementation has often been left to the administrative and management specialists, and teachers. As to Pratt, such restricted "division of labour" led to the extent of training curriculum designers who

do not know how to implement, and administrators and teachers who know how to implement but do not know about curriculum.

Therefore, this shows that curriculum planners are the ones who are directly responsible to give adequate support for implementers. They have to make a continuous follow-up and assistance regarding the implementation of a curriculum in the schools.

In between the curriculum designers and teachers, one can find a number of responsible intermediary organs who are expected to give highly useful support. Hawes (1979:179-180) indicated that though teachers are at the very midst of the process, there are those who give them help and support. These include the school inspectors, education officers and pedagogical centre workers at various levels, and the school directors. These people have direct responsibility to work and see that the curriculum is implemented and carried out. Gross and his associates (1971:200-201) further suggested that these people in general play a crucial intermediary role, one way or the other, by:

- providing teachers with a clear picture of their new role requirements;
- adjusting organizational arrangements to make them compatible with the innovation;
- providing teachers with the necessary retraining experiences to develop their capabilities for coping with the difficulties of implementing the innovation;

- providing the resources necessary to carry out the innovation; and
- providing appropriate supports and rewards in order to maintain teachers' willingness to make implementation efforts.

Though all the agents of a government in concern of education from the Ministry level to the lower organ have significant input to the implementation of a curriculum, some writers gave due weight to the local agents. As to Cameron (1970:64-65), the education offices at the local level, though called by different names-as County Education Office in Kenya, the District Education office in Uganda and Tanzania, represent the Ministry of Education at the local level having executive functions in implementing government educational policies. These agents must accommodate instructional arrangements and provide the means and resources for follow-through of the curriculum in the schools. Moreover, Ornstein and Hunkins (1988:224-225) attached great value to the school inspectors in facilitating curriculum implementation. School inspectors have the responsibility to provide direction and guidance, and to assure that teachers have the necessary skills to carry out their duties. In this aspect, then, Caillods and Postlethwaite (1989:172), in a study of teaching learning conditions in developing countries, blamed inspectors as one of the causes for ineffective implementation of the curriculum. Caillods and Postlethwaite criticized inspectors

for their rare visit to schools in the rural remote areas. And, whenever they go to the schools, they often limit their activities to routine administrative matters rather than helping or encouraging teachers in their teaching duties.

In addition, the staff of the media centre, or instructional materials centre, or learning resources centre, or the pedagogical centre, what ever the name may be, are also considered to be the most available and effective means of help for teachers in their instructional activities (Sampath and others, 1984:70). In our case, it seems due to this reason that the Awraja Pedagogical Centres (APCs) came into existence in the late 1970s as indicated by the Ministry of Education (1982:1-2). However, as it has been assessed by the Ministry of Education (1986:49), their practical contributions were found to be low. Especially the effort exerted by the Awraja Pedagogical Centres in studying and relating the implementation of the elementary school curriculum to the specific local conditions is found to be 56.5 per cent. This implies that the attempt made by the centres is insufficient as seen in the light of their expected potentials.

In short, the Education offices at the local level in general and the school inspectors and Awraja Pedagogical Centres in particular seem to be the pertinent responsible bodies to facilitate the process of curriculum implementation in the schools. But, as the points mentioned above indicate, it appears that not all inspectors and pedagogical centres contribute equally to the smooth running of implementation.

The administrative bodies in the school, such as the directors, the administrator, the unit leaders and department heads, are also considered as the immediate support systems for the teachers' role in curriculum implementing. Without the support of the school administrators the chances for successful curriculum implementation are very low. Due to this, the school administrative bodies should be involved in or consulted from the very beginning at the design of curricular programmes to be executed in the schools in order to play their roles actively (Lewy, 1977:71-72; and Hawes, 1979:143). Besides, Ornstein and Hunkins (1988:228-243) considered the school principal as a key guarantor of successful implementation. However, as to them, those considered to be successful principals, in this case, are knowledgeable and committed to the curriculum. Such principals also view their role as providing encouragement on one end of the continuum and serving as a "curriculum leader" on the other end of the continuum.

In consequence to the above responsibilities, some research studies attribute failure in curriculum implementation to the inadequacy of the school administrators' support. Gross and his associates (1971:200-201) pointed out that teachers were unable to implement the innovation investigated largely because the administration failed to recognize or to cope effectively with the problems and uncertainties teachers exposed. Besides this, the

administration does not provide feedback mechanisms to identify and cope with barriers and problems arising during the period of implementation. Furthermore, Singhal as cited in Caillods and Postlethwaite (1989:172) commented that many new graduates have been sent to the schools assuming that they would receive attention, guidance and supervision from qualified and experienced school heads. But a survey conducted in the Indian schools shows, for example, that heads of schools do not spend much time on supervision and guidance of teachers. This implies that whenever there is a failure from the part of the school administration to give adequate support, implementation will be hindered.

Therefore, success in curriculum implementation would require the coordinated effort of people responsible in the field. Ranging from the curriculum designers through the various educational administrators at different hierarchies of authority to the teachers own colleagues seem to have a share to give support in facilitating the implementation of a given curriculum.

Generally the task of curriculum designers is not complete when they reach the stage that a given curriculum package is compiled and ready for use. There is a hardious process, which the designers have to watch out, directed to the transmission of the basic intents of the curriculum to the learners. This process is commonly known as the implementation aspect of the curriculum. Hence, in order to

ascertain the effectiveness of a given curriculum, evaluation exercises have to be carried out. To this effect, currently, there are two contrasting approaches regarding the area of emphasis to be given in evaluating the implementation of a curriculum. These are the objectives-oriented evaluation approach and the process-oriented approach. Most educators, however, advised evaluation researchers to be systematic in the selection of variables as focal points for a research undertaking. This is because that the argument between these two groups seem not to be easily reconciled.

As the process of curriculum implementation requires contact with many schools, teachers, students, and other educational workers, a number of factors could influence its success. The clarity or complexity of the curriculum plan itself, the attitude and ability of teachers, and the presence or absence of adequate instructional materials, time, and personnel support appear to be the main potential factors identified in the literatures which hinder or facilitate the success of curriculum implementation.

CHAPTER III

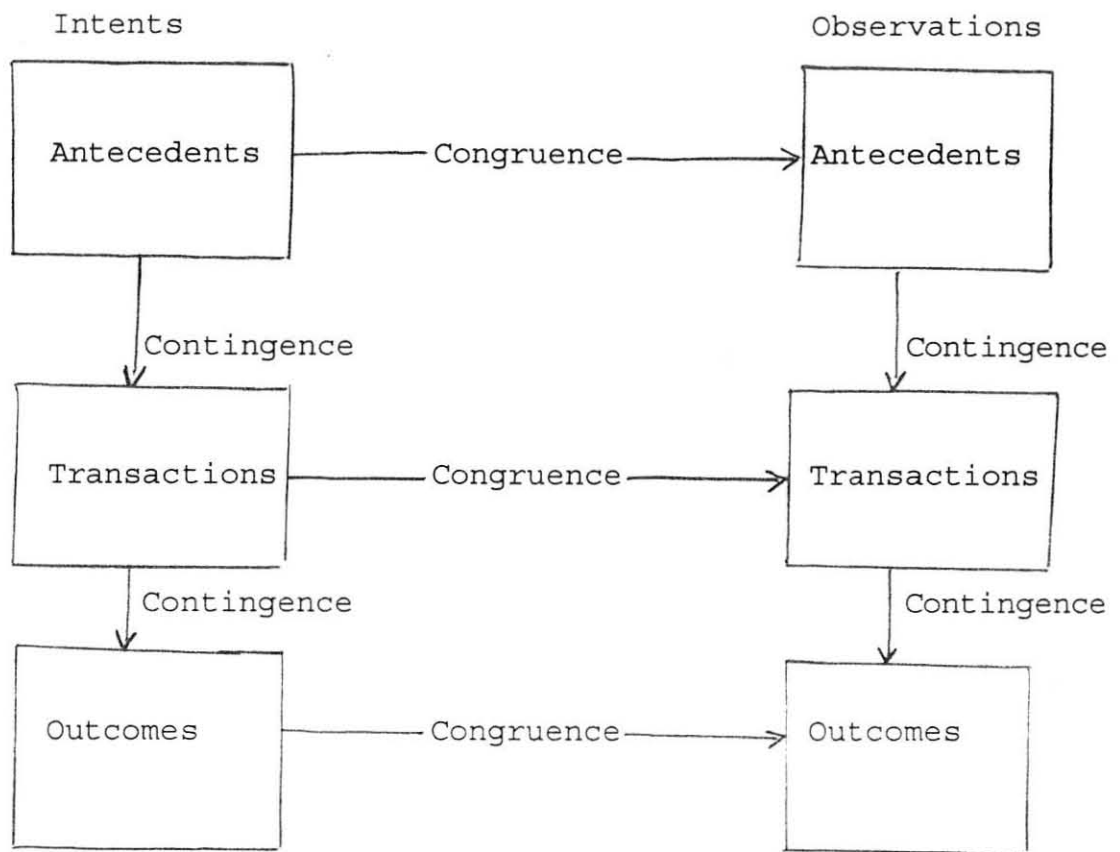
METHODS AND PROCEDURES OF THE STUDY

As mentioned earlier, this study was aimed at evaluating the implementation of the lower primary school social studies syllabus as well as pointing out the problems faced in doing so. To this effect, the approach followed was the descriptive survey method. This method is mainly appropriate to gather several kinds of data related to the problem under study and to identify common elements.

3.1. Model Used in the Study

The "countenance evaluation model", sometimes also called the "congruence-contingence" evaluation model, developed by Robert E. Stake (1967) was adapted for the conceptual framework of the study. This particular model is selected due to its suitability to the nature of the study. Some evaluation models focus on the appraisal of the curriculum objectives and the corresponding behavioural manifestations with little or no attention to the instructional processes. Some others emphasize only on the activities going on in the instructional setting without considering the objectives. But, Stake's model gives due consideration both to the objectives and the instructional aspect; which are the theme of this study. This

Figure 2
Stake's Countenance Evaluation Model



(Stake, 1967:533)

An antecedent is any condition existing prior to teaching and learning which may relate to outcomes. Transactions are the countless encounters of student with teacher, student with student, author with reader, etc. Outcomes are the abilities, achievements, attitudes and aspirations resulting from an educational experience. Within these three cells a number of variables are suggested for investigation. At the same time,

Stake noted that the principal task of the evaluator is to choose those variables that are relevant to the objectives of the study, variables leading to decisions, and variables that are available within his budget- from appropriate sources (Stake, 1967:523-530).

Hence, the attitude of teachers towards the intents of the social studies syllabus and the existence or absence of instructional resources in the schools for implementation, such as basic classroom furniture, teaching materials, teaching aids, and personnel support are the main antecedent variables considered in this study. As a transaction variable, the teachers capability in effectively translating the designs and specifications of the syllabus into practice is given due emphasis. Then, the consequences of the instructional processes as reflected in the students competence to perform a task is tested in line with the objectives of the syllabus as an outcome variable.

Again in the model, Stake proposed two principal ways of processing the descriptive evaluation data: finding the "contingencies" among antecedents, transactions, and outcomes; and finding the "congruence" between "intents" and "observations." Congruence indicates an identical match between what is intended and what is observed as antecedents, transactions, and outcomes. Contingencies are relationships among the antecedent, transaction and outcome variables to determine the "why of the outcomes" (Stake, 1967:533-534).

Bearing in mind this representation, since the general methodology of the study is a descriptive survey, only one aspect of Stake's data processing is adopted. Finding only the congruence between intents and observations. Intents, in this case, include what is suggested in the social studies syllabus under study. The observations are the actual field data obtained from the implementers of the syllabus in response to the variables set in the study.

3.2. Subjects and Sampling Procedures

The universe of the study includes all government primary schools in North Shewa Administrative Zone. The nature of the problem under question requires, from the part of the investigator, a sort of familiarity with the study area. This is because that the syllabus is designed in such a way that it is going to be implemented using the geo-historical conditions of the locality as basic references. It is mainly due to this reason that North Shewa Administrative Zone has been chosen as the study area.

In order to choose a handful of sample population a multi-stage cluster sampling technique was employed. This sampling technique, as to Babbie (1973:96) Kerlinger (1973:130), and Koul (1986:116), is usually used in large scale surveys for a more comprehensive investigation, particularly when it is either difficult to compile an

exhaustive list of the elements comprising the target population, or when the target group to be covered becomes too large in number. In this case, as to the statistical information obtained from the Administrative Zone Education Office, a total of 269 primary schools were actually functioning in the academic year 1992/93. Within these schools a total of 22,071 students were enrolled in the first three grade levels (grades 1-3). Therefore, as the number denoting the target group shown above is too large, the need to use a multi-stage cluster sampling technique becomes an imperative. Based on this, the former (before the year 1988) Awraja (province) administrative subdivision was used as a sampling frame. Since the number of Awrajas in the administrative zone is only five, all are considered in the selection of sample schools. Out of the five Awrajas (namely, Tegulet and Bulga, Yifat & Timuga, Menz & Geshe, Merhabete, and Selale) a total of fifteen primary schools (three from each) were randomly selected as sources of information considering their accessibility by vehicle transport. These sample schools were believed to be adequate in representing the target population. This is because, as Warwick and Lininger (1975:78) recommended it, by using the multi-stage cluster sampling technique in studies aiming for state, regional, or even international coverage, it is quite common to have the final selection of few elements made within clusters to represent the many hundreds or thousands of the

total population. Put differently, in such occasions the researcher will be forced to make a reasonable control over the sample size without jeopardizing its representativeness.

In the selected schools all social studies teachers of grades one to three were taken as sources of information. In this case, a total of forty-two teachers filled the questionnaire, and at the same time each of them have been observed twice in their teaching classrooms. In addition, the directors and pedagogical centre coordinators of the sample schools, which are thirty in number and five school inspectors of the five awrajas and another five Awraja Pedagogical centre coordinators were included as sample informants. Out of the fifteen primary schools a total of 1445 students (480 from grade one, 480 from grade two, and 485 from grade three) have completed the tests. Each school, irrespective of its size, has got equal chance in the acquisition of the test papers. Within the schools the students who took the tests have been proportionally selected from the existing sections from those who are above average, average, and below average in their academic performances of both sexes - as rated by their social studies teachers.

3.3. Data Collection Instruments

To obtain adequate information for the study, four types of data collection tools were employed: questionnaire, achievement tests, interview, and classroom observation.

i. Questionnaire

One set of questionnaire, prepared in Amharic, was used to obtain information from social studies teachers of the targeted grades (see Appendix A). The questionnaire has got three main parts. The first part was prepared in the form of an attitude scale to get information about the teachers' agreement or disagreement with the specifications of the syllabus. The items for this section were first collected from social studies teachers of two primary schools (Atse Naod and Beherawi Bete Mengist) in Addis Ababa with the help of systematically designed survey questions. In addition, the teacher's activities proposed in the Teacher's Guide were referred to get useful statements for measuring the attitude of teachers towards the specifications of the syllabus.

The second part of the questionnaire was prepared to collect information about the existence of a conducive teaching-learning atmosphere for the implementation of the syllabus. With this perspective, then, the questions address to the presence or absence of certain instructional facilities in the schools. The items in the third section were prepared to get information about the major factors which influenced the implementation of the syllabus. In this case, a set of possible factors were randomly listed and respondents were asked to rank these factors according to their priority of influence.

The draft questionnaire was first administered to six social studies teachers of two primary schools selected for the try-out (Basso and Tebassie) in Debre Berhan. After it has been filled by the teachers, each questionnaire was examined item by item to detect ambiguous and unclear statements. Especially, on the attitude measurement statements a sort of quantification was done using the split-half reliability method to check the internal consistency of the statements. By correlating the sum of odd statements for each individual against the sum of even statements a coefficient of +0.54 was obtained. As Likert (1967:93) noted it, the size of the correlation coefficient required depends upon the purpose for which the attitudes are being measured. If a general survey type of study is being carried out, the correlation coefficient required will be less than when a more specialized aspect of attitudes is being studied. In this regard, the correlation coefficient obtained in the try-out appears to be a good indicator of the internal consistency of the items. In the rest of the questions, except some minor modifications the questionnaire was proved to be useful for the purpose intended. Finally, it has been administered to the actual respondents directly by the investigator.

ii. Achievement Tests

Three forms of achievement tests (one for each grade level) were prepared in collaboration with an expert in the

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ii. Achievement Tests

Three forms of achievement tests (one for each grade level) were prepared in collaboration with an expert in the

social studies panel in the Institute of Curriculum Development and Research (see Appendix D). In developing the test items, first a table of specification was prepared for each grade level considering the portions to be covered during the first semester (see Appendix C). As a result, five of the eight social studies instructional objectives for grade one, two out of five for grade two, and two of the five objectives for grade three were found to be covered during the first semester.

Based on the table of specifications twenty-seven items for grade one, twenty-three items for grade two, and twenty-one multiple-choice test items for grade three reflecting the cognition aspect were prepared. As Taba (1962:313) indicated it, the nature of a test instrument has to depend on the objectives to be evaluated. If a school is concerned only with mastery of information, the test items will be confined to the assessment of mastery of information. If the objectives include development of various intellectual skills and attitudes, the test items should reflect these accordingly. In line with this, first an attempt was made to analyse the instructional objectives in terms of the category of Bloom's taxonomy of educational objectives. As a result, all the objectives of the three grade levels, covered during the first semester, belong to the cognitive domain, especially to the first three lower categories: knowledge, comprehension, and application. Accordingly, the test items were prepared in

order to measure the students' level of acquaintance with the objectives as a consequence of learning the subject under study.

The test items were pretested in the schools selected for the try-out with one hundred students from each grade level. Then, each test item was analysed to check its discrimination power and difficulty level. The reliability of the tests was also checked using Kuder-Richardson formula 21. After making the try-out and proper item analysis, out of the twenty-one items prepared for grade three, three items were completely discarded because of their defect, one way or the other, to meet the requirements of a good test item. Another four items have got some form of modification both in the stem and alternatives part. The reliability coefficient of the test was found to be +0.89; and its average difficulty level was 48.31 per cent. In general, though the test seems a bit difficult, as a criterion-referenced test, it can be used for the purpose intended.

Out of the total twenty-three items prepared for grade two, three items were completely discarded and two items were seriously revised in the stem and alternatives part. The average difficulty level of the test was 54.8 per cent, which is an optimum difficulty level for the purpose required. Its reliability coefficient was +0.95, which indicates a very good level of reliability.

Like wise, out of the twenty-seven items prepared for grade one, two items were discarded and another three items

were revised because of their defect to meet the requirements of a good test item. The reliability coefficient of the test was $+0.72$. Its average difficulty level was 58.21 per cent, which is again an optimum level of difficulty.

Then, the final test items were given for three experts (Graduate students in the Department of Educational Psychology) to give their own comments upon the tests. After making the necessary amendments, a total of eighteen test items for grade three, and twenty and twenty-five for grade two and one respectively were administered to the actual sources of information with the help of assistant invigilators. Especially for grades one and two students, the tests were administered orally since the students are less able to read and write. Besides, the tests were time-free in order to give chance for the students to answer the questions at their own pace.

iii. Classroom Observation

With the help of a classroom observation rating form (prepared by the investigator) the actual classroom teaching-learning processes were observed. The classroom observation rating form was developed by thoroughly examining the social studies syllabus and Teacher's Guide, and identifying instructional activities which are critical to the implementation of the syllabus. The rating form was pretested

in six classroom sessions of the schools selected for the try-out. Through this, those items which were found to be too general were refined for final use. Then, each sample teacher was observed two times in his classroom making the total observation sessions eighty-four in number.

iv. Interviews

For a face-to-face communication with the school directors and pedagogical centre coordinators, school inspectors at the Awraja Education Offices, and Awraja Pedagogical Centre Coordinators, four sets of unstructured interview questions were prepared. The questions mainly focus on the support services provided by the interviewee to the social studies teachers in facilitating the implementation of the syllabus. The information obtained was used to substantiate the teachers' responses.

3.4. Methods of Data Analysis

Depending on the nature of the basic questions and the data collected, different statistical techniques were employed. For the first basic question, as the intention is mainly of attitude measurement, each response is associated with a five point scale (i.e., strongly agree = 5, Agree = 4, undecided = 3, Disagree = 2, and strongly disagree = 1). Then

an individual's score was determined by summing the point values given for each statement. After that the scores were categorized into high and low using a median test. In calculating the median test, which is a special application of the chi-square (χ^2) test of association, first the teacher respondents were grouped into three on the basis of the grade level they taught. The attitude score of each teacher was listed under the group he/she belongs. Then, the scores of the three groups were combined into a single distribution and the grand median was calculated. After that the score in each group was compared with the grand median. If the particular score is above the grand median, the observation is assigned to the "above median" category. If it is not above the grand median, the observation is assigned to the "below median" category. Through this, the data were arranged into a two-by-three table followed by the computation of the chi-square (χ^2) statistical test to show whether there is a significance difference or not between the above median and below median proportions in the three groups, with alpha (α) 0.05 level of significance. Scores falling above the median would indicate a positive attitude towards the implementation of the syllabus and vice versa.

The observation data obtained regarding the second basic question were assembled on the basis of the items of the observation rating form. The rating form was prepared with a three point scale (i.e., frequently, rarely, and not at all) to indicate the frequency of occurrence of the instructional

considerations. The values given for each teacher during the two observation sessions were tallied into one of the three scales. Then, the frequency counts were changed into per cent to make the figure easily understandable. To summarize the data obtained for the third basic question simple frequency counts and percentages were used.

Concerning the fourth basic question, the students' test results for each grade level were scored in terms of sub-tests or group of items. In this case, the test results of grade one students were scored into five subgroups, as the objectives to be measured are five. Likewise, the test results of both grade two and three students were also scored into two sub-tests. This has been done just to evaluate how well students performed on sub-tests or group of items measuring the same objective. Then, pass-fail points, or minimum mastery level, or cut-off scores, as shown in Table 1, in terms of items correct for each objective were set by three judges who know the objectives of the syllabus as criteria for pupils attainment of the objectives. The judges were two elementary school social studies teachers and an expert in the social studies Panel, Institute of Curriculum Development and Research. The procedure followed to fix the minimum mastery level or pass-fail points was, first the objectives and the corresponding test items were given for each judge with a clear instruction in order to suggest their own views. After having the impression of each judge, the average of the three was taken as a minimum mastery level.

TABLE 1
Cut-off Scores for Mastery Decisions to each Objective

Grade	<u>Instructional Objectives</u> Students will be able to:-	No.of test items	cut-off Scores
One	1. explain the meaning of the family	6	4
	2. enumerate the role of the family in the society	4	2
	3. identify that the family is the smallest social unit led by love, interdependence, and respect of each other in order to contribute their part.	5	3
	4. identify the basic necessities of life; list their possible sources and ways of appropriation; and explain their proper utilization.	6	4
	5. explain the meaning of a village	4	2
Two	1. explain the relative location of their respective districts	6	4
	2. describe the structure of the land scape and natural resources found in their district	14	8
Three	1. explain the relative location of their respective provinces and administrative zones	7	5
	2. describe the topographic structure, climate and natural resources of their respective provinces and administrative zones	11	6

N.B. The instructional objectives are directly taken from the social studies syllabus and translated into English by the investigator.

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N.B. The instructional objectives are directly taken from the social studies syllabus and translated into English by the investigator.

Based on the mastery level set for each objective, those students who scored below the mastery level were put as one group and those who scored equal to and above the minimum mastery level were differentiated as another group. Then percentages were computed for these two categories (pass and fail) to show the relative proportion of students who got pass and fail marks. Through this, the higher the percentage in the pass category would indicate a relative attainment of that particular objective and vice versa.

Again the test scores recorded for each objective was classified into five independent groups on the basis of the provinces (Awrajas) from which the samples were taken. This was done mainly to show the proportion of distribution of students who attained the objectives in the provinces. Put differently, it indicates whether there is a statistically significant difference or not in the level of attainment of the objectives among the five provinces. To determine this a chi-square (χ^2) statistical test of independence was used with alpha (α) 0.05 level of significance. In this case the assumption is, if the syllabus is implemented in a similar way, other things being equal, in all the five provinces, there will not be a significant difference in the proportion of pass-fail students. After computing the chi-square, in cases when a statistically significant result was obtained, a post hoc pair wise comparison statistics was done to show as to which of the group(s) (province(s)) differ(s) significantly from the other four groups(provinces).

Lastly, the information obtained regarding the fifth basic question was summarized using a rank-order. First the mean rank of each factor was calculated by multiplying the frequency of respondents with the rank value given to it, summing the products and dividing it by the total number of respondents. Then, rank was assigned to each of the mean-ranks; with the lowest mean-rank having the first rank, the next lowest the second rank, and the highest mean-rank getting the last rank. As a result, the upper high ranks could indicate the major factors which hindered the effective implementation of the syllabus.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter the data collected through the questionnaire, classroom observation, achievement tests, and interview are presented with the help of tables and then followed by interpretation and discussion of the results to give answer for the five basic questions set in the study.

4.1. Results

4.1.1. Teachers' Attitudes towards the specifications of the syllabus

TABLE 2

Number of Teachers who Scored Above and Below the Grand
Median in the Attitude Scales by Grade Level

Category	Teacher Respondents			Total
	Grade 1	Grade 2	Grade 3	
Above median	9	7	5	21
Below median	5	6	10	21
Total	14	13	15	42
$\chi^2 = 2.856$				

The median for the forty-two respondents, i.e., the grand median is seventy-eight (see Appendix G). Then, as shown in Table 2, teachers who got a score above the grand median and those who scored below are differentiated in terms of the grade level they taught, forming a two-by-three contingency table. Based on the data depicted in the table, a chi-square (χ^2) median test statistics was computed (see Appendix G for the calculations). The result shows that since the computed chi-square value ($\chi^2=2.856$) is less than the critical chi-square value ($\chi^2_{2,0.05}=5.99$), there is no statistically significant difference in the level of agreement to the implementation demands of the social studies syllabus among the three group of teachers assigned in the three grades at $p<0.05$ level of significance.

However, a look at the distribution of the data in Table 2 revealed that in general out of the respondents in grade one and two relatively most of them, sixty-seven per cent and fifty-four per cent respectively, fall above the median. While the proportion decreases for grade three. This indicates that a relatively more number of teachers in grade three exhibited a low level of agreement to the implementation demands of the syllabus than those in grades one and two.

Furthermore, the first question posed in the interview to the school directors addressed to this issue. Most of the interviewee affirmed that since the elementary school teachers are trained to teach any subject they are assigned to teach,

at the beginning of the academic year the school administration often gives chance for teachers to choose their most favourite subjects. Then, subject allocation takes place on the basis of their order of preferences. But, in doing so, the lower primary school social studies is one of the subjects which lacks adherents. The common cause reasoned out by teachers for their disinterest to teach social studies, as reported by the school directors, is "since there are no textbooks for these grade levels, I do not know what I am going to teach." Because of this, the school administration is usually forced to assign those teachers who are experienced and familiar with the locality. This supplements the results shown in Table 2. Moreover, Table 3 shows the responses of the social studies teachers themselves regarding the ways they have been assigned to teach this particular subject.

TABLE 3
Teachers Subject Assignment

Alternatives	Teacher Respondents							
	Grade 1		Grade 2		Grade 3		Total	
	No.	%	No.	%	No.	%	No.	%
- on the basis of the teacher's choice	7	50	7	54	6	40	20	48
- on the basis of the school director's assignment without the teacher's interest	7	50	6	46	9	60	22	52
Total	14	100	13	100	15	100	42	100

As shown in Table 3, about half (fifty-two per cent) of the teacher respondents reported that they have been assigned to teach social studies without their interest by the school directors. If we consider the grade levels, again in both grades one and two around half of the teachers were assigned to teach social studies without their preferences. But, the proportion becomes a bit large (sixty per cent) for grade three. Therefore, in general, the results shown in Table 3 and the school directors' interview responses are quite concordant.

4.1.2 Teachers Classroom Instructional Performance

TABLE 4

Classroom Observation Results for Grade One

Instructional Considerations	Rating Scales						Total class- sessi- ons observed
	Frquent- ly		Rarely		not at All		
	No.	%	No.	%	No	%	No
- A discussion type instruct- ional activity	24	86	4	14	-	-	28
- Encouraging students to pa- rticipate in an inquiring discussion than simple qu- estion-answer form of disc- ussion. This is by presen- ting students with a puzzling event	24	86	4	14	-	-	28
- The teacher gives guidance to students about the pro- cedures of inquiry tech- niques of learning in re- lation to the lesson topic under treatment	16	57	12	43	-	-	28
- Presentation of the lesson in the form of play	8	29	16	57	4	14	28
- Use of community resources as means of enriching and expanding learning activ- ities	12	43	12	43	4	14	28
- Relating day-to-day (conte- mporary) affairs to the lesson.	12	43	12	43	4	14	28
- Exemplifying the lesson with the students immediate experience	16	57	12	43	-	-	28
- Changing students activit- ies (i.e., from listening to talking and then to writing) in order to keep them attentive	24	86	4	14	-	-	28

TABLE 5

Classroom Observation Results for Grade Two

Instructional Considerations	Rating Scales						Total class sessions observed
	Freque-		Rarely		Not at all		
	No.	%	No.	%	No.	%	
- A discussion type instructional activity	11	42	15	58	-	-	26
- Encouraging students to participate in an inquiring discussion than simple question-answer form of discussion . This is by presenting students with a puzzling event.	11	42	15	58	-	-	26
- The teacher gives guidance to students about the procedures of inquiry techniques of learning in relation to the lesson topic under treatment	-	-	15	58	11	42	26
- Presentation of the lesson in the form of play	-	-	6	23	20	77	26
- Use of community resources as means of enriching and expanding learning activities	16	62	-	-	10	38	26
- Relating day-to-day (contemporary) affairs to the lesson	11	42	5	19	10	39	26
- Exemplifying the lesson with the students' immediate experience	15	58	6	23	5	19	26
- Changing students activities (i.e., from listening to talking and then to writing) in order to keep them attentive	6	23	20	77	-	-	26

TABLE 6

Classroom Observation Results for Grade Three

Instructional Consideration	Rating Scales						Total class sessions observed
	Frequently		Rarely		Not at All		
	No.	%	No.	%	No.	%	
- A discussion type instructional activity	15	50	15	50	-	-	30
- Encouraging students to participate in an inquiring discussion than simple question-answer form of discussion. This is by presenting students with a puzzling event.	15	50	15	50	-	-	30
- The teacher gives guidance to students about the procedures of inquiry techniques of learning in relation to the lesson topic under treatment.	-	-	24	80	6	20	30
- Presentation of the lesson in the form of play.	-	-	15	50	15	50	30
- Use of community resources as means of enriching and expanding leaning activities	18	60	-	-	12	40	30
- Relating day-to-day (contemporary) affairs to the lesson	3	10	9	30	18	60	30
- Exemplifying the lesson with the students immediate experience	9	30	9	30	12	40	30
- Changing students activities (i.e., from listening to talking and then to writing) in order to keep them attentive	18	60	12	40	-	-	30

Tables 4 to 6 depict the teachers' classroom instructional performances in the three grades separately in terms of eight basic methodological considerations suggested in the Teacher's Guide to the subject social studies. As can be seen from Table 4, out of the class sessions observed in grade one, in the large majority of them the instructional procedure followed is of inquiry-oriented approach. Inquiry in this sense means presenting the contents of the lesson in the form of questions and problems for which students participate by finding answers or solutions to the questions. In eighty-six per cent of the classrooms a discussion type instructional activity is frequently observed, and in the same per cent of classrooms teachers frequently encouraged their students to participate in an inquiring activity than simple question-answer form of discussion. This is by raising issues which allow students to exercise inquiry learning. Though in most of the classrooms (fifty-seven per cent) teachers are frequently directing their students toward the procedural requirements of the inquiry strategy, in a little less than half of the classrooms observed (forty-three per cent) the teachers are found to be reluctant to guide students on how to participate in the lessons.

In addition, in most of the classrooms (fifty-seven per cent) teachers are rarely observed while presenting the lessons in the form of play. And in fourteen per cent of the classrooms totally the lessons are devoid of playful

activities. It is only in twenty-nine per cent of the classrooms where the teachers presented the lessons in the form of play frequently. But, in the majority of the classrooms (eighty-six per cent) the teachers frequently change the students' activities in order to keep them attentive to the lessons. Frequent change of activities is one of the motivational techniques to be used in keeping up the limited attention span of young children for a long time.

Regarding the use of community resources, the students immediate experience and day-to-day (contemporary) affairs to enrich the lessons, in forty-three per cent of the class sessions teachers are frequently seen while relating the contents of the lessons with contemporary affairs and local information. Similarly, in another equal per cent of the classrooms, the use of community resources, students experience, and day-to-day affairs are found to be rare. But, there are certain class sessions (fourteen per cent) where the lessons are presented conceptually without relating to the learners' immediate environment.

As shown in Table 5, even if in most of the sessions of grade two (fifty-eight per cent) the inquiry approach instructional strategy is applied rarely, in another considerable proportion of the classes (forty-two per cent) it has been frequently watched that this instructional technique is dominant. Students are encouraged to participate actively and the teachers often play the role of discussion group

leaders. Nevertheless, what is disregarded in this respect is the failure to guide (orient) students as to how to act properly while responding to the teacher's questions. Thus, in fifty-eight per cent of the class sessions teachers seldom gave direction to the students as to how to properly answer questions. In the rest of the sessions (fourty-two per cent) no single attempt is observed regarding the task of orienting students about the application of the inquiry-oriented strategy related to the lesson topics under treatment.

As to the presentation of the lessons in the form of play to motivate students, the data in Table 5 reveals that, it is only in twenty-three per cent of the class sessions that teachers have used rarely playful activities. But, in the remaining three-fourth of the sessions (Seventy-seven per cent) the lessons are directly forwarded without any attempt to relate them to play. A better attempt is observed concerning the teachers' style in changing students' activities during the lessons. In twenty-three per cent of the classrooms a frequent change of students' activities, i.e., from listening to speaking and then to writing was observed. And, in the rest three-quarter of the classrooms (seventy-seven per cent), this change of students' activities was seen rarely.

Concerning the use of community resources, contemporary affairs, and the learners immediate experience to enrich the lessons, the results in Table 5 show variation. In sixty-two

per cent of the classrooms the lessons are enriched with information drawn from the locality where as about thirty-eight per cent of the sessions are totally devoid of such information. In other words, the contents suggested in the syllabus are treated in their general concept without any attempt to relate them to the specific situation of the community. Similarly, though in forty-two per cent of the class sessions the teachers have frequently cited contemporary affairs related to the lesson topics, in another thirty-nine per cent of the classrooms, no attempt was made in this regard. However, in fifty-eight per cent of the class sessions the lessons are frequently exemplified with the students immediate experience. Only very few class sessions (nineteen per cent) have failed to use the students' experience as a means to elaborate the contents of the lessons. Thus, in some of the lessons observed, there is a failure to utilize local sources of information.

Regarding third grade teachers instructional performances, as shown in Table 6, in half (fifty per cent) of the classrooms the dominant instructional activity is discussion. In the other half of the class sessions (fifty per cent) discussion is a rarely used instructional activity. This means, the lessons are conducted dominantly with the teachers' presentation. At the same time, in the majority of the classrooms (eighty per cent) teachers seldom give direction to the students about the procedural requirements of answering questions posed for discussion.

With respect to the use of play as a means of teaching young children, in half of the classrooms (fifty per cent) no single attempt is observed. In the remaining half of the sessions, teachers were sometimes seen associating the lesson contents with play. However, in most of the classes (sixty per cent) teachers frequently change the students' activities during the lesson to keep them attentive.

Although in sixty per cent of the classrooms the lessons are developed with information about the particular geo-historical conditions of the locality, there are a significant proportion of classes (forty per cent) where the topics suggested in the syllabus are merely treated in terms of their general aspect. This means, for instance, that instead of teaching the weather and climatic conditions of the respective Provinces and Administrative Zone, in some cases, the instructional processes dwell on the general concepts of weather and climate.

4.1.3. Instructional Resources in the Schools

The results presented in the following seven consecutive tables show the state of existence of instructional resources in the schools relevant to the implementation of the social studies syllabus. Instructional resources include those required basic classroom furniture, teaching materials, teaching aids, time needed for various purposes, the support provided by the educational personnel, and the like.

Table 7

The Condition of the Classrooms in terms of Grade Level

Classroom furniture	Teacher Respondents																							
	Grade One N = 14						Grade Two N = 13						Grade Three N = 15						Total N = 42					
	Ade-quate		In Ade-quate		Non-exist-ent		Adeq-uate		In Ade-quate		Non-exist-ent		Adeq-uate		In Ade-quate		Non-exist-ent		Adeq-uate		In Ade-quate		Non-exist-ent	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
- Benches for students	4	29	9	64	1	7	6	46	6	46	1	8	4	27	10	66	1	7	14	33	25	60	3	7
- Students' desks	4	29	8	57	2	14	6	46	4	31	3	23	4	27	7	46	4	27	14	33	19	45	9	22
- Chair for the teacher	1	7	4	29	9	64	1	8	6	46	6	46	4	27	3	20	8	53	6	14	13	31	23	55
- Chalkboard	11	79	3	21	-	-	10	77	3	23	-	-	11	73	4	27	-	-	32	76	10	24	-	-
- Notice-Board	4	29	2	14	8	57	3	23	1	8	9	69	6	40	1	7	8	53	13	31	4	9	25	60

TABLE 8

The Condition of the Teaching-Learning Classrooms by Provinces

Classroom furniture	Teacher Respondents by Province Level																													
	Tegulet & Bulga N = 8						Yifat & Timuga N = 9						Selale N = 9						Menz & Geshe N = 8						Merhabete N = 8					
	Adeq.		In- adeq.		Non- exis.		Adeq.		In- adeq.		Non- exis.		Adeq.		In- ade.		Non exist.		Adeq.		In- adeq.		Non- exist.		Adeq.		In- adeq.		Non- exist.	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Benches for students	5	63	3	37	-	-	5	56	2	22	2	22	1	11	8	89	-	-	1	12	7	88	-	-	2	25	5	63	1	12
Students' desks	5	63	3	37	-	-	4	44	-	-	5	56	1	11	8	89	-	-	1	12	4	50	3	38	2	25	5	63	1	12
Chair for the teacher	2	25	2	25	4	50	1	11	2	22	6	67	-	-	4	44	5	56	-	-	2	25	6	75	3	37	3	37	2	25
Chalkboard	8	100	-	-	-	-	6	67	3	33	-	-	6	67	3	33	-	-	6	75	2	25	-	-	6	75	2	25	-	-
Notice- board	7	88	1	12	-	-	2	22	-	-	7	78	1	11	1	11	7	78	-	-	2	25	6	75	3	37	-	-	5	63

The data in Tables 7 and 8 show the internal condition of the teaching-learning classrooms in terms of the availability of basic classroom furniture. As can be seen in Table 7, inadequacy of benches and desks for students is a common problem at all the three grade levels. As a whole, sixty per cent of the respondents rated the availability of benches for students in the classrooms as inadequate; and even a few teachers (seven per cent) have indicated that their classrooms have no benches for students at all. The condition becomes more severe when one assesses the availability of desks. Of the total respondents forty-five per cent of teachers affirmed that the number of desks available in the classrooms is inadequate. Another twenty-two per cent respondents indicated a complete unavailability of desks in the classrooms. There are only very few respondents (fourteen per cent) who rated their classrooms as having chairs for teachers.

Although about three-fourth of the respondents (seventy-six per cent) assured that their classrooms are provided with adequate chalkboards, there are still some respondents (twenty-four per cent) who rated their classrooms as having inadequate chalkboards. But no classroom is without a chalkboard as shown in Table 7. More than half of the respondents (sixty per cent) in all grade levels have indicated that their classrooms have no notice-board at all.

Moreover, as shown in Table 8, one can detect clear disparity among the provinces in terms of the availability of

certain furniture in the classrooms. For instance, the inadequacy of benches for students is a serious problem of the schools in the three provinces. In Selale (eighty-nine per cent), Menz and Geshe (eighty-eight per cent) and Merhabete (sixty-three per cent) respondents rated their classrooms as having inadequate number of benches for students where as the other two provinces (Tegulet and Bulga, and Yifat and Timuga) are relatively in a better condition. The pattern is also the same concerning the availability of desks. With respect to the availability of notice-boards in the classrooms, eighty-eight per cent respondents from one province, Tegulet and Bulga, indicated that their classes are equipped with notice-boards. But in the other provinces, the majority (sixty-three per cent and above) rated their classrooms as having no single notice-board. Nevertheless, no clear difference is observed among the provinces concerning the availability of chalkboards and chairs for teachers.

Thus, in general, most of the classrooms seem to be ill-equipped with the necessary furniture. There is also disparity among the provinces in terms of certain classroom furnishings.

TABLE 9

Availability of Social Studies Teacher's Guide and
Centrally Prepared Teaching Materials to be used
as Textbooks in the Schools by Grade Levels

I t e m s	Teacher Respondents							
	Grade 1		Grade 2		Grade 3		Total	
	No	%	No.	%	No.	%	No	%
-Teacher's Guide:-								
Available	5	36	8	62	9	60	22	52
Not available	9	64	5	38	6	40	20	48
Total	14	100	13	100	15	100	42	100
-Centrally prepared (by the APC, Education offices, or group of Teachers) Teaching Materials:-								
Available	3	21	9	69	6	40	18	43
Not available	11	79	4	31	9	60	24	57
Total	14	100	13	100	15	100	42	100

TABLE 10

Availability of Social Studies Teacher's Guide and
Centrally Prepared Teaching Materials to be used
as Textbooks in the Schools by Provinces

I t e m s	Teacher Respondents									
	Tegulet & Bulga		Yifat & Timuga		Selale		Menz & Geshe		Merha-Bete	
	No.	%	No	%	No.	%	No.	%	No	%
-Teachers Guide:-										
Available	6	67	7	78	3	37	2	25	4	50
Not available	3	33	2	22	5	63	6	75	4	50
Total	9	100	9	100	8	100	8	100	8	100
-Centrally prepared Teaching Materials:-										
Available	6	67	9	100	3	37	-	-	-	-
Not available	3	33	-	-	5	63	8	100	8	100
Total	9	100	9	100	8	100	8	100	8	100

Even if the data displayed in Table 9 vary from one grade level to another, the general trend shows that there is unequal distribution of social studies Teacher's Guide among the schools. Out of the total respondents, forty-eight per cent of them replied that there is no Teacher's Guide in their schools. Moreover, the data in Table 10 make vivid the existence of disparity in the availability of Teacher's Guide

in the schools among the provinces. A relatively more number of respondents from the two provinces, Tegulet and Bulga (sixty-seven per cent) and Yifat and Timuga (seventy-eight per cent), replied that there is a Teacher's Guide in the schools. But the proportion of respondents who assured the availability of Teacher's Guide in their schools decreased in the other three provinces-Merhabete (fifty per cent), Selale (thirty-seven per cent), and Menz and Geshe (twenty-five per cent). In other words, the inavailability of Teacher's Guide in the schools becomes more severe in the latter provinces.

Concerning the presence of centrally prepared, either by a group of teachers, or the Awraja Pedagogical Centres, or by any other body, teaching materials to be used as textbooks, the results in Table 9 indicate the existence of disparity among the three grades. Very few grade one teachers (twenty-one per cent) and a relatively small number of respondents from grade three (forty per cent) indicated the existence of such teaching materials at their disposal. But, teachers of grade two are relatively at advantage. About sixty-nine per cent of them have a centrally compiled teaching materials. Having a compiled teaching material by conducting a survey on the geographical and sociological conditions of the respective villages, Districts, Provinces, and Administrative Zones is one of the main implementation demands of the lower primary school social studies syllabus. Therefore, though a relatively big number of grade two teachers have such a material at hand, in all cases, there is a considerable proportion of teachers (fifty-

seven per cent) without any centrally prepared teaching material. Those teachers who responded "not available" for the above question were asked to express their views freely as to what they are currently using. Through this, some of them replied that they have individually collected scanty of information compiled as a teaching note. Some others have mentioned that they are using only the syllabus and the Teacher's Guide. This implies that in some cases there is lack of coordination by the responsible bodies to utilize the isolated efforts shown here and there.

Furthermore, the results in Table 10 show the existence of clear difference in the attempts made among the provinces. In Yifat and Timuga province all respondents, in Tegulet and Bulga (sixty-seven per cent) and in Selale (thirty-seven per cent) have a centrally prepared teaching material. But in the remaining two, Menz and Geshe, and Merhabete, totally there is no any single attempt. This has also been substantiated by the interview responses obtained from the Pedagogical Centre Coordinators of the five provinces. The interviewee affirmed that, in one province, i.e., Yifat and Timuga under the auspices of the Awraja Pedagogical Centre three separate teaching materials were prepared for the three grades. In another province, Tegulet and Bulga, again the APC has compiled two separate teaching materials to be used for grades two and three. And, in Selale Province also the same body has prepared a teaching material covering the portions suggested for grade two.

However, interview respondents of the remaining two provinces (Menz and Geshe, and Merhabete) have realized that no attempt was made in this regard.

TABLE 11

The Extent to which Teaching Aids Useful for Social Studies are Available in the School's Pedagogical Centre

Alternatives	Teacher Respondents by Grade Level							
	Grade 1		Grade 2		Grade 3		Total	
	No.	%	No.	%	No.	%	No.	%
Abundantly	2	14	3	23	2	13	7	17
To some extent	9	64	8	62	11	74	28	66
None at all	3	22	2	15	2	13	7	17
No SPC at all	-	-	-	-	-	-	-	-
Total	14	100	13	100	15	100	42	100

Table 11 presents information regarding the degree to which the school pedagogical centres have accumulated teaching aids relevant to the implementation of the lower primary school social studies syllabus. In general, most of the teacher respondents (sixty-six per cent) rated that the pedagogical centres have some teaching aids useful for their subject. Similar result is shown when the responses of the teachers are broken down in terms of grade levels. There is no much

variation in the responses of teachers teaching in the three grades. But, in all grade levels there are certain respondents, twenty-two per cent, fifteen per cent and thirteen per cent of grades one, two and three, respectively who rated the pedagogical centres as having no materials useful for their subject at all.

In addition to the responses of teachers presented in Table 11, one of the items, raised for discussion to the school pedagogical centre coordinators addressed this issue. As a result, the responses of almost all interviewees revealed that the centres have certain teaching aids particularly relevant to the lower primary school social studies. At the same time, the investigator could see some teaching aids in the pedagogical centres which are directly related to social studies in the mentioned grades. For instance, political maps of the respective districts, provinces and the administrative Zone; maps showing historical sites of some of the provinces; a model of a village; diagrams showing a family; charts showing the languages spoken in some of the provinces are some of the common ones. Therefore, the response of those very few teachers shown in Table 11 which signifies a total unavailability of teaching aids in the school pedagogical centres is not in line with the actual situation. They have rated the pedagogical centres as empty may be because they have not been served by the centres.

TABLE 12

Support Services Provided by the School Administration
to the Implementation of the Syllabus

- The support provided by the school directors:-	Teacher Respondents by Grade Level							
	Grade 1		Grade 2		Grade 3		Total	
	No.	%	No.	%	No.	%	No.	%
H i g h	5	36	5	39	6	40	16	38
Medium	7	50	6	46	7	47	20	48
L o w	2	14	2	15	2	13	6	14
Total	14	100	13	100	15	100	42	100
- The existence of a habit of mutual sharing of experiences among subject teachers in the school:-								
Y e s	11	79	9	69	13	87	33	79
N o	3	21	4	31	2	13	9	21
Total	14	100	13	100	15	100	42	100
- The existence of inter- visitation programme among social studies teachers of the neigh- bouring schools:-								
Y e s	2	14	3	23	1	7	5	12
N o	12	86	10	77	14	93	37	88
Total	14	100	13	100	15	100	42	100

Since curriculum implementation needs a coordinated effort of different people involved in the process, the data summarized in Table 12 depict the support provided by the school directors and the existence of such a habit of mutual sharing of experiences among subject teachers in a given school as well as with their counterparts in the neighbouring schools. In Table 12, teachers rated the support they get from the school directors from high to low. A little less than half of the total respondents (forty-eight per cent) rated the support rendered by the school directors as medium. There are also some respondents (fourteen per cent) who are less satisfied with the help they get from the directors. This variation in the responses of teachers shows that not all schools directors are equally concerned about the implementation demands of the syllabus. But, on the other hand, almost all the school directors replied to the interview that they provide as much assistance as possible especially to the lower primary school social studies teachers. This is by making contact with the concerned government and non-government offices of the locality to facilitate the teachers acquisition of the necessary information for their lessons. Thus, as seen in the light of the teachers' responses, the reply of some of the school directors seems to be a camouflage to their failures.

With regard to the cooperation of subject-teachers in the schools, more than three-fourth of the respondents (seventy-nine per cent) affirmed the existence of such experience positively

with a slight difference in terms of the proportion of respondents by grade levels. This shows that social studies teachers seem to have mutual sharing of experiences through their department in the school. However, this exchange of experiences could not go beyond the school compound. As shown in Table 12, the majority of the respondents (eighty-eight per cent) replied that they had not attempted to visit the activities of social studies teachers in the neighbouring elementary schools. Besides, the director respondents also have assured that except in very rare occasions where the schools have contact with the neighbouring schools for sports competition and other extra-mural activities, there is no specially designed programme in their annual plan of activities for social studies teachers to have exchange of experiences with teachers in the same field in other schools.

TABLE 13

Assessment of Teaching Load and Class Size

- Does your teaching load have impact on the time you can devote for preparation of social studies lessons?	Teacher Respondents by Grade Level							
	Grade 1		Grade 2		Grade 3		Total	
	No.	%	No.	%	No.	%	No.	%
Y e s	1	7	-	-	1	7	2	5
N o	13	93	13	100	14	93	40	95
Total	14	100	13	100	15	100	42	100
- Does class size have created a problem on the implementation of the syllabus?								
Y e s	7	50	5	38	6	40	18	43
N o	7	50	8	62	9	60	24	57
Total	14	100	13	100	15	100	42	100

As Table 13 indicates almost all the respondents (ninety-five per cent) assured that their total teaching load has no impact on the time they can devote to preparing social studies lessons. Put differently, the question of time shortage for lesson preparation is not a felt problem. As it is also indicated in the personal profile of the teacher respondents (see Appendix F), only very few of them (twenty-one per cent) have a total teaching load of 21-25 periods per week,

which is an optimum load in our school systems. The rest (seventy-nine per cent) are working less than twenty-one periods per week.

Concerning the influence of class size, again the data in Table 13 reveal that it is reported as a problem by some of the teachers, and it is not a felt problem by some others. Out of the total respondents, a little less than half of them (forty-three per cent) indicated that students size per classroom has influenced the proper application of certain specifications of the syllabus. To this group of respondents, a chance was given in the questionnaire to report some of the instructional problems faced as a result of large class size. Thus according to their response, the most repeatedly emphasized problems are: difficulty to maintain classroom discipline, unbalanced distribution of questions to the students, inability to correct and give feedback to the students' class works, and difficulty to recognize the individual problems of students. Therefore, though some of the problems reported are general methodological issues which are not unique to social studies classes; some of them, like the problem of distributing the teacher's questions proportionally to the students and the inability to give immediate feedback to the students' classworks are directly related to the instructional requirements of the subject under study as shown in Tables 4 to 6.

**4.1.4. Factors Influencing the Implementation of the
Lower Primary School Social Studies Syllabus**

As can be seen in Table 14, a list of factors which are supposed to have impact on the implementation of the syllabus are given ranks by the teacher respondents according to their degree of influence. Through this, the frequent change of Ethiopia's internal administrative divisions, absence of in-service training opportunities for teachers, lowness of the support provided by the school inspectors, poor supply of curriculum materials by the schools, and lowness of the support given by the school directors and the Awraja Pedagogical Centres are those factors which took the upper six ranks. In other words, these are rated by teachers as the most influential factors hindering the effective implementation of the syllabus.

At the same time, those possible factors, like unavailability of the required information for shaping social studies lessons in the local government offices, unwillingness of the government offices and the community to provide information, and the question of inexplicitness of the syllabus took the lower ranks denoting a minimal influence on the implementation of the syllabus. This means that these factors are not felt problems of teachers in their implementation endeavours. When we scan the rating of teachers in terms of grade levels, there is no magnified difference in ranks given by the three group of teachers, except at one point where grade three teachers show a variation by giving the second lowest rank for the factor-

inadequacy of the periods allotted. This factor has occupied a middle rank by the ratings of the other two groups. From this, it seems that the question of period allotment is not a critical problem for grade three since two contact hours are allotted per week, while the other two grade levels have only a single period per week.

4.1.5. Students Test Results

TABLE 15

Percentage of Grade Three Students who Scored At or Above and Below the Minimum Mastery Level in the Test Per Objective

Instructional Objectives	S t u d e n t s					Total	
	Sex	At or Above the cut-off Score		Below the cut-off Score			
		No.	%	No.	%	No.	%
O n e	M	97	39	152	61	249	100
	F	78	33	158	67	236	100
	M+F	175	36	310	64	485	100
T w o	M`	110	44	139	56	249	100
	F	79	33	157	67	236	100
	M+F	189	39	296	61	485	100

Table 15 shows the proportion of grade three students who scored at or above the minimum mastery level and those scored below it in the sub-tests pertaining to the two instructional objectives. The first instructional objective requires students to explain the relative location of their respective provinces and administrative zone. The second instructional objective demands students to be able to describe the topographic structure, climate and natural resources of their own provinces and administrative zone. As to the data in Table 15, for the first instructional objective, more number of students (sixty-four per cent) scored below the minimum mastery level. It is only thirty-six per cent of the students who got a score at or above the minimum mastery level, without great difference among the two sexes. Similarly, concerning the second instructional objective, as seen in terms of both sexes, more number of students (sixty-one per cent) fall within the below cut-off score category while only thirty-nine per cent get pass marks in the sub-test. When the two sexes are seen separately, boys tend to be relatively at a better condition than girls. About forty-four per cent of the boys have passed the minimum requirement where as only thirty-three per cent of the girls scored at or above the cut-off score. This difference might have been resulted from differences in the two sexes regarding their out of school experiences. In our society, relatively boys have more exposure to their surrounding than girls.

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Thus, as the subject matter covered in the sub-test is concerned with the topographic structure, climate and natural resources of their province and administrative zone, boys may be advantageous than girls due to their exposure.

In both cases, as the test results indicate, more number of grade three students failed to get a score at or above the minimum mastery level. This shows that the expected outcomes of the syllabus covered during the first semester are not well-grasped by the majority of the students; and this may indicate the ineffectiveness of the implementation process. Moreover, to see whether there is a difference or not in the level of attainment of the objectives among the provinces from which the samples were taken, the proportion of students who passed and who failed at provincial levels are presented in Table 16.

TABLE 16

Distribution of Grade Three Students who Scored At or
Above and Below the Minimum Mastery Level in the
Test Per Objective by Provinces

Instructional objectives	Achievement level	Students by Province Level					Total
		Tegulet & Bulga	Yifat & Timuga	Selale	Menz & Geshe	Merhabete	
O n e	At or Above the cut-off score	48	32	38	28	29	175
	Below the cut-off score	49	65	59	69	68	310
	Total	97	97	97	97	97	485
	$\chi^2 = 12.18^*$						
T w o	At or above the cut-off score	45	34	41	35	34	189
	Below the cut-off score	52	63	56	62	63	296
	Total	97	97	97	97	97	485
	$\chi^2 = 4.282$						

*Significant at $P < 0.05$ level.

N.B:- See the calculation of the Chi-Square Statistics in Appendix G.

Since the obtained chi-square value ($\chi^2 = 12.18$) to the proportion of students who passed or failed pertaining to the first instructional objective is greater than the critical chi-square value ($\chi^2_{4, 0.05} = 9.48773$), there is a statistically significant difference among the provinces in the level of attainment of this particular objective at $P < 0.05$ level. In other words, there are certain provinces which have a relatively more number of students in the "pass" category than the others. To this effect, the pair wise comparison statistics was computed (see Appendix G). As a result, it has been found that a statistically significant difference is accounted for between Tegulet and Bulga and Menz and Geshe provinces at $P < 0.05$ level. This means that a relatively more number of students in Tegulet and Bulga province have a better acquaintance with the objective than those in Menz and Geshe province, though in general this objective is attained by only very few proportion of the students as shown in Table 15.

The chi-square value ($\chi^2 = 4.282$) obtained from the distribution of students scores pertaining to the second instructional objective, as seen in Table 16, is less than the critical chi-square value ($\chi^2_{4, 0.05} = 9.48773$). Thus, the provinces do not show a statistically significant difference in the level of attainment of the objective at $P < 0.05$ level. This means that it is common for all students from the five provinces that the level of attainment of the second instructional objective for grade three is low.

TABLE 17

Percentage of Grade Two Students who Scored At or Above
and Below the Cut-off Score in the Test per Objective

Instructional objectives	Students					Total	
	Sex	At or above the cut-off score		Below the cut-off score			
		No.	%	No.	%	No.	%
O n e	M	194	79	52	21	246	100
	F	154	66	80	34	234	100
	M+F	348	73	132	27	480	100
T w o	M	91	37	155	63	246	100
	F	91	39	143	61	234	100
	M+F	182	38	298	62	480	100

As regards the first instructional objective for grade two which aims to inculcate in the mind of the students the ability to explain the relative location of their respective districts, the data in Table 17 show that around three-fourth of the students (seventy-three per cent) have achieved at or above the minimum mastery level in the test. This indicates a relative attainment of the objective by the majority of the students. When the proportion of males and females in the "pass" category are compared, again boys out-number girls. Where, seventy-nine per cent of the boys are in the "pass" category as compared to sixty-six per cent of the girls.

Concerning the second instructional objective for grade two which reads: "the students will be able to describe the topographic structure and natural resources of their respective districts", the data in Table 17 depict that more number of students (sixty-two per cent) fall within the below cut-off score category. Only thirty-eight per cent of the students have scored above the minimum mastery requirement. This tells us that the objective was not attained by most of the students, implying the ineffectiveness of the implementation process. Furthermore, Table 18 shows whether there is disparity or not among the provinces.

TABLE 18

Distribution of Grade Two Students who Scored At or Above
and Below the Cut-off Score in the Test Per Objective by
Provinces

Instruct- ional objectivs	Achievement level	Students by Province Level					Total
		Tegulet & Bulga	Yifat & Timuga	Selale	Menz & Geshe	Merha bete	
O n e	At or above the cut-off score	73	67	64	78	66	348
	Below the cut-off score	23	29	32	18	30	132
	Total	96	96	96	96	96	480
	$x^2 = 6.96$						
T w o	At or above the cut-off score	30	28	47	57	20	182
	Below the cut-off score	66	68	49	39	76	298
	Total	96	96	96	96	96	480
	$x^2 = 40.586$						

When reference is made to the chi-square value, as seen in Table 18, since the computed result ($x^2 = 6.96$) with respect to the first instructional objective is less than the critical

chi-square value (χ^2_4 , 0.05 = 9.48773), there is no statistically significant difference in the level of attainment of this objective among the provinces at $P < 0.05$ level. This means in all the provinces the proportion of students who belong to the pass and fail categories do not show a statistically significant difference. In short, this instructional objective is attained by almost equal proportion of students from each province.

The computed chi-square value ($\chi^2 = 40.586$), with regard to the second instructional objective, is far greater than the critical chi-square value (χ^2_4 , 0.05 = 9.48773). Hence, there is a statistically significant difference in the level of attainment of the objective among the provinces at $P < 0.05$ level. In other words, the proportion of students who belong to the pass and fail categories differ among the provinces. To detect the differences accounted for by each of the provinces, a pair wise comparison statistics was computed (see Appendix G). The results show that Menz and Geshe differs significantly from Tegulet and Bulga, Yifat and Timuga, and Merhabete at $P < 0.05$ level. At the same time, Selale province differs significantly from Merhabete at $P < 0.05$ level. A look at the data in Table 18 also shows that in two of the provinces, Selale and Menz and Geshe, a relatively more number of students scored at or above the minimum mastery point than the other three.

TABLE 19

Percentage of Grade One Students who Scored At or Above and
Below the Cut-off Score in the Test Per Objective

Instructional Objectives	S t u d e n t s					Total	
	Sex	At or above the cut-off score		Below the cut-off score			
		NO.	%	NO.	%	NO.	%
O n e	M	187	75	61	25	248	100
	F	164	71	68	29	232	100
	M+F	351	73	129	27	480	100
T w o	M	199	80	49	20	248	100
	F	206	89	26	11	232	100
	M+F	405	84	75	16	480	100
T h r e e	M	61	25	187	75	248	100
	F	75	32	157	68	232	100
	M+F	136	28	344	72	480	100
F o u r	M	162	65	86	35	248	100
	F	135	58	97	42	232	100
	M+F	297	62	183	38	480	100
F i v e	M	125	50	123	50	248	100
	F	132	57	100	43	232	100
	M+F	257	54	223	46	480	100

TABLE 20

Distribution of Grade one Students who Scored At or Above
and Below the Cut-off Score in the Test per objective
by Province

[illegible]

Tables 19 and 20 show the proportion of grade one students who scored greater or equal to the minimum mastery level and less than the required point in the test items pertaining to each of the five instructional objectives. The majority of the students, seventy-three per cent and eighty-four per cent, as shown in Table 19, have scored above the minimum mastery point in the sub- tests reflecting the first and the second instructional objectives respectively with very little difference between the two sexes. But, concerning the third instructional objective only very few students (twenty-eight per cent) scored at or above the cut-off score in the test items. A notable difference is also observed among the two sexes. A little higher number of female students (thirty-two per cent) appear to be in the pass category as compared to twenty-five per cent of their male counterparts. Regarding the fourth instructional objective, again the data in Table 19 show that, a little less than two-third of the students (sixty-two per cent) achieved at or above the minimum requirement for mastery of the objective without too much difference between boys and girls. The result shown regarding the fifth instructional objective is different from the above. Almost equal proportion of the students, fifty-four per cent and forty-six per cent, belong to the "pass" and "fail" categories respectively.

Thus, out of the five instructional objectives for grade one, in three of them (the first, the second, and the fourth)

the majority of the students seem to have acquired some basic knowledge. And, this indicates the effectiveness of the implementation process. But, the third instructional objective seems to be less emphasized during the process of instruction as only very few students scored above the cut-off score. As to the fifth instructional objective, it seems that it was not attained well by half of the students.

Table 20 shows the proportion of students who passed and failed in the sub-tests for each objective at province levels. Accordingly, with respect to the first instructional objective, since the obtained chi-square value (χ^2 , 3.016) is less than the critical chi-square value ($\chi^2_{4, 0.05} = 9.48773$), there is no a statistically significant difference among the proportion of students who passed and who failed among the provinces at $P < 0.05$ level. It is also the same for the second and the fourth instructional objectives, where the computed chi-square values, $\chi^2 = 4.424$ and $\chi^2 = 5.352$ respectively, are below the critical chi-square value ($\chi^2_{4, 0.05} = 9.48773$). Thus, there is no statistically significant difference in the level of attainment of the objectives by the students from the five provinces at $P < 0.05$ level.

However, the level of attainment of the remaining two instructional objectives shows variation among the provinces. Regarding the third instructional objective, since the computed chi-square value ($\chi^2 = 24.665$) far exceeds the critical chi-square value ($\chi^2_{4, 0.05} = 9.48773$), there is a statistically

significant difference in the level of attainment of the objective among the provinces. Consequently, the pair wise comparison statistics shows that the significant difference is accounted for between Tegulet and Bulga and Selale, and Menz and Geshe and Selale at $P < 0.05$ level. This means that in two of the provinces, Tegulet and Bulga and Menz and Geshe, the students show a relatively better performance than that of Selale. Similarly, the obtained chi-square value ($\chi^2 = 11.775$), regarding the distribution of students for the fifth instructional objective, is greater than the critical chi-square value ($\chi^2_{4, 0.05} = 9.48773$). Hence, there is a statistically significant difference in the level of attainment of this objective among the provinces. Then, the pair wise comparison statistics indicates that the significant difference is accounted for by the proportion of students in Tegulet and Bulga Province as compared to those in Selale at $P < 0.05$ level of significance. It means that the proportion of students who got pass marks in Tegulet and Bulga Province is larger than the students in Selale Province.

4.2. Discussion of Findings

The results of the attitude scales and the teachers' direct answers regarding their experiences as to how they were assigned to teach social studies indicate that a considerable proportion of the social studies teachers appear to have low

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4.2. Discussion of Findings

The results of the attitude scales and the teachers' direct answers regarding their experiences as to how they were assigned to teach social studies indicate that a considerable proportion of the social studies teachers appear to have low

interest in the lower primary school social studies syllabus. This seems to be due to the relative departure of the implementation demands of the syllabus from the usual practices. Most of the subjects have textbooks prepared at the national level on which teachers usually base their instructional lessons. But, unlike the other grade levels and subjects, the lower primary school social studies syllabus requires teachers to prepare their own teaching materials by studying the geo-historical conditions of the localities. Thus, it seems to avoid such arduous tasks that most of the teachers refrain from choosing social studies as one of their favourite subjects to teach.

The results of this study, therefore, accord with Saunders and Vulliamy's (1983:355) finding. That is, Saunders and Vulliamy came to the conclusion that a curriculum plan which makes a radical departure from the usual practices is particularly susceptible to resistance or modification by teachers in their day-to-day activities. Moreover, this low level of agreement on the intents of the syllabus exhibited by teachers could undoubtedly influence the effectiveness of the implementation process. This is due to the fact that the relationship between thought and action is very crucial. That is, what teachers do is directed in no small measure by what they think.

To this effect, the observational data presented in Tables 4 to 6 reveal the actual classroom instructional

performances of the teachers. In general, a glance at the results summarized in the three Tables depicts that there is a similar trend in the teachers' classroom instructional activities. In the three grade levels there are certain instructional considerations which have been less implemented than the others. Though the dominant teaching technique used in most cases is the inquiry-oriented approach, as it has been suggested in the Teacher's Guide, there is a failure on the part of teachers to orient students about the procedures of learning through inquiry. This means that one of the essential ingredients of the strategy is overlooked. Teachers at the lower primary grades are required to give direction to the students at least about how to answer questions properly since the students are new to the formal way of learning. This habit needs to be developed by the students beginning from the early grades of schooling. As Eggen and Kauchack (1988:208-244) and Merwin (1976:386) remarked, the inquiry approach as a teaching strategy is a five step method involving question or problem identification, hypothesis generation, data gathering, data analysis, and generalization. Hence, when teachers use this approach, particularly at the lower grade levels, they have to spend some time and effort on guiding students as to how to proceed through these steps.

Teaching through play as a means to impart concepts for young children is another less emphasized point in most of the classrooms observed in the three grades. To keep up the

limited attention span of young children for a long time, associating the contents of the lessons with playful activities has a paramount significance. So, in this respect, most of the teachers observed have neglected this particular instructional suggestion.

One of the crucial instructional requirements of the lower primary school social studies syllabus is to relate the basic concepts of social studies with the physical and socio-economic conditions of the particular locality in which the child is being brought up. The results of this study clearly show that there is variation in this regard among the three grade levels. This instructional requirement is relatively better implemented in grade one and becomes less practical as one progresses to the second and third grades. This seems to be due to the increasing complexity of the demands of the syllabus. That is, the geographical area to be treated expands from the family and the village in grade one to the Administrative Zone level in grade three. So, teachers in grades two and three are expected to perform a more difficult task than those in grade one. Therefore, this result is in agreement with the findings of various studies on teaching effectiveness. For instance, Crawford and his associates as cited in Mohlman, Coladarci and Gage (1982:31), Anderson, Evertson and Brophy (1979:193-223); and Good and Grouws (1979:335-362), all in an experimental study, show that although the experimental teachers exhibited more of the

suggested behaviours than did the control teachers, even the experimental teachers did not implement all instructional recommendations to the same degree. The less successfully implemented recommendations, as reported in these studies, tended to be more global, abstract, and complex instructional activities that require extra time and energy from the part of teachers.

The findings presented in Tables 7 to 13 indicate the existence or absence of a conducive teaching-learning environment in the schools for the implementation of the syllabus, ranging from the internal facilities of the classrooms to the support services provided by the schools' administration. Generally, the classrooms seem to be ill-equipped with some of the necessary furniture. Shortage of benches and desks for students, unavailability of chairs for teachers and notice-boards are the common features of the classrooms of the surveyed schools. Besides, there exists disparity among the provinces in terms of classroom furnishings. In fact, this is not a unique feature of the schools encompassed in this study. As it has been noted by Caillods and Postlethwaite (1989:172-173), and Ross and Postlethwaite (1982:28), in many developing countries most of the primary school pupils have to sit on the floor. Similarly, the Ministry of Education (1986:45), in the ERGESE Project, also came up with the conclusion that most of the elementary schools classrooms are poorly constructed and ill-equipped with the necessary basic furniture.

Therefore, such a shortage or unavailability of basic classroom equipment could likely influence the smooth running of the teaching-learning processes and thereby affecting the end results of instruction. This means that, although it is quite inconclusive to generalize that poor condition of the internal facilities of the classrooms totally halt the learning process, it can preclude the teachers curriculum implementation attempt and the learning activities of students from being as effective as it should be.

Two findings of special interest emerge from an examination of Tables 9 and 10. These are: unequal distribution of Teacher's Guide among the schools, and a considerable proportion of teachers from the three grade levels have no any centrally prepared teaching material to be used as textbooks. The presence of a Teacher's Guide in the hand of each teacher may have at least a reminding effect about his instructional activities, though he may be experienced in teaching a particular subject. Particularly, for such a social studies syllabus following a different approach from the other subject areas, the Teacher's Guide has to be with the teachers always. However, almost half (forty-eight per cent) of the total respondents have no Teacher's Guide in their schools. In addition, as the Teacher's Guide for the three grades is a single booklet, such a variation in the responses of teachers in the three grade levels seems to imply that it has been taken by some teachers as a private property instead of being used

commonly by all teachers of social studies in the school. This is also another indicator for the existence of disparity in distribution.

Thus, the result of this study is contrary to the statements offered by Lewy (1977:71-72) regarding the basic requirement of curriculum implementation. Lewy has argued that effective curriculum implementation requires the establishment of an adequate logistic network to secure the timely delivery of at least essential documents and equipment. In the light of this, as the Teacher's Guide is an official document published and distributed by the Institute of Curriculum Development and Research of the Ministry of Education, the institute has to make proportional distribution to the different corners of the country. But, the finding of this study corresponds with the problem suspected by Pratt (1980:409-426). That is, some times the question of implementation has often been ignored by curriculum planners and left to the teaching and administrative personnel. Thus, in such a condition where there is no guideline about what is going to be taught, teachers may develop a negative attitude towards teaching the subject due to lack of clear direction.

Although the attempts made by some of the Awraja Pedagogical Centres in the zone to compile teaching materials by conducting a sort of survey study on the natural and socio-economic features of the locality is appreciable, it appears to be incomplete as to the results shown in Table 10. In the

first place, equal attention is not given in all the provinces surveyed; secondly, there seems to be lack of involvement of officials from the Administrative Zone's Education Office to coordinate the isolated efforts exerted by some of the provinces. Especially to meet the requirements of the contents suggested for grade three, the involvement of the Zone's Education Office is imperative. As students in grade three are expected to acquire some basic knowledge about their respective administrative zones, the isolated efforts of the Pedagogical Centres and teachers of each province need to be coordinated at the Zone level in order to have a compiled teaching material covering the geo-historical phenomena of the administrative zone as a whole.

It seems because of this that, as shown from the contents of the teaching materials prepared by the APCs and from the lessons observed by the investigator, students in grade three learn only about their respective provinces. So, there is a gap between the designed syllabus and the actually implemented syllabus. This is in tune with the idea suggested by Goodlad as cited in Saylor, Alexander and Lewis (1981:5). Through investigation in a number of classrooms, Goodlad identified four curriculums: The "formal curriculum", which is set by the planners; "perceived curriculum", what teachers say they are trying to do; the "observed curriculum", what is seen by an observer in the classroom; and "experiential curriculum", what is actually perceived by the students.

A look at the results reported in Table 11 pertaining to the availability of teaching aids reveals that the school pedagogical centres have made a good attempt to meet the implementation demands of the social studies syllabus. Though a mere presence of teaching aids in a Pedagogical centre does not assure their utilization in the classrooms, it points out the existence of a favourable condition, in this respect, for the implementation of the syllabus. In the light of this, since the school pedagogical centres are the most available and effective means of help for teachers in their instructional activities, as noted by Sampath, et.al. (1984:70), the effort exerted to supply social studies teachers with relevant instructional aids is appreciable. But, the result obtained in this study is contrary to the findings of the Ministry of Education (1986:45) in the ERGESE Project. The Ministry of Education reported the existence of serious shortage of instructional aids to teach elementary school subjects in accordance with the specifications of the curriculum. This difference might happen due to the specific nature of the present study. Since the contribution of the Pedagogical centres is accounted for in terms of a specific subject, those little attempts could be magnified. However, in cases of general investigations like that of the ERGESE Project, those little attempts might have been overlooked.

It is a well-known fact that teachers are at the midst of the instructional processes going on in their classrooms.

But, effective running of the teaching-learning processes requires the coordinated effort of the school's administration. Particularly, the school directors have direct responsibility to give guidance and support for teachers in order to enhance their proficiency of curriculum implementation. In this regard, as shown in Table 12, the variation in the teachers assessment of their directors endeavour in giving adequate support to their instructional problems from high to low implies that not all directors are equally concerned. Ornstein and Hunkins (1988:228-243) have also noted that eventhough the school principal is a key guarantor of successful implementation, not all principals are effective in this case. Only those who are knowledgeable and committed to the curriculum are successful. So, the result of this study seems to be in agreement with the idea suggested by Ornstein and Hunkins.

Consequently, the failure of the school directors in giving the necessary support for teachers will have adverse influence on the effective implementation of the syllabus. Regarding this, Gross and his associates (1971:200-201) came up with the conclusion that one of the causes for the inability of teachers to implement the innovation investigated as intended was the failure of the school directors to recognize and cope effectively with the problems and uncertainties to which teachers were exposed. Therefore, as the specifications of the social studies syllabus require teachers to gather information

from the locality, the directors need to be involved at least in facilitating this process.

In addition to the support needed from the school directors, peer-support is also believed to contribute to the success of curriculum implementation. In this case, then, as seen in Table 12, seventy-nine per cent of the teachers indicated the existence of a habit of mutual sharing of experiences among social studies teachers in the school. This result is consistent with the finding reported by Downey, et.al as cited in Fullan and Pomfret (1977:375); where eighty per cent of the teachers rated other teachers as always or often helpful in planning social studies units, compared with twenty-eight per cent of consultants and less than fifty per cent for principals. Through this continuous contact of subject-teachers both formally and informally, they will get practical solution to some of the problems faced in their individual classrooms; thereby greatly enhancing the success of curriculum implementation.

If this practice has been extended beyond the school level, the chance of getting variety of information will be improved. But, in this case the schools surveyed have paid no attention to arrange intervisitation programmes. This may result in ignorance of what is going on in the nearby sister schools. At the same time, this indicates the reluctance of the school directors in initiating such practices. Hence, one best-easily available means of facilitating the success of the

implementation process is missed as it has been recommended by Bishop (1976:137). According to him, schools attempting to implement a given curriculum should arrange an intervisitation programme among themselves. Through this, teachers working in a given school would profit from a visit to a site where similar activities are going on.

Class size and teaching load are among the necessary conditions which need to be conducive for effective implementation of a curriculum. Those specific advantages of small classes, as noted by Lindbloom (1976:363-364) are greater pupil achievement fewer behavioural and disciplinary problems, use of greater variety of methods and materials in teaching, and an increased teacher knowledge of the pupils. Therefore, in this perspective, the responses of teachers for the open-ended item seem to be real and practically faced problems. Particularly to use the inquiry approach, which is the dominantly suggested strategy in the instructional specifications of the social studies Teacher's Guide, having an optimum or manageable class size is a necessary asset. As shown in Table 13, class size is reported as a problem by some of the teachers and it is not a felt problem by some others. This difference might have been resulted due to the geographical location of the schools included in the sample. Elementary schools in the towns (mainly Awraja capitals) appear to be over populated while schools outside the towns seem to be mostly under sized.

Equally important on the part of teachers is the availability of ample time for preparation. As it has been repeatedly mentioned, the implementation requirements of the lower primary school social studies syllabus is a little different from the other subject areas. In order to meet these requirements, the existence of ample time for preparation is quite essential. In view of this, as shown in Table 13, their teaching load has not created any impact on the time they can devote to preparing social studies lessons.

Moreover, the results summarized in Table 14 clearly show some of the factors which have influenced the implementation of the syllabus in their degree of precedence. The factor which takes the fore-rank is the frequent change of the country's internal administrative divisions. Since the organizational frame of the lower primary social studies syllabus follows the country's administrative division, a change on it may cause a problem on the implementation of the syllabus unless followed by some sort of revision on the syllabus itself. Within the last six years the internal administrative structure of Ethiopia has been changed two times. In the year 1988, the previous regime restructured the Provincial (Awraja) boundaries and omitted the district (Woreda) level from the administrative hierarchy. After four years, in 1992, another restructuring was made through which the district administrative hierarchy was revived and in turn the province level cancelled. But the organizational frame of

the lower primary school social studies syllabus remains static. Though teachers are expected to shape their lessons in line with the current changes and contemporary affairs, in such a basic change which has direct influence on the syllabus, the designers have to make at least some revision on the syllabus itself. As seen from this perspective, therefore, this frequent change of administrative divisions can be considered as one of the most influential factors affecting the implementation of the syllabus.

The other factors which took the upper high ranks (from two to six) appear to be interrelated with each other. In-service training opportunities in the form of workshops, seminars, refresher courses, etc. directed to a specific subject are believed to boost the teachers calibers in the implementation of a curriculum. However, as shown in Table 14, absence of in-service training for social studies teachers is reported as one of the seriously felt problems. This result supports the finding reported by Mekasha (1991:69-72) where one of the causes for the ineffectiveness of teachers in implementing the Home Economic syllabus was the total absence of workshop or on-the-job training exposure for teachers. Had there been a certain kind of regular in-service training programme, teachers of the same subject would get opportunity to discuss their common problems together.

Directly or indirectly the aforesaid factor points out the existence of reluctance on the part of school

inspectors, directors and the Awraja Pedagogical centre coordinators, as these are the responsible bodies to arrange on-the-job training opportunities. That is why the lowness of their support to the implementation of the syllabus is rated as part of the factors which took the upper ranks denoting a powerful influence.

As it has been discussed before, some of the schools face lack of curriculum materials, like Teacher's Guide & Centrally prepared teaching materials to be used as textbooks. So, it is not surprising to get this factor occupying one of the upper high ranks belonging to the category of the most influential factors.

On the other hand, those suspected factors, such as unavailability of the required information in the locality, unwillingness of the government and non-government offices as well as the local people to supply information, and the existence of inexplicit elements in the syllabus are rated by teachers as having no serious influence on the implementation of the syllabus. However, an interesting result, shown in Table 14, is the reply of teachers regarding their attitude towards the subject. They have ranked this factor as having minimal influence. This seems to be a cover for not exposing oneself as it has been counter-checked with the results shown in Tables 2 and 3.

Although the students test results that indicate the accomplishment of the objectives should not be attributed to

only the instructional processes going on in the schools, as there are a number of out-of-school factors like social class, home, and other student background characteristics to be accounted for, the schools' instructional processes have more influence on the students cognition as it has been remarked by Berliner (1976:9). With this perspective, then, the students test results reported in Tables 15 through 20 revealed that some of the instructional objectives are attained by the majority of the students indicating the effectiveness of the implementation process, and there are some others which are not grasped by the majority of the students. In this regard, three instructional objectives of grade one, and one instructional objective of grade two are found to be attained by most of the students. But the test scores pertaining to two of the objectives for grade one, one objective of grade two, and two of the sample objectives for grade three indicate that the students have not acquired basic knowledge in the area.

Thus, the trend shows that as the instructional demands of the syllabus become broad and complex, requiring strong effort on the part of teachers, they tend to be less implemented. Since the implementation requirements of the syllabus for grade one is limited to the coverage of the family and the village, a relatively better level of objectives attainment is noted denoting a success of the implementation process. But, as the geographical area to be covered in the instructional processes becomes wider in grades two and three, that is, from the District to the Administrative Zone, the

level of attainment of the objectives progressively declines which implies low level of implementation of the specifications of the syllabus. Therefore, even though the study is not a correlational one to detect the specific cause and effect relationships, the absence of centrally prepared teaching materials to be used as textbooks, the frequent change of the country's internal administrative divisions, the low level of teachers' attitudes towards the intents of the syllabus and all other factors discussed before seem to have contributed to the ineffectiveness of the implementation process to attain some of the instructional objectives.

Another important finding detected from the students test results is some of the instructional objectives have shown a statistically significant difference in the level of attainment among the students taken from the five provinces. Even if it is practically unrealistic to expect that students found in different geographical areas should have the same level of understanding, the existence of such a statistically significant difference in the level of attainment of the objectives partly indicates a difference in the relative emphasis given to the implementation of the syllabus. In this case, then, some of the instructional objectives which have been treated unequally among the provinces, as revealed by the students' test results, are those which require creativity on the part of teachers to relate the intents of the syllabus with the existing particular condition of the locality. For instance, the first instructional objective for grade three,

which requires students to be able to explain the relative location of their respective Provinces and Administrative Zone mainly needs the teachers' creativity in ascertaining the relative location of the Province and Administrative Zone without any additional detailed information. Thus, this difference exhibited in the students test results seem to assure the existence of differences in the teachers attitudes towards the implementation demands of the syllabus and their level of instructional performances. The same thing is true for the two instructional objectives of grade one which have shown disparity in the level of attainment among the provinces.

Nevertheless, there are also certain instructional objectives which require extensive exploration of the local sources of information. Hence, the difference in the level of attainment among the provinces seems to be accounted for due to the variation in the use of community resources in the instructional processes. For instance, the difference noted in the level of attainment of the second instructional objective for grade two seems to be attributed to this demand. As it can be seen in Table 18, eventhough there is in general a failure to get "pass" marks in the sub-tests pertaining to this objective by most of the students, in some of the provinces (Menz & Geshe and Selale) the students show a better performance than the others. This implies the existence of variation in the attempts made by teachers to use local sources of information. This has also been noted in the teachers classroom instructional performances as shown in Tables 4 to 6.

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CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. S u m m a r y

The study was intended to evaluate the implementation of the lower primary school social studies syllabus and to identify the outcome as well as problems encountered in translating it into practice with particular reference to North Shewa Administrative Zone. To this effect, the descriptive survey approach was employed as the method of the study. In line with this, fifteen primary schools were selected as sources of information from the five provinces of the Administrative zone. Questionnaire, interview, classroom observation, and achievement tests were the data collection instruments used to obtain information from the teachers, students, school directors and Pedagogical Centre Coordinators of the sample schools as well as from the school inspectors and the Pedagogical centre coordinators of the five Provinces.

Therefore, on the basis of the analysis made on the data secured through these instruments, the major findings of the study are summarized as follows:

First, in all the three grade levels there are certain proportion of teachers who exhibited a low level of interest in

the specifications of the lower primary school social studies syllabus, though the proportion is higher for grade three as measured by the attitude scales. Besides, a considerable proportion of the teachers (fifty-two per cent) have the position that they were assigned to teach social studies in the lower primary grades without their own preferences.

Second, as to the actual implementation of the basic instructional elements suggested in the Teacher's Guide, even though the inquiry-oriented approach is the dominantly used teaching strategy, there is a failure on the part of teachers to give appropriate guidance to the students as to how to proceed through this approach. In a considerable number of the class sessions observed, fourteen per cent in grade one, seventy-seven per cent in grade two, and in fifty per cent of grade three, the lessons are devoid of playful activities. With regard to the attempts made to relate the basic social studies concepts with the particular conditions of the locality, a great variation is observed among the three grades. The lessons observed in grade one were better integrated to the learners' environment. But, in thirty-nine per cent and forty per cent of the class sessions observed in grades two and three respectively, the lessons were conducted without making any reference to the particular District, Province or Administrative Zone in which the children are brought up.

Third, the classrooms are ill-equipped with some of the necessary furniture. Sixty per cent of the teachers rated

their classrooms as having inadequate benches for students, and at the same time, twenty-two per cent of the respondents have assured that their classrooms have no desks for students at all. Again, almost two-third of the teaches (sixty per cent) indicated the inavailability of notice-boards in the classrooms. In addition, there is clear disparity among the provinces in terms of the classroom furnishings. Two of the provinces, Tegulet and Bulga and Yifat and Timuga, have a relatively better facilitated classrooms than the other three provinces.

Fourth, there is unequal distribution of Teacher's Guide among the schools found in the Administrative Zone. As it has been indicated by almost half (Forty--eight per cent) of the respondents, there is no social studies Teacher's Guide in their schools. Besides, variation is also observed in the availability of Teacher's Guide among the Provinces. Again, in the two provinces, Tegulet and Bulga and Yifat and Timuga, the proportion of teachers who assured the availability of Teacher's Guide in their schools is larger than those in the other three provinces.

Fifth, it is also found that there is great variation in the attempts made by the Pedagogical Centres to prepare teaching materials to be used as textbooks among the provinces. In two of the provinces, namely Menz and Geshe and Merhabete, the APCs have not tried to compile any teaching material. In the other three of the provinces, the APCs have made an effort,

although it appears to be incomplete. This is because that, first, equal attention is not given for the three grades. More emphasis is given to grade two as sixty-nine per cent of the respondents from this grade have replied the existence of such a teaching material to be used as a text. Secondly, those teaching materials prepared for grade three do not cover the contents suggested in the syllabus. Students in the third grade are expected to acquire basic knowledge about their Administrative Zone, but the texts meant for this grade encompass only the geo-historical features of their respective provinces.

Sixth, the School Pedagogical Centres have tried their best to accumulate some teaching aids relevant to the implementation of the lower primary school social studies syllabus as it has been rated by sixty-seven per cent of the teacher respondents.

Seventh, a notable variation is seen with regard to the responses of teachers about the support they get from the school directors, implying that not all school directors are equally concerned about the instructional problems of social studies teachers.

Eight, eventhough more than three-fourth (seventy-nine per cent) of the respondents have the position that there is a habit of mutual cooperation of social studies teachers in the school for the sake of sharing experiences, this practice has not gone beyond the school level as eighty-eight per cent of them have affirmed.

Ninth, the total teaching load of social studies teachers is found to be optimum. As a result, the question of time shortage for lesson preparation is not a felt problem. But, class size is reported as a problem for the implementation of some of the specifications of the syllabus by a little less than half (forty-three per cent) of the respondents. This indicates that there are some schools with overcrowded classes.

Tenth, the frequent change of Ethiopia's internal administrative divisions, absence of in-service training opportunities for teachers, poor supply of curriculum materials (syllabus and Teacher's Guide) by the schools, and lowness of the support provided by the school inspectors, directors and the Awraja Pedagogical centres are reported by teachers as the most influential factors affecting the implementation of the syllabus.

Lastly, it is also found that students in grade one have shown a better performance than those in the second and third grades as measured by the achievement tests. Put another way, a relatively more number of the instructional objectives for grade one are attained by the majority of the students indicating the effectiveness of the implementation process than those intended for grades two and three. In addition, students from different provinces show a statistically significant difference in the level of attainment of some of the instructional objectives, pointing out the existence of differences in the relative emphasis given to the implementation of the specifications of the syllabus.

5.2. C o n c l u s i o n

From the findings, it can be concluded that the lower primary school social studies syllabus is not implemented as intended in the three target grade levels equally in North Shewa Administrative Zone. The specifications of the syllabus geared to grade one are relatively better implemented than those for grades two and three. Particularly, there is a wide gap between the designed intents of the syllabus and what is actually being implemented in practice at the third grade level. This has been evident from the teachers' actual classroom instructional performances and the students test results. There is a great drawback regarding the task of relating the basic social studies concepts suggested in the syllabus to the actual situations of the locality particularly in grades two and three. Consequently, the majority of the students in these grades failed to attain the expected outcomes of the subject.

The existence of unfavourable conditions in the schools as well as outside factors appear to have contribution to the ineffectiveness of the implementation process, in addition to the low interest of most teachers towards the intents of the syllabus. Among the in-school factors the presence of ill-equipped classrooms with the necessary furniture, shortage and in some cases a complete absence of Teacher's Guide and teaching materials, the inexistence of intervisitation

programme among social studies teachers of at least the nearby schools, and the existence of some school directors who are less concerned about the instructional problems of social studies teachers are the most prominent ones. In addition to these, the frequent change of the country's internal administrative divisions without any accompanied structural change on the syllabus, absence of on-the-job training exposure for teachers, and the lowness of the support provided by the school inspectors and the Awraja Pedagogical centres seem to have aggravated the problem.

Therefore, it seems that the syllabus made unrealistic demands mainly upon grade three teachers. Since the geographical area to be covered at this grade level is wide, it becomes difficult for the teacher to put into practice the specifications of the syllabus unless supported by local educational agents, such as the Pedagogical Centres and the Provincial as well as the Zone's Education Offices Personnel.

5.3. R e c o m m e n d a t i o n s

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

- It has been pointed out in the study that there are a considerable proportion of teachers who refrain from teaching social studies in the lower primary grades. Thus, in order to alleviate the problem

which arises at the time of subject allocation and to give adequate training for teachers in the subject(s) they are interested in, the recently started system of teacher training in the Ethiopian Primary Teachers' Training Institutes, which streamed the would-be-teachers into departments, needs to be encouraged.

- Lack of curriculum materials, such as social studies Teacher's Guide and syllabus has been consistently rated by teachers as one of the leading factors influencing the implementation of the syllabus. Thus, attention must be given to maintain adequate and proportional distribution of these curriculum materials by the concerned educational officials at various levels; and the school administration should take care of the appropriate storage and utilization of these materials in the schools.
- In order to increase the professional development of teachers, programmes which enable teachers to watch other model teachers in their localities for the purpose of assessing themselves and determining what they could do to improve have to be included in the schools' annual plan of activities. The school directors are the prime concerned individuals to do this.
- As it has been found out in the study, some of the Awraja Pedagogical Centres have attempted to compile

teaching materials to be used as textbooks by relating the guide-lines suggested in the syllabus with the particular geo-historical objective conditions of the locality. Nevertheless, these attempts failed to meet the requirements set at the third grade level. Hence, to amend this shortcoming the North Shewa Administrative Zone Education Office has to be involved to coordinate the isolated attempts made by the Awraja Pedagogical Centres in the provinces.

- Since one of the main responsibilities of the school inspectors is to detect and give practical solutions for the problems of teachers from the vantage point of view of curriculum implementation improvement, they have to give teachers the help they need to make better decisions concerning the what and how of teaching. Particularly, in such a social studies syllabus in which the teachers face a little different tasks from the usual practices in the other subject areas, the school inspectors need to follow up the day-to-day activities of teachers and initiate possibilities to have practical in-service training opportunities for teachers to discuss their problems together.
- It is also noted that the frequent change of Ethiopia's internal administrative divisions, on

which the structure of the lower primary school social studies syllabus is framed, is one of the fore-most factors influencing the implementation of the syllabus. So, unless this change has been followed by a sort of revision on the syllabus, its implementation will be overwhelmed by confusion. It is important in this regard that the concerned curriculum designers, the social studies Panel in the Institute of Curriculum Development and Research and/or the newly opened curriculum Departments in the Regional Education Bureaus, have to up-date the syllabus in line with the current changes.

- Since this study is confined to the evaluation of practices going on in one Administrative Zone of the country, interested researchers in the field can take up this issue and investigate it in another setting to see the practices of other Administrative Zones.

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

Questionnaire for Social Studies Teachers

The purpose of this questionnaire is to collect information about the implementation of the lower primary school social studies syllabus. The information to be obtained through the questionnaire is going to be used only for research undertaking. Therefore, the cooperation of teachers by giving genuine information is highly valuable to complete the study. No need of writing your name on the questionnaire.

Thank you in advance for
your cooperation.

PART I

Direction:- Please mark with a tick (✓) your responses on the space provided except the questions which require written responses.

1. Name of the School _____ Town _____
2. Sex of the respondent: Male _____
Female _____

3. Currently you are assigned to teach social studies at:

Grade One _____

Grade two _____

Grade three _____

4. Qualification: 10+2 _____

12+1 _____

12+1st round summer course in the TTIs _____

12+2nd round summer course in the TTIs _____

12+2 _____

5. Total Service years in teaching profession:

below 1 year _____

16-20 years _____

1-5 years _____

21-25 years _____

6-10 years _____

26-30 years _____

11-15 years _____

Above 30 years _____

6. Service years in the school you are currently working

One year _____

11-15 years _____

2-5 years _____

16-20 years _____

6-10 years _____

Above 20 years _____

7. For how long have you taught social studies in the lower primary grades?

For the first time _____

2 - 5 years _____

6 -10 years _____

Above 10 years _____

8. Number of subjects you are teaching now other than social studies:-

No other subject _____ three _____
 One _____ four _____
 two _____ Five and above _____

9. Your total teaching load in periods per week

Less than 10 _____ 21 - 25 _____
 10 - 15 _____ 26 and above _____
 16 - 20 _____

PART II

Direction:- On the following pages put a mark with a tick (✓) what your opinion is with respect to each statement in only one of the five alternatives. (i.e., 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly disagree)

Ser No.		5	4	3	2	1
1	In order to teach social studies in the lower primary grades effectively the teacher should have a good knowledge of the community.					
2	In order to get useful information for the lessons the teacher should have positive acquaintance with the local government and non-government organizations.					

8. Number of subjects you are teaching now other than social studies:-

No other subject _____ three _____
 One _____ four _____
 two _____ Five and above _____

9. Your total teaching load in periods per week

Less than 10 _____ 21 - 25 _____
 10 - 15 _____ 26 and above _____
 16 - 20 _____

PART II

Direction:- On the following pages put a mark with a tick(✓) what your opinion is with respect to each statement in only one of the five alternatives. (i.e., 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly disagree)

Ser No.		5	4	3	2	1
1	In order to teach social studies in the lower primary grades effectively the teacher should have a good knowledge of the community.					
2	In order to get useful information for the lessons the teacher should have positive acquaintance with the local government and non-government organizations.					

3	The social studies teacher should devote most of his time in searching, collecting and organizing necessary information for the betterment of his lesson.					
4	Participation in different social activities of the community outside the school compound should help the teacher to get relevant information for his/her subject.					
5	The social studies teacher needs to read carefully the syllabus and proceed sequentially in order to improve the smooth running of the teaching-learning processes.					
6	The in existence of social studies textbooks for these grade levels gives chance for the teacher to exercise his/her creative power and enables him/her to be hard worker.					
7	The social studies teacher ^{needs} to have the habit of following contemporary affairs through the radio, news papers, etc. in order to enrich his/her lessons with up-to-date information.					
8	Lessons at the lower grade level (grades 1-3) should be presented in discussion methods.					

9	The method to be used in teaching social studies should help students to exercise a sort of inquiry about their surrounding.					
10	At the lower primary grades using concrete visual and audio teaching aids will help students for a better learning of social studies.					
11	Field trip is a suitable teaching method for social studies.					
12	Interaction and cooperation with the community is important for the teacher to implement effectively the social studies syllabus.					
13	The social studies teacher should have the tendency of studying and researching about his surrounding.					
14	Teaching social studies in the lower primary grades requires the teacher to associate the lessons with the students immediate experience.					
15	The social studies teacher should have the tendency to consult elderly people and different professionals found in the community.					
16	It will be helpful for the teacher to develop hobbies in collecting samples of plants, handtools, antiquities etc. found in the surrounding.					
17	The contents of the subject social studies in the first three primary grade levels are interesting to teach.					

18	Since the design of the lower primary school social studies syllabus encourages teachers to involve in research activities, it is a favourite subject for the teacher.					
----	--	--	--	--	--	--

PART III

Direction 3-1. Please mark with a tick (✓) your responses in only one of the three alternatives by assessing the internal facilities of the classrooms in which you are teaching social studies.

Ser. No.	Classroom furniture	Adequate	In adequate	Non-existent
1	Benches for students			
2	Students' desks			
3	Chair for the teacher			
4	Chalk board			
5	Notice-board			

Direction 3.2:- Indicate your responses for the following questions by circling the letter of your choice except the questions which require written responses.

1. Are there centrally prepared (by the APCs, or the zone's Education office, or by a group of teachers) social

studies teaching materials to be used as textbooks
in the school?

a. Yes

b. No

2. If your answer for question number 1 is "b", explain in brief about the nature of the teaching material you are currently using? (Who prepared it and how?) _____

3. Adequacy of the periods allotted to cover the portions within the academic year

a. Adequate

b. In adequate

c. More than enough

4. To what extent does the school Pedagogical centre accumulated teaching aids relevant for teaching social studies in the lower primary grades?

a. Abundantly

b. To some extent

c. None at all

d. There is no school Pedagogical centre

5. Does your teaching load have impact on the time you can devote to preparing social studies lesson?

a. Yes

b. No

6. Does the size of students per class have created a problem

on the proper implementation of the social studies syllabus?

- a. Yes
- b. No

7. If your answer for question number 6 is "a", please mention the instructional problems you have faced in brief
-
-

8. How do you rate the support provided by the school director to the implementation of the social studies syllabus?

- a. High
- b. Medium
- c. Low

9. Do you have a social studies Teacher's Guide at hand?

- a. Yes
- b. No

10. Is there a habit of mutual sharing of experiences among social studies teachers in the school?

- a. Yes
- b. No

11. Was there an attempt in your school to have an intervisitation programme for the sake of sharing experiences with social studies teachers of the neighbouring primary schools?

- a. Yes
- b. No

12. If your response for question number 11 is "a", describe the attempts made briefly. _____

13. If your response for question number 11 is "b", please explain why it was not tried. _____

14. You are assigned to teach social studies on the basis of:
- Your interest
 - The school director's assignment without your interest.

PART IV

Direction:- After reading the following list of possible factors give rank according to their level of influence on the implementation of the lower primary school social studies syllabus on the space provided in front of each statement.

N.B:- Those factors which have strong influence should take the upper ranks (1,2,3,...) and those which have minimal influence should take the lower ranks (... ,11,12,13).

- Poor supply of Curriculum materials (Syllabus, Teacher's Guide, etc.) by the school..... ____
- Inadequacy of the periods allotted ____

3. Low explicitness of the syllabus (i.e., unclear objectives and teaching procedures)..... _____
4. Absence of in-service training for teachers directed to the social studies syllabus..... _____
5. Teachers' disinterestedness towards teaching the subject..... _____
6. Lowness of the support given to teachers by the school inspectors _____
7. Lowness of the support provided by the ~~pro~~vincial school ~~ins~~pectors _____
8. Lowness of the support provided by the Awraja Pedagogical Centres..... _____
9. Frequent change of the country's internal administrative divisions _____
10. Unwillingness of the local community to supply information required for teaching social studies.. _____
11. Unwillingness of the local government office to provide information needed for the subject..... _____
12. Inadequate pre service training of teachers.... _____
13. Absence of the necessary information (e.g. population number, types of economic activities, climatic data, and the like) in the local government offices _____

APPENDIX B

CLASSROOM OBSERVATION RATING FORM

Name of the School _____

Awraja _____

Grade & Section _____

Date of Observation _____

Period _____ Time from _____ to _____

Lesson topic _____

Ser. No	Instructional Consideration	Fre- quently	Rarely	Not at all
1	How often is the instructional activity more of a discussion type?			
2	How often does the teacher encouraged students to participate in an inquiring discussion than simple question-answer form of dissussion? To what extent the students are confronted with a puzzling event to initiate inquiry?			
3	How often does the teacher give guidance to students about the procedures of <u>inquiring</u> techniques of learning in relation to the lesson topic under treatment?			

4	How often does the teacher present the lesson in the form of play?			
5	How often are community resources used as means of enriching and expanding learning activities?			
6	How often does the teacher attempt to relate day-to-day (contemporary) affairs to the lesson?			
7	How often does the teacher attempt to exemplify the lesson with the students immediate experience?			
8	How often does the teacher change activities in his teaching (i.e, from listening to talking and then to writing) in order to keep the students attentive			

APPENDIX C
TABLE OF SPECIFICATIONS
For Grade One

Instructional Objectives	c o n t e n t s			No.of items
	F a m i l y	Basic necessities of life	The village	
- Students will be able to:				
1. explain the meaning of the family.	-What is Family? -Members of the family (Items No.1-6)			6
2. enumerate the role of the family in the society.	- Family is the smallest social unit (Items No.7-10)			4
3. identify that the family is the smallest social unit led by love, interdependence, and respect of each other in order to contribute their part.	Items No.11-15			5
4. identify the basic necessities of life:list their possible sources and ways of appropriation; and explain their proper utilization		- Food - Cloth - Shelter (Items No.16-21)		6
5. explain the meaning of a village			-Its meaning -Residents of a village (Items No. 22-25)	4
Number of items	15	6	4	25

For Grade Two

Instructional Objectives	C o n t e n t s			Number of items
	Location of the district	Landscape and Natural resources of the district	Conservation of Natural resources found in the district	
Students will be able to:-				
1. explain the relative location of their respective districts	- The relative location of the districts - The main cardinal directions (Items No. 1-6)			6
2. describe the structure of the landscape and natural resources found in their district.		- Landscape - Rivers & Lakes - Climate - Vegetation - Wild life (Items No.7-15)	- Vegetation - Wildlife - Soil - Water (Items No. 16 - 20)	14
Number of items	6	9	5	20

For Grade Three

Instructional Objectives Students will be able to:-	C o n t e n t s			Number of items
	Locaton of the province and Administ-rative Zone	Physical conditions of the province and Administrative Zone	Conservation of Natural Resour-ces found in the provinces & zone	
1. explain the relative location of their respective provinces and Administrative Zones	- Relative location of the province & Administrative Zone - Map Reading (Items No. 1-7)			7
2. describe the topographic structure, climate and natural resources of their respective provinces and Administrative Zones		- Landscape - Rivers and Lakes - Climate (Items No.8-14)	- Soil - Vegetation - Wildlife (Items No.15-18)	11
Number of items	7	7	4	18

በአዲስ አበባ ዩኒቨርሲቲ
የጥናትና ምርምር ቢሮ
የሥነ ምግባርና የሥነ ምግባር ምርምር
የጥናትና ምርምር ቢሮ

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א. ורנר

10. የወይን ስጦታ ጥቅም ላይ የወሰነው የሆነው ምን ነው ።
 ወ. ተክለ
 ለ. ሀብት
11. የጥሬ ስጦታ ባህርይ ያለው የተኛው ነው ።
 ወ. መረጃ
 ለ. መረጃ
 ለ. መረጃ
 ለ. መረጃ
12. ከወይን ስጦታ ስጦታ በሰጠው ደረጃ የሆነው የሆነው የሆነው የተኛው ነው ።
 ወ. ለጥቅም ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
13. ከወይን ስጦታ ስጦታ በሰጠው ደረጃ የሆነው የሆነው የሆነው የተኛው ነው ።
 ወ. ለጥቅም ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
14. በሰጠው ስጦታ የሆነው የሆነው የሆነው ለጥቅም ።
 ወ. ተክለ
 ለ. ሀብት
15. ለጥቅም ስጦታ ስጦታ በሰጠው ደረጃ የሆነው የሆነው የሆነው የተኛው ነው ።
 ወ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
16. ለሰጠው ስጦታ ስጦታ በሰጠው ደረጃ የሆነው የሆነው የሆነው የተኛው ነው ።
 ወ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
17. ከወይን ስጦታ ስጦታ በሰጠው ደረጃ የሆነው የሆነው የሆነው የተኛው ነው ።
 ወ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
18. ለጥቅም ስጦታ ስጦታ በሰጠው ደረጃ የሆነው የሆነው የሆነው የተኛው ነው ።
 ወ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን
 ለ. ስጦታ መጠን ስጦታ መጠን

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၈၈. ဂဠုန်

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W. J. G. C.

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፩. ቀዝቃዛ የግብረሰብ ልቦና ማሻሻያ ማድረግ

፪. ለ ለና ፩

16. የዕለቱን ዕቅድ ለማሳካት የሚያስፈልጉ ስራዎች ምንድን ናቸው?
ነ፩ ?

፩. ለሰዓቱ ስራዎች ማሳካት

፪. ለጥቅም የሚያስፈልጉ ሰራተኛዎች ማግኘት

፫. በተፈጻሚነት ስራዎች ላይ ማሳካት

፬. የሥራ ስራዎች ማረጋገጥ

17. ስራዎችን በጥሩ ሁኔታ ለማሳካት የሚያስፈልጉ ስራዎች ምንድን ናቸው?
ነ፩ ?

፩. ስራዎችን ማረጋገጥ

፪. ስራዎችን ማረጋገጥ

፫. ለሰዓቱ ስራዎች

፬. ስራዎችን ማረጋገጥ

18. በሥራ ስራዎች ላይ ስራዎችን ማረጋገጥ የሚያስፈልጉ ስራዎች ምንድን ናቸው?
ነ፩ ?

፩. ስራዎችን ማረጋገጥ

፪. ስራዎችን ማረጋገጥ

፫. ለሰዓቱ ስራዎች

፬. ስራዎችን ማረጋገጥ

19. የሥራ ስራዎች ስራዎችን ማረጋገጥ የሚያስፈልጉ ስራዎች ምንድን ናቸው?
ነ፩ ?

፩. ስራዎችን ማረጋገጥ

፪. ስራዎችን ማረጋገጥ በሥራ ስራዎች ላይ ስራዎችን ማረጋገጥ

፫. የሥራ ስራዎች ስራዎችን ማረጋገጥ

፬. ስራዎችን ማረጋገጥ

20. የሥራ ስራዎች ስራዎችን ማረጋገጥ የሚያስፈልጉ ስራዎች ምንድን ናቸው?
ነ፩ ?

፩. ስራዎችን ማረጋገጥ

፪. ስራዎችን ማረጋገጥ

፫. የሥራ ስራዎች ስራዎችን ማረጋገጥ

፬. ስራዎችን ማረጋገጥ

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- ለ. ከርታ የጦርነት ዘመን በመጨረሻ የገባው የጥቅም ሰነድ ነው
 ሸ. በከርታ ላይ ርታን ለመለካት ይገባል
 ሙ. ከርታ የጥቅም ሰነድ ለጥቅም ይረዳል
8. የባንክ ሽያጭ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ሆኖ
 መለስ ይቻላል ?
 ሀ. ሙሉ በሙሉ ሳይሆን ሸ. ሙሉ በሙሉ አይሆንም
 ለ. ከፍተኛና ዝቅተኛ ይሆናል ሙ. በአባባቢ የሚሰጠው ሆኖ
9. ከጥቅም ሰነድ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ነው ?
 ሀ. ሙሉ በሙሉ ሸ. ሳይሆን
 ለ. ሲሆን ሙ. ለጥቅም
10. የጥቅም ሰነድ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ሆኖ
 ተታል ?
 ሀ. ይደርስ ሸ. ከጥቅም ሰነድ ይደርስ
 ለ. ይደርስ ይደርስ ሙ. በረሃ
11. በባንክ ሽያጭ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ነው ?
 ሀ. ባይሆንም ሸ. ይደርስ
 ለ. ይደርስ ሙ. ሳይሆን
12. ከጥቅም ሰነድ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ይሆናል ?
 ሀ. ይደርስ ይደርስ ሸ. ይደርስ
 ለ. ተታል ሙ. በረሃ
13. ከጥቅም ሰነድ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ሆኖ
 መለስ ይቻላል ?
 ሀ. ለጥቅም ይሆናል ሸ. ለጥቅም ይሆናል
 ለ. ለጥቅም ይሆናል ሙ. ለጥቅም ይሆናል
14. የጥቅም ሰነድ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ሆኖ
 መለስ ይቻላል ?
 ሀ. በባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ይሆናል
 ለ. በባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ይሆናል
 ሸ. ለጥቅም ይሆናል ሙ. ለጥቅም ይሆናል
15. የጥቅም ሰነድ ለባንክ ደረሰው የጥቅም ሰነድ ለጥቅም ሰነድ ሆኖ
 መለስ ይቻላል ?
 ሀ. ለጥቅም ይሆናል ሸ. ለጥቅም ይሆናል
 ለ. በጥቅም ይሆናል ሙ. ለጥቅም ይሆናል

- ለ. ከርታ የምድርን ዘርፍ በመጠን የገባን የምናመለከት ሠረጃ ነፃ
 ሸ. በከርታ ላይ ርተን ለመለካት ይጓዳል
 ሙ. ከርታ ማጋኘትን ማገኛ ለግዕዝ ይረዳል
8. ግብን በየ ለበተዳደር ዞን መልክዓ ምዕራፍ ለየግዕዝ በተቀረበ ቦታ ምን
 መልክ ይኖረዋል ?
 ሀ. መሪ በመሪ ግዳግ ሸ. መሪ በመሪ ተራግ
 ለ. ከፍተኛና ዝቅተኛ ቦታዎች ይኖራል ሙ. በለበየ የተሸፈነ ግጽ
9. ከግዝተኛት ለገዳ በበግን በየ ለበተዳደር ዞን መስተ የግንጽ ዕንዝ ነፃ ?
 ሀ. ግሪ በበሌ ሸ. ዲዲግ
 ለ. ጂግ ሙ. ለገዳዲ
10. የተኖርበት ለበተዳደር ዞን በየተኖሩ የአገሩ ኅብረት ዘርፍ መስተ ይዘ
 ተታል ?
 ሀ. ደጋ ሸ. ከቆላ ለበክ ደጋ
 ለ. ወይና ደጋ ሙ. በረሃ
11. በበግን በየ ለበተዳደር ዞን መስተ የግንጽ ተራ የተኖሩ ነፃ ?
 ሀ. ባቶ ሸ. ዘጃጋ
 ለ. ቅላሌ ሙ. ቅገገ
12. ከግዝተኛት የአገሩ ኅብረት ጸሐፊ የተኖሩ ከፍተኛ ጽሑፍ ይኖረዋል ?
 ሀ. ወይና ደጋ ሸ. ደጋ
 ለ. ቶላ ሙ. በረሃ
13. ከዝቅተኛ ቦታ ወደ ከፍተኛ ቦታ በገንዘብ የአገሩ ሠነድ ምን ለፀጥ ይኖረዋል?
 ሀ. ለጥፋት ይሄዳል ሸ. ለየተለለ ይሄዳል
 ለ. ለየዝግገም ይሄዳል ሙ. ምንም ለፀጥ አይኖረውም
14. የተኖርበት ለፀሐፊ በየተኖሩ የዘጃጋ በርዕዩ ዞን መስተ ይመደባል ?
 ሀ. በበጋ ዘጃጋ የግንጽግ በዘረዋት ደረቀ የሆነ
 ለ. በበጋ በለመዘገፍ ደረቀግ በዘረዋት ዘጃጋ የግንጽግ
 ሸ. ግዕዝ በመሪ ደረቀ
 ሙ. ግዕዝ በመሪ ዘጃጋ
15. የተረፈፍ ሀብትን ማስገባት በገዳ ምን ግለት ነፃ ?
 ሀ. ለገዳ ለገዳ ግለት ግለት ሸ. ለገዳ ለገዳ ማስገባት
 ለ. በተገባው ማስገባት ማስገባት ሙ. ማስገባት

16. በደን መደገፍ ምክንያት የገደባቸው ችግር የተኛው ነው ?
 ሀ. የአፈር መብርብር ሐ. የህዝብ ቅጥር መብርብር
 ለ. የዳር አፋጭ መብርብር ግዛት ሰ. የአገር ንብረት መብርብር
17. የበግን ሸየ አበተዳደር ዞን የደን ደዘጋ ምን ይመስላል ?
 ሀ. አጠቃላይ መረት በደን የተሸፈነ ነው ።
 ለ. አጠቃላይ መረት የተፈተነ ነው ።
 ሐ. ምንም ዓይነት ፅፅር አይገኝም
 ሰ. በደን ሀብት በፀገፈት ግብይት ደረጃ የገዛ ነው።
18. በግንባታ የተፈጥሮ ሀብቶች ሕንጻቸውን በመባባስ የገዛ ምን ያህል ነው የተኛው ነው ?
 ሀ. አፈር ሐ. ደን
 ለ. የዳር አፋጭ ሰ. ሙሉ ስጦታ ምር

APPENDIX D-2 (The English Version of the Tests)

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

Social Studies Test for Grade One

Student's Name _____

Sex _____

Direction:- Indicate your answer by encircling the
letter of your choice.

1. What is the smallest and basic unit in social organization?

a. Kebele	c. Family
b. Village	d. Welfare Association
2. One of the following is not the member of a family

a. Uncle	c. Children
b. Father	d. Mother
3. All families have equal number of members

a. True	b. False
---------	----------
4. All members of the family have different duties to perform.

a. True	b. False
---------	----------
5. The definition given to the term family differs from place to place.

a. True	b. False
---------	----------

6. Which of the following members of the family has the highest responsibility to fulfill the requirements of the family?
- a. Mother
 - b. Sister
 - c. Father
 - d. Brother
7. A healthy family is the base for the formation of a healthy society
- a. True
 - b. False
8. Rearing children in a healthy manner is mainly the duty of the society than the family
- a. True
 - b. False
9. Children primarily imitate the roles they are expected to play in the society from the family
- a. True
 - b. False
10. Society is an aggregation of a number of families
- a. True
 - b. False
11. Which of the following is not the character of a good family?
- a. Loving each other
 - b. Respecting each other
 - c. Working together
 - d. Quarreling with each other
12. Which of the following is the duty of children within the family?
- a. Helping the family as much as possible
 - b. Spending ones time in playing
 - c. Administering the family
 - d. Fulfilling the requirements of the family.

13. Which of the following is not a good character of children within the family?
- a. Respecting ones mother and father
 - b. Obedient to the family
 - c. Insulting elders
 - d. Respecting elders
14. Children have a considerable duty within the family
- a. True
 - b. False
15. Most of the time Ayelech is not obedient to the family. So, which of the following best expresses Ayelech's character?
- a. She respects her family
 - b. She helps her family
 - c. She does not respect her family
 - d. She has a good conduct
16. What are the three basic necessities of life?
- a. Shelter, car, and food
 - b. Food, cloth, and shelter
 - c. Food, cloth, and education
 - d. Shelter, car, and education
17. Which of the following is not the product of animals?
- a. Potato
 - b. Meat
 - c. Milk
 - d. Butter
18. Which one of the following is not edible?
- a. Sheep
 - b. Cotton
 - c. Fish
 - d. Carrot

19. Which of the following is not used for making clothes?
- | | |
|------------|-----------|
| a. Leather | c. Cotton |
| b. Rye | d. Silk |
20. Which of the following is not used for constructing houses?
- | | |
|----------|-------------|
| a. Stone | c. Charcoal |
| b. Wood | d. Sand |
21. Which of the following is directly resulted from not keeping food, clothes and shelter clean?
- | | |
|---------------------|----------------------|
| a. Wastage of money | c. Increment in the |
| b. Disease | expenses of life |
| | d. Family disruption |
22. A small place inhabited by people is usually known as:
- | | |
|----------------------|-----------------|
| a. Country | c. Country side |
| b. Kebele or village | d. Market |
23. As village is usually to the rural areas, _____ is to the towns
- | | |
|-----------|------------------------|
| a. Market | c. Family |
| b. Kebele | d. Welfare Association |
24. A kebele comprises a number of families
- | | |
|---------|----------|
| a. True | b. False |
|---------|----------|
25. Which of the following is not an indicator for the existence of a healthy relationship among the members of a kebele?
- | | |
|----------------------------|-------------------------|
| a. Mediating the quarreled | c. Helping poor people |
| c. Visiting patients | d. Nagging now and then |

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

Social Studies Test for Grade Two

Student's Name _____

Sex _____

Direction:-Indicate your answer by encircling the
letter of your choice

1. To which Administrative Zone does your district belong?
 - a. East Shewa
 - b. North Shewa
 - b. Shewa
 - d. South Shewa
2. In which part of Ethiopia does your district found?
 - a. Northern
 - c. Central
 - b. Eastern
 - d. Southern
3. What do you call the highest administrative body next to the kebele?
 - a. District
 - c. Administrative Zone
 - b. Province
 - d. Country
4. District is a sub-part of _____.
 - a. Kebele
 - c. Province
 - b. Family
 - d. Village
5. Which of the following natural feature could serve as a boundary line between two adjacent districts?

- a. Valley
 - b. Rivers
 - c. Mountains
 - d. All
6. What are the four cardinal directions?
- a. Centre, Periphery, up, and down
 - b. North, South, East, and West
 - c. Far, near, back, and front
 - d. Left, right, side & down ward
7. Natural stream of water flowing in a channel is known as _____.
- a. Lake
 - b. Sea
 - c. River
 - d. Ocean
8. A layer of solid matter left on the land around the mouth of a river is known as _____.
- a. Fertile Soil
 - b. Gravel
 - c. Sediment
 - d. Deposit
9. When air is in motion, it is known as _____.
- a. Wind
 - b. Cloud
 - c. Temperature
 - d. Humidity
10. Which of the following is the simplest method to detect the direction of the wind around your school?
- a. Watching the movement of plants
 - b. Measuring the humidity of the air
 - c. Measuring the temperature of the air
 - d. Inhaling air through your mouth and nose
11. To which rain fall zone does your district belong?
- a. Rainy in winter but dry in summer
 - b. Rainy in summer but mostly dry in winter

- c. Rainy throughout the year
 - d. Dry trhoughout the year
12. Which of the following is not suitable for the growth of plants?
- a. Rocky surface
 - b. Fertile soil
 - c. Adequate rainfall
 - d. Warm air
13. Among the following wild animals which one usually comes to the villages to get food in your surrounding?
- a. Bushbuck
 - b. Wolf
 - c. Tiger
 - d. Hyena
14. Which of the following is not a carnivores animal?
- a. Bushbuck
 - b. Wolf
 - c. Tiger
 - d. Hyena
15. Your district is located at a higher altitude than the district in which your friend is living. Then, if you want to visit your friend, of the following which one you should do
- a. Wearing light clothes
 - b. Wearing thick clothes
 - c. Holding clothes which protect cold
 - d. b and c.
16. Which of the following is not a useful method to conserve vegetation resources?
- a. Controlling forest burning
 - b. Controlled grazing

- c. Reafforestation
 - d. Controlling flood by making dams
17. Which of the following is a useful method to protect wild life resources?
- a. Protecting forests
 - b. Hunting
 - c. Burning forests
 - d. To damp up rivers
18. Which of the following is the main cause for soil erosion?
- a. Deforestation
 - b. Hunting
 - c. Bee farming
 - d. Cold air
19. Which of the following statements indicate the relationship of soil and plants?
- a. Plants add humus to the soil
 - b. Plants protect soil from being erroded by water and wind.
 - c. A fertile soil facilitates the growth of plants
 - d. All of the abovbe.
20. Ato Shenkute's farm is located on the slope of a mountain. Of the following ways of ploughing which one do you advise to Ato Shenkute to practice in order to minimize soil erosion?
- a. Terracing
 - b. To plough up and down
 - c. To plough horizontally following the direction of the contour
 - d. b and c.

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

Social Studies Test for Grade Three

Student's Name _____

Sex _____

Direction:- Indicate your answer by encircling the
letter of your choice

1. What is the name of the administrative zone you are living in?
 - a. North Shewa
 - b. East Shewa
 - c. West Shewa
 - d. South Shewa
2. To which part of Ethiopia does your administrative zone located?
 - a. Southern
 - b. Central
 - c. Northern
 - d. Eastern
3. To which administrative zone does your province belong?
 - a. Shewa
 - b. North Shewa
 - c. South Shewa
 - d. East Shewa
4. Province is a sub-part of _____.
 - a. Administrative zone
 - b. District
 - c. Village
 - d. Kebele
5. If you stretch your hands straight to the left and right sides standing in front of the direction in which the sun rises, your left hand points to which direction?

- a. North
 - b. South
 - c. West
 - d. East
6. Of the following which one are you going to do if you want to draw the map of your school?
- a. Finding paper which equals the size of the school campus.
 - b. Representing only the main features in a reduced form.
 - c. Identifying the main cardinal directions
 - d. b and c.
7. Which of the following is not correct about maps?
- a. All features of the earth appear on maps as they are
 - b. Map is a reduced and simplified representation of all or part of the earth's surface
 - c. It is quire possible to measure distances on maps
 - d. Maps help to locate places
8. Which one best explains the general topographic structure of North Shewa Administrative Zone?
- a. Completely plain
 - b. Composed of higher & lower areas
 - c. Completely mountain
 - d. A plain covered with sand
9. One of the following rivers is found in North Shewa Administrative Zone
- a. Wabe Shebelle
 - b. Jemma
 - c. Dedessa
 - d. Legedade

10. To which climatic region does your Administrative Zone belong?
- a. Dega
 - b. Woina Dega
 - c. From Kolla to Dega
 - d. Bereha
11. Which one of the following mountains is found in North Shewa Administrative Zone?
- a. Batu
 - b. Chilallo
 - c. Ziquala
 - d. Kunde
12. Which one of the following climatic zones has cold temperature?
- a. Woina Dega
 - b. Kolla
 - c. Dega
 - d. Bereha
13. What will happen to the air if we go from lower areas to higher areas?
- a. It becomes progressively warm
 - b. It becomes progressively cold
 - c. It becomes progressively light
 - d. There is no change
14. To which rainfall distribution zone does your province belong?
- a. Rainy in winter but dry in summer
 - b. rainy in summer but mostly dry in winter
 - c. Dry throughout the year
 - d. Rainy throughout the year
15. What does natural resources conservation mean?
- a. Keeping resources as they are
 - b. Utilizing appropriately

- c. Utilizing carelessly
 - d. All
16. Which one of the following is not the result of forest destruction?
- a. Soil erosion
 - c. Over population
 - c. Wild life destruction
 - d. Climatic disturbance
17. Which one is correct about the forest resources of North Shewa Administrative Zone?
- a. Most of the area is covered with forests
 - b. Most of the area is barren
 - c. No plant life at all
 - d. The zone stands first from the country in forest resources.
18. Which of the following natural resources is less useful for tourist industry?
- a. Soil
 - c. Forests
 - c. Wildelife
 - d. Land Scape

APPENDIX E

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

Interview

N.B:- The following four sets of interview items are to be addressed to the School inspectors, School directors, School Pedagogical Centre Coordinators and Awraja Pedagogical Centre Coordinators.

Since the implementation demands of the lower primary school social studies syllabus requires the participation of different educational professionals in the locality to contribute their part in relating the specifications of the syllabus with the particular situations of the community, this interview is designed to collect information from those people who are directly responsible in the field. The information to be obtained is going to be used for research purpose in order to produce a thesis about the Implementation of the Lower Primary School Social Studies Syllabus. In this regard, as one of the objectives of the study is to assess the contribution of educational personnel who are expected to take part in facilitating the implementation of the syllabus, your assistance and frank responses are highly valuable to complete the study.

Thank you for your cooperation
in advance

Interview Items for the School Inspectors in theAwraja Education Offices

1. What is the commonly used way of supervision to assess the implementation of the lower primary school social studies syllabus in order to point out the problems and strong points? (i.e., through classroom observation, or discussion with teachers, or through written reports, or by any other means).
2. Are there social studies teaching materials to be used as textbooks prepared at the Awraja level in the province you are working now? If not, what kind of reference materials are used by social studies teachers of the lower primary grades?
3. Is there a programme designed at the province level for social studies teachers of the lower primary grades to have exchange of experiences?
4. Does your office attempted to gather and distribute written documents and other relevant information for the implementation of lower primary school social studies syllabus?
5. Would you describe the means you have used to facilitate the implementation of the lower primary school social studies syllabus in your province?
6. Would you enumerate the strong points and shortcomings of the implementation process of the social studies syllabus you have encountered in the schools found in the province?

Interview Items for the School Directors

1. Are the teachers of social studies assigned to teach in the lower primary grades on the basis of their preferences or by your assignment without their choice?
2. What kind of incentives are given for social studies teachers of the lower primary grades by the school administration because of the little different tasks they faced in implementing the syllabus from the other subject areas?
3. How often do you make direct and clear contact with social studies teachers of the lower primary grades in order to pinpoint the problems faced by teachers?
4. Does the school present up-to-date Newspapers and other periodicals for teachers to read?
5. Is there a specially designed programme in the school for social studies teachers to have mutual exchange of experiences? If so, in what way?
6. To what extent does the school administration attempted to accumulate teaching aids relevant for the implementation of the lower primary school social studies syllabus?
7. Would you enumerate some of the problems and strongpoints faced in your school regarding the implementation of the lower primary school social studies syllabus?

Interview Items for the School Pedagogical

Centre Coordinators

1. To what extent does the school Pedagogical Centre contained teaching aids useful for the implementation of the lower primary school social studies syllabus?
2. One of the objectives of the SPC is to create opportunity for teachers to meet together for the sake of exchanging experiences. In this respect, to what extent have you attempted to create chance for social studies teachers of the lower primary grades?
3. How do you rate the participation of the lower primary grades social studies teachers in the school Pedagogical Centre?
4. Are there social studies teaching materials to be used as texts in the lower primary grades prepared by the teachers in collaboration with the SPC?
5. Would you describe the activities preformed and those under plan by the school pedagogical Centre to support the implementation of the lower primary school social studies syllabus?

Interview Items for the Awraja PedagogicalCentre Coordinators

1. Are there social studies teaching materials prepared by the centre to be used ^{as} textbooks?
2. Is there a regularly arranged programme by the centre for social studies teachers of the lower primary grades in the povince to meet together for the sake of sharing experiences?
3. Did the centre provided up to now on-the-job training programme specially designed for social studies teachers of the mentioned grades? If so, what were the contents of the training?
4. In what ways does the centre give support for the implementation of the lower primary school social studies syllabus?
5. If you have additional information with regard to the issue discussed up to now, please make a brief remark.

APPENDIX FPERSONAL PROFILE OF THE TEACHER RESPONDENTS

Items	Choices	Teacher Respondents							
		Grade 1		Grade 2		Grade 3		The whole group	
		No.	%	No.	%	No.	%	No.	%
S e x	Male	7	50	8	62	9	60	24	57
	Female	7	50	5	38	6	40	18	43
	Total	14	100	13	100	15	100	42	100
Qualification level	10+2	1	7	-	-	2	13	3	7
	12+1	12	86	13	100	11	74	36	86
	12+1 st summer	1	7	-	-	2	13	3	7
	12+2 nd summer	-	-	-	-	-	-	-	-
	12+2	-	-	-	-	-	-	-	-
	Total	14	100	13	100	15	100	42	100
Total years of service in Teaching	Less than a year	-	-	-	-	-	-	-	-
	1-5 years	1	7	1	8	-	-	2	5
	6-10 years	7	50	7	54	7	47	21	50
	11-15 years	5	36	3	23	6	40	14	33
	16-20 years	-	-	2	15	-	-	2	5
	21-25 years	1	7	-	-	2	13	3	7
	26-30 years	-	-	-	-	-	-	-	-

	Above 30 years	-	-	-	-	-	-	-	-
	Total	14	100	13	100	15	100	42	100
-Service years in the school they are working now	1 year	3	21	3	23	3	20	9	21
	2-5 years	7	50	5	38	8	53	20	48
	6-10 years	4	29	4	31	3	20	11	26
	11-15 years	-	-	1	8	1	7	2	5
	16-20 years	-	-	-	-	-	-	-	-
	Above 20 years	-	-	-	-	-	-	-	-
	Total	14	100	13	100	15	100	42	100
-Experience in teaching social studies in the lower primary grades	For the first time	6	43	2	15	5	33	13	31
	2-5 years	7	50	8	62	7	47	22	53
	6-10 years	1	7	2	15	3	20	6	14
	Above 10 years	-	-	1	8	-	-	1	2
	Total	14	100	13	100	15	100	42	100
Number of subjects taught other than social studies	No	-	-	-	-	2	13	2	5
	One	6	43	4	31	4	27	14	33
	Two	5	36	5	38	5	33	15	36
	Three	1	7	3	23	4	27	8	19
	Four	1	7	-	-	-	-	1	2
	Five & Above	1	7	1	8	-	-	2	5
	Total	14	100	13	100	15	100	42	100

Teaching load in periods	Less than 10	1	7	1	8	-	-	2	5
	10 - 15	7	50	4	31	6	40	17	41
	16 - 20	4	29	5	38	5	33	14	33
	21 - 25	2	14	3	23	4	27	9	21
	26 and above	-	-	-	-	-	-	-	-
	Total	14	100	13	100	15	100	42	100

APPENDIX GCALCULATIONS OF THE CHI-SQUARE (χ^2) STATISTICSAttitude Scores of Teachers by Grade Level (Out of 90%)

Grade 1	Grade 2	Grade 3
86	84	85
83	83	82
82	83	81
80	82	81
80	81	81
80	80	77
80	79	77
80	76	76
79	76	76
74	74	75
71	69	74
69	-	-
67	62	73
66	60	72
		70
		69

Combination of the Scores of the three group of teachers to
obtain the Grand Median

86, 85, 84, 83, 83, 83, 82, 82, 82, 81, 81, 81, 81, 80, 80,
80, 80, 80, 80, 79, 79, 77, 77, 76, 76, 76, 76, 75, 74, 74, 74
73, 72, 71, 70, 69, 69, 69, 67, 66, 62, 60.

$$\text{Grand Median } \frac{79+77}{2} = 78$$

1. Calculation of the x^2 Median test Statistics for the
data in Table 2

The formula is $x^2 = n \left[\sum_{r=1}^R \sum_{c=1}^C \frac{n^2 rc}{n_r \cdot n_c} - 1 \right]$

Cell	$n^2 \cdot rc$	$n_r \cdot n_c$	$n^2 rc / n_r \cdot n_c$
1	81	294	0.276
2	49	273	0.179
3	25	315	0.079
4	25	294	0.085
5	36	273	0.132
<u>6</u>	<u>100</u>	<u>315</u>	<u>0.317</u>

$$\Sigma = 1.068$$

$$- 1.000$$

$$0.068 \times 42$$

$$x^2 = \underline{\underline{2.856}}$$

2. Computation of the Chi-Square (x^2) Statistics for the
Data on Table 16

$$\text{The formula is, } x^2 = \frac{(O-e)^2}{e}$$

Grade 3, Objective 1

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	48	35	169	4.83
2	32	35	9	0.26
3	38	35	9	0.26
4	28	35	49	1.40
5	29	35	36	1.03
6	49	62	169	2.73
7	65	62	9	0.15
8	59	62	49	0.79
9	69	62	49	0.79
<u>10</u>	<u>68</u>	<u>62</u>	<u>36</u>	<u>0.58</u>

$$x^2 = \underline{\underline{12.18}}$$

Grade 3 Objectiv 2

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	47	37.8	51.84	1.371
2	34	37.8	14.44	0.382
3	41	37.8	10.24	0.271
4	35	37.8	14.44	0.382
5	34	37.8	14.44	0.382
6	52	59.2	51.84	0.876
7	63	59.2	14.44	0.244
8	56	59.2	10.24	0.173
9	62	59.2	7.84	0.132
<u>10</u>	<u>63</u>	<u>59.2</u>	<u>14.44</u>	<u>0.244</u>

$$x^2 = \underline{\underline{4.288}}$$

Calculation of the Pair wise Comparison Statistics

/Grade 3, Objective 1/

	Proportion of students by Province Level				
	Tegulet & Bulga (A)	Yifat & Timuga (B)	Selale (C)	Menz & Geshe (D)	Merha- Bete (E)
Pass (expected) proportions=Pf)	0.49	0.33	0.39	0.29	0.30
Culumn Totals (nj)	97	97	97	97	97
$p_j = \frac{p_j(1-p_j)}{n_j}$	0.00258	0.00228	0.00245	0.00210	0.00216

Constrast 1 ($\hat{\psi}_1$): $A-B=0.49-0.33=0.16$; $\hat{\sigma}^2\hat{\psi}_1=0.00258+0.00228=0.00486$

$\hat{\psi}_2$: $A-C=0.49-0.39=0.10$; $\hat{\sigma}^2\hat{\psi}_2=0.00258+0.00245=0.00503$

$\hat{\psi}_3$: $A-D=0.49-0.29=0.20$; $\hat{\sigma}^2\hat{\psi}_3=0.00258+0.00212=0.00470$

$\hat{\psi}_4$: $A-E=0.49-0.30=0.19$; $\hat{\sigma}^2\hat{\psi}_4=0.00258+0.00216=0.00474$

$\hat{\psi}_5$: $B-C=0.33-0.39=-0.06$; $\hat{\sigma}^2\hat{\psi}_5=0.00228+0.00245=0.00473$

$\hat{\psi}_6$: $B-D=0.33-0.29=0.04$; $\hat{\sigma}^2\hat{\psi}_6=0.00228+0.00212=0.00440$

$\hat{\psi}_7$: $B-E=0.33-0.30=0.03$; $\hat{\sigma}^2\hat{\psi}_7=0.00228+0.00216=0.00444$

$\hat{\psi}_8$: $C-D=0.39-0.29=0.10$; $\hat{\sigma}^2\hat{\psi}_8=0.00245+0.00212=0.00457$

$\hat{\psi}_9$: $C-E=0.39-0.30=0.09$; $\hat{\sigma}^2\hat{\psi}_9=0.00245+0.00216=0.00461$

$\hat{\psi}_{10}$: $D-E=0.29-0.30=-0.01$; $\hat{\sigma}^2\hat{\psi}_{10}=0.00212+0.00216=0.00428$

$$\chi^2_{\hat{\psi}_1} = \frac{\hat{\psi}_1^2}{\hat{\sigma}^2_{\hat{\psi}_1}} = \frac{(0.16)^2}{0.00486} = 5.2675$$

$$\chi^2_{\hat{\psi}_6} = \frac{(0.04)^2}{0.00440} = 0.3636$$

$$\chi^2_{\hat{\psi}_2} = \frac{(0.10)^2}{0.00503} = 1.9881$$

$$\chi^2_{\hat{\psi}_7} = \frac{(0.03)^2}{0.00444} = 0.2027$$

$$\chi^2_{\hat{\psi}_3} = \frac{(0.20)^2}{0.00470} = 8.5106^*$$

$$\chi^2_{\hat{\psi}_8} = \frac{(0.10)^2}{0.00457} = 2.1882$$

$$\chi^2_{\hat{\psi}_4} = \frac{(0.19)^2}{0.00474} = 7.6160$$

$$\chi^2_{\hat{\psi}_9} = \frac{(0.09)^2}{0.00461} = 1.7570$$

$$\chi^2_{\hat{\psi}_5} = \frac{(-0.06)^2}{0.00473} = 0.7611$$

$$\chi^2_{\hat{\psi}_{10}} = \frac{(-0.01)^2}{0.00428} = 0.0234$$

* Significant at $P < 0.05$ level

3. Calculation of the Chi-Square (χ^2) Statistics

for the Data in Table 18

Grade 2, Objective 1

<u>Cell</u>	<u>o</u>	<u>e</u>	<u>(o-e)²</u>	<u>(o-e)²/e</u>
1	73	69.6	11.56	0.166
2	67	69.6	6.76	0.097
3	64	69.6	31.36	0.451
4	78	69.6	70.56	1.041
5	66	69.6	12.96	0.186
6	23	26.4	11.56	0.438
7	29	26.4	6.76	0.256
8	32	26.4	31.36	1.188
9	18	26.4	70.56	2.673
<u>10</u>	<u>30</u>	<u>26.4</u>	<u>12.96</u>	<u>0.491</u>

$$\chi^2 = 6.96$$

Grade 2, Objective 2

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	30	36.4	40.96	1.125
2	28	36.4	70.56	1.938
3	47	36.4	112.36	3.087
4	57	36.4	424.36	11.658
5	20	36.4	268.96	7.389
6	66	59.6	40.96	0.687
7	68	59.6	70.56	1.184
8	49	59.6	112.36	1.885
9	39	59.6	424.36	7.120
<u>10</u>	<u>76</u>	<u>59.6</u>	<u>268.96</u>	<u>4.513</u>

$$\chi^2 = 40.586^*$$

Calculation of the Pair Wise ComparisonStatistics (Grade 2, Objective 2)

	Proportion of Students by Province Level				
	Tegulet & Bulga (A)	Yifat & Timuga (B)	Selale (C)	Menz and Geshe (D)	Merhabete (E)
P _j	0.31	0.29	0.49	0.59	0.21
n _j	96	96	96	96	96
$\delta^2 P_j$	0.00223	0.00214	0.00260	0.00252	0.00173

Contrast 1 ($\hat{\psi}_1$): A-B=0.31-0.29=0.02; $\bar{\delta}^2 \hat{\psi}_1 = 0.00223+0.00214=0.00437$

$\hat{\psi}_2$: A-C=0.31-0.49=-0.18; $\bar{\delta}^2 \hat{\psi}_2 = 0.00223+0.00260=0.00483$

$\hat{\psi}_3$: A-D=0.31-0.59=-0.28; $\bar{\delta}^2 \hat{\psi}_3 = 0.00223+0.00252=0.00475$

$\hat{\psi}_4$: A-E=0.31-0.21=0.10; $\bar{\delta}^2 \hat{\psi}_4 = 0.00223+0.00173=0.00396$

$\hat{\psi}_5$: B-C=0.29-0.49=-0.20; $\bar{\delta}^2 \hat{\psi}_5 = 0.00214+0.00260=0.00474$

$\hat{\psi}_6$: B-D=0.29-0.59=-0.30; $\bar{\delta}^2 \hat{\psi}_6 = 0.00214+0.00252=0.00466$

$\hat{\psi}_7$: B-E=0.29-0.21=0.08; $\bar{\delta}^2 \hat{\psi}_7 = 0.00214+0.00173=0.00387$

$\hat{\psi}_8$: C-D=0.49-0.59=-0.10; $\bar{\delta}^2 \hat{\psi}_8 = 0.00260+0.00252=0.00512$

$\hat{\psi}_9$: C-E=0.49-0.21=0.28; $\bar{\delta}^2 \hat{\psi}_9 = 0.00260+0.00173=0.00433$

$\hat{\psi}_{10}$: D-E=0.59-0.21=0.38; $\bar{\delta}^2 \hat{\psi}_{10} = 0.00252+0.00173=0.00425$

$$\chi^2 \hat{\psi}_1 = \frac{\hat{\psi}_1^2}{\bar{\delta}^2 \hat{\psi}_1} = \frac{(0.02)^2}{0.00437} = 0.0915$$

$$\chi^2 \hat{\psi}_6 = \frac{(-0.30)^2}{0.00466} = 19.3133^*$$

$$\chi^2 \hat{\psi}_2 = \frac{(-0.18)^2}{0.00483} = 6.7081$$

$$\chi^2 \hat{\psi}_7 = \frac{(0.08)^2}{0.00387} = 1.6537$$

$$\chi^2 \hat{\psi}_3 = \frac{(-0.28)^2}{0.00473} = 16.5053^*$$

$$\chi^2 \hat{\psi}_8 = \frac{(-0.10)^2}{0.00512} = 1.9531$$

$$\chi^2 \hat{\psi}_4 = \frac{(0.10)^2}{0.00396} = 2.5253$$

$$\chi^2 \hat{\psi}_9 = \frac{(0.28)^2}{0.00433} = 18.1062^*$$

$$\chi^2 \hat{\psi}_5 = \frac{(-0.20)^2}{0.00474} = 8.4388$$

$$\chi^2 \hat{\psi}_{10} = \frac{(0.38)^2}{0.00425} = 33.9765^*$$

* Significant at P<0.05 Level

4. Calculation of the Chi-Square (χ^2) Statistics
for the Data in Table 20

Grade 1, Objective 1

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	73	72.2	0.64	0.009
2	75	72.2	7.84	0.109
3	69	72.2	10.24	0.142
4	68	72.2	17.64	0.244
5	68	72.2	17.64	0.244
6	23	23.8	0.64	0.027
7	21	23.8	7.84	0.329
8	27	23.8	10.24	0.430
9	28	23.8	17.64	0.741
<u>10</u>	<u>28</u>	<u>23.8</u>	<u>17.64</u>	<u>0.741</u>

$$\chi^2 = \underline{\underline{3.016}}$$

Grade 1, Objective 2

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	80	81	1	0.012
2	84	81	9	0.111
3	82	81	1	0.012
4	75	81	36	0.444
5	84	81	9	0.111
6	16	15	1	0.067
7	12	15	9	0.600
8	14	15	1	0.067
9	21	15	36	2.400
<u>10</u>	<u>12</u>	<u>15</u>	<u>9</u>	<u>0.600</u>

$$\chi^2 = \underline{\underline{4.424}}$$

Grade 1, Objective 3

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	39	27.2	139.24	5.119
2	21	27.2	38.44	1.413
3	16	27.2	125.44	4.612
4	39	27.2	139.24	5.119
5	21	27.2	38.44	1.413
6	57	68.8	139.24	2.024
7	75	68.8	38.44	0.559
8	80	68.8	125.44	1.823
9	57	68.8	139.24	2.024
<u>10</u>	<u>75</u>	<u>68.8</u>	<u>38.44</u>	<u>0.559</u>

$$x^2 = \underline{\underline{24.665}}$$

Grade 1, Objective 4

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	63	59.4	12.94	0.218
2	54	59.4	29.16	0.491
3	65	59.4	31.36	0.528
4	62	59.4	6.76	0.113
5	53	59.4	40.96	0.690
6	33	36.6	12.96	0.354
7	42	36.6	29.16	0.797
8	31	36.6	31.36	0.857
9	34	36.6	6.76	0.185
<u>10</u>	<u>43</u>	<u>36.6</u>	<u>40.96</u>	<u>1.119</u>

$$x^2 = \underline{\underline{5.352}}$$

Grade 1, Objective 5

<u>Cell</u>	<u>O</u>	<u>e</u>	<u>(O-e)²</u>	<u>(O-e)²/e</u>
1	64	51.4	158.76	3.089
2	53	51.4	2.56	0.050
3	41	51.4	108.16	2.104
4	48	51.4	11.56	0.225
5	51	51.4	0.16	0.003
6	32	44.6	158.76	3.560
7	43	44.6	2.56	0.057
8	55	44.6	108.16	2.425
8	48	44.6	11.56	0.259
<u>10</u>	<u>45</u>	<u>44.6</u>	<u>0.16</u>	<u>0.003</u>

$$x^2 = \underline{\underline{11.775}}$$

Calculation of the Pair Wise Comparison Statistics(Grade 1, Objective 3)

	Proportion of Students by Province Level				
	Tegulet & Bulga (A)	Yifat & Timuga (B)	Selale (C)	Menz & Geshe (D)	Merha- bete (E)
P _j	0.41	0.22	0.17	0.41	0.22
n _j	96	96	96	96	96
$\hat{\sigma}^2_{Pj}$	0.00252	0.00179	0.00147	0.00252	0.00179

Contrast 1 ($\hat{\psi}_1$): A-B=0.41-0.22=0.19; $\delta^2 \hat{\psi}_1 = 0.00252+0.00179=0.00431$

$\hat{\psi}_2$: A-C=0.41-0.17=0.24; $\delta^2 \hat{\psi}_2 = 0.00252+0.00147=0.00399$

$\hat{\psi}_3$: A-D=0.41-0.41=0 ; $\delta^2 \hat{\psi}_3 = 0.00252+0.00252=0.00504$

$\hat{\psi}_4$: A-E=0.41-0.22=0.19; $\delta^2 \hat{\psi}_4 = 0.00252+0.00179=0.00431$

$\hat{\psi}_5$: B-C=0.22-0.17=0.05; $\delta^2 \hat{\psi}_5 = 0.00179+0.00147=0.00326$

$\hat{\psi}_6$: B-D=0.22-0.4=-0.19; $\delta^2 \hat{\psi}_6 = 0.00179+0.00252=0.00431$

$\hat{\psi}_7$: B-E=0.22-0.22=0 ; $\delta^2 \hat{\psi}_7 = 0.00179+0.00179=0.00358$

$\hat{\psi}_8$: C-D=0.17-0.41=-0.24; $\delta^2 \hat{\psi}_8 = 0.00147+0.00252=0.00399$

$\hat{\psi}_9$: C-E=0.17-0.22=-0.05; $\delta^2 \hat{\psi}_9 = 0.00147+0.00179=0.00326$

$\hat{\psi}_{10}$: D-E=0.41-0.22=0.19; $\delta^2 \hat{\psi}_{10} = 0.00252+0.00179=0.00431$

$$\chi^2 \hat{\psi}_1 = \frac{(0.19)^2}{0.00431} = 8.3759$$

$$\chi^2 \hat{\psi}_6 = \frac{(-0.19)^2}{0.00431} = 8.3759$$

$$\chi^2 \hat{\psi}_2 = \frac{(0.24)^2}{0.00399} = 14.4361^*$$

$$\chi^2 \hat{\psi}_7 = \frac{(0)^2}{0.00358} = 0$$

$$\chi^2 \hat{\psi}_3 = \frac{(0)^2}{0.00504} = 0$$

$$\chi^2 \hat{\psi}_8 = \frac{(-0.24)^2}{0.00399} = 14.4361^*$$

$$\chi^2 \hat{\psi}_4 = \frac{(0.19)^2}{0.00431} = 8.3759$$

$$\chi^2 \hat{\psi}_9 = \frac{(-0.05)^2}{0.00326} = 0.7669$$

$$\chi^2 \hat{\psi}_5 = \frac{(0.05)^2}{0.00326} = 0.7669$$

$$\chi^2 \hat{\psi}_{10} = \frac{(0.19)^2}{0.00431} = 8.3759$$

* Significant at P < 0.05 level.

Calculation of the Pair Wise Comparison Statistics(Grade 1, Objective 5)

	Proportion of Students by Province Level				
	Tegulet & Bulga (A)	Yifat & Timuga (B)	Selale (C)	Menz & Geshe (D)	Merha-bete (E)
Pj	0.67	0.55	0.43	0.50	0.53
nj	96	96	96	96	96
$\delta^2 P_j$	0.00230	0.00258	0.00255	0.00260	0.00259

Contrast 1 ($\hat{\psi}_1$): $A-B=0.67-0.55=0.12$; $\delta^2 \hat{\psi}_1 = 0.00230+0.00258=0.00488$

$\hat{\psi}_2$: $A-C=0.67-0.43=0.24$; $\delta^2 \hat{\psi}_2 = 0.00230+0.00255=0.00485$

$\hat{\psi}_3$: $A-D=0.67-0.50=0.17$; $\delta^2 \hat{\psi}_3 = 0.00230+0.00260=0.00490$

$\hat{\psi}_4$: $A-E=0.67-0.53=0.14$; $\delta^2 \hat{\psi}_4 = 0.00230+0.00259=0.00489$

$\hat{\psi}_5$: $B-C=0.55-0.43=0.12$; $\delta^2 \hat{\psi}_5 = 0.00258+0.00255=0.00513$

$\hat{\psi}_6$: $B-D=0.55-0.50=0.05$; $\delta^2 \hat{\psi}_6 = 0.00258+0.00260=0.00518$

$\hat{\psi}_7$: $B-E=0.55-0.53=0.02$; $\delta^2 \hat{\psi}_7 = 0.00258+0.00259=0.00519$

$\hat{\psi}_8$: $C-D=0.43-0.50=-0.07$; $\delta^2 \hat{\psi}_8 = 0.00255+0.00260=0.00515$

$\hat{\psi}_9$: $C-E=0.43-0.53=-0.10$; $\delta^2 \hat{\psi}_9 = 0.00255+0.00259=0.00514$

$\hat{\psi}_{10}$: $D-E=0.50-0.53=-0.03$; $\delta^2 \hat{\psi}_{10} = 0.00260+0.00259=0.00519$

$$\chi^2 \hat{\psi}_1 = \frac{(0.12)^2}{0.00488} = 2.9508$$

$$\chi^2 \hat{\psi}_6 = \frac{(0.05)^2}{0.00518} = 0.4826$$

$$\chi^2 \hat{\psi}_2 = \frac{(0.24)^2}{0.00485} = 11.8763^*$$

$$\chi^2 \hat{\psi}_7 = \frac{(0.02)^2}{0.00519} = 0.0771$$

$$\chi^2 \hat{\psi}_3 = \frac{(0.17)^2}{0.00490} = 5.8980$$

$$\chi^2 \hat{\psi}_8 = \frac{(-0.07)^2}{0.00515} = 0.9515$$

$$\chi^2 \hat{\psi}_4 = \frac{(0.14)^2}{0.00489} = 4.0082$$

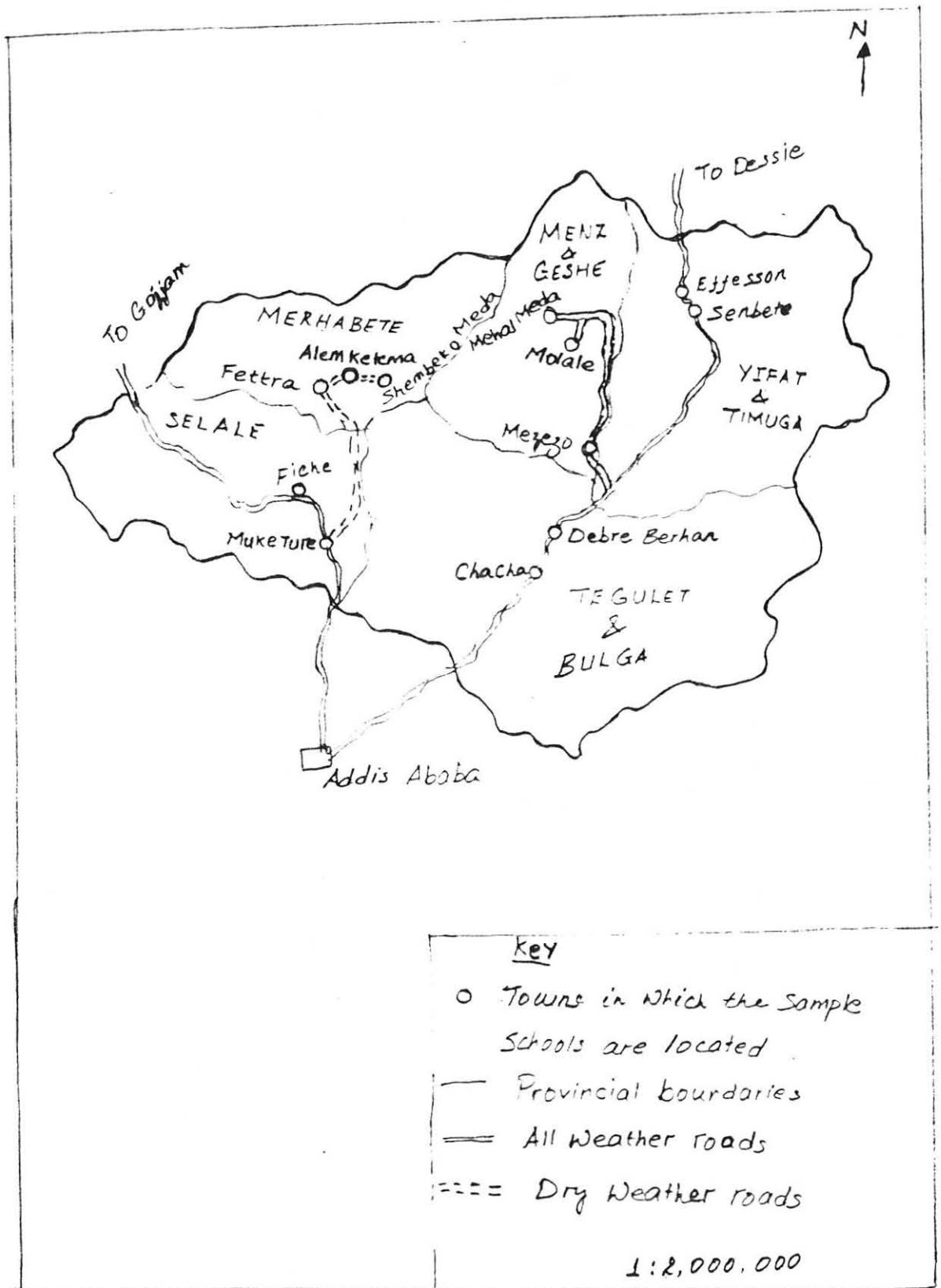
$$\chi^2 \hat{\psi}_9 = \frac{(-0.10)^2}{0.00514} = 1.9455$$

$$\chi^2 \hat{\psi}_5 = \frac{(0.12)^2}{0.00513} = 2.8070$$

$$\chi^2 \hat{\psi}_{10} = \frac{(-0.03)^2}{0.00519} = 0.1734$$

APPENDIX H - MAP OF THE STUDY AREA

NORTH SHEWA ADMINISTRATIVE ZONE



source:- National Atlas of Ethiopia, 1981.

DECLARATION

I hereby declare that this thesis is my original work done under the guidance of Dr. Abebe Bekele. All relevant sources used for the thesis are duly acknowledged.



Getachew Endalamaw