



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**EVALUATION OF THE IMPLEMENTATION OF GRADE
11 CIVICS AND ETHICAL EDUCATION SYLLABUS**


ADDIS ABABA CITY ADMINISTRATION

BY AYELE SEAYED

**DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM
STUDIES COLLEGE OF EDUCATION**

June 2006

Addis Ababa





**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**EVALUATION OF THE IMPLEMENTATION OF GRADUATE
11 CIVICS & ETHICAL EDUCATION SYLLABUS**


ADDIS ABABA CITY ADMINISTRATIVE

BY AYELE SE

**DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM
STUDIES COLLEGE OF EDUCATION**

June 2006

Addis Ababa

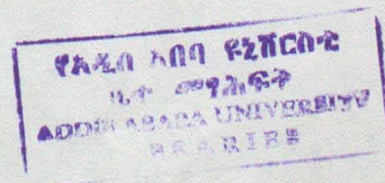


**EVALUATION OF THE IMPLEMENTATION OF GRADE
11 CIVICS & ETHICAL EDUCATION SYLLABUS IN
ADDIS ABABA CITY ADMINISTRATION**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIRMENTS
FOR THE DEGREE OF THE MASTER OF ARTS IN
CURRICULUM AND INSTRUCTION**

By AYELE SEYOUM



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**Evaluation of the Implementation of Grade 11 Civics and Ethical
Education syllabus in Addis Ababa city Administration**

By: Ayele Seyoum

Approved by the Examining Board:-

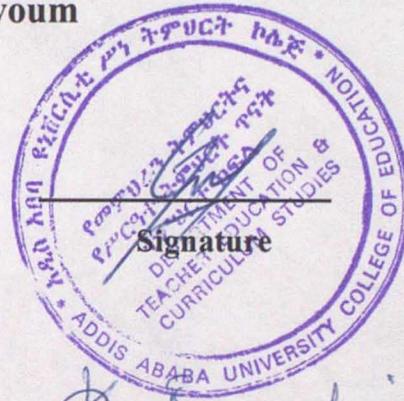
Nigaw Sasse

**Chairman Department of
Graduate Committee**

Dr. K. Kozavalis
Advisor

Dr. Guday Emirie
External Examiner

Dr. Dessu Wirtu
Internal Examiner



Signature

A. Kozavalis

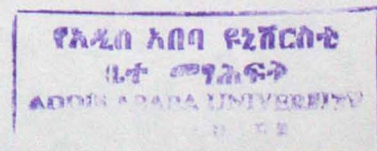
Signature

[Signature]

Signature

[Signature]

Signature



ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to the following who assisted me during my research study.

First, I extend heart felt thanks to my advisor K. Eagavalli (Dr.) for her invaluable experience, guidance and assistance through-out my research work.

Secondly, I am very much indebted to professor Habtamu Wondimu, Addis Ababa University Educational psychology department who assisted enabled me to join the post graduate studies and the curriculum and instruction department, he supported me in every technical matters, gave advise and relevant research materials.

Thirdly, I extend my deepest appreciation and thanks to my wife Melate Lemma who encouraged, adviced and helped me to continue my post graduate studies. I am also thankful to my daughter Kalkidan Ayele who was facilitating my work.

Fourthly, I extend my brotherly thanks for Belayneh Legesse who assisted me by supplying valuable materials.

Lastly, I wish to extend my thanks to Selamawit Demoze who typed this paper.

TABLE OF CONTENTS

	PAGE
Acknowledgement.....	I
List of Tables and Figure	II
Abstract.....	III

Chapter 1: INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem	2
1.2.1 Broad research questions	2
1.2.2 Specific (operational) research questions.....	3
1.3 Objectives of the study	3
1.4 Significance of the study.....	3
1.5 Limitation of the study	4
1.6 Delimitation of the study	4
1.7 Definition of terms.....	5

Chapter 2: REVIEW OF RELATED LITERATURE

2.1 An overview of Civics and Ethical Education.....	6
2.1.1 Moral Education.....	11
2.2 The objective of instruction of Civics and Ethical Education of different countries.....	13
2.2.1 The Ethiopian case.....	16
2.3 What kind of values are worth studied in schools?.....	17
2.3.1 Types of Democratic Disposition and Virtues.....	20

	Page
2.4 Implementation of curriculum in High Schools.....	21
2.4.1 Factors influencing and inhibiting curriculum implementation.....	23
2.4.2. Factors influencing the implementation of curriculum.....	23
2.4.3. <u>School level factor affecting implementation of</u> curriculum.....	24
2.5 Evaluation of curriculum implementation.....	24
2.5.1 What is evaluation?.....	24
2.5.2 Curriculum evaluation.....	25
2.5.3 The process (goal-free) model of evaluation.....	28
2.5.4 Curriculum materials	29

Chapter 3: METHODS AND PROCEDURES OF THE STUDY

3.1 Introduction.....	30
3.2 Methods used in the study.....	30
3.3 The model used in the study.....	30
3.4 Instruments of Data collection	35
3.4.1 The questionnaire.....	35
3.4.2 Interview schedule	37
3.5 The pilot Study.....	37
3.6 Subjects and sampling procedures.....	38
3.7 Method of Data analysis.....	39

	Page
Chapter 4: ANALYSIS AND INTERPRETATION OF DATA	
4.1 Teachers' performance.....	40
4.2 Compatibility of school organization to implement the syllabus.....	44
4.2.1 Availability of school physical facilities.....	44
4.2.2 The support provided for teachers.....	46
4.2.3 The communication pattern among school community members.....	48
4.2.4 Teachers' involvement in curriculum activities.....	52
4.3 Factors affecting the implementation of grade 11 civics and ethical education syllabus.....	54
4.4 Assessment of students feeling about learning civics and ethical education in grade 11.....	57

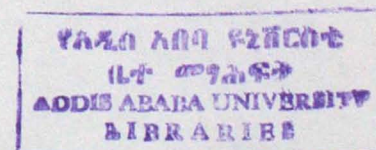
Chapter 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary.....	60
5.2 Conclusions.....	63
5.3 Recommendations.....	64

BIBLIOGRAPHY.....

APPENDICES.....

- Appendix A – Questionnaire for student
- Appendix B – Questionnaire for teachers
- Appendix C – Questionnaire for directors
- Interview schedule for directors



List of Tables and Figures

TABLES	PAGE
1. Teachers' classroom performance. obtained from students.....	41
2. Teachers' classroom performance obtained from teachers.....	43
3. Number of student-teacher, student-text ratio.....	45
4. Availability of instructional resources in the school.....	45
5. Materials supplied for teachers.....	47
6. The pattern of communication in teachers.....	49
7. Communication exist in schools obtained from directors.....	51
8. Teachers involvement in curriculum activities.....	53
9. Possible factors that affect the implementation of syllabus.....	55
10. Assessment of classroom implementation barriers.....	56
11. Assessment of students' feelings of Civic and Ethical Education.....	58
 Figure	
Fig 3.1 Stake's evaluation process model.....	33

ABSTRACT

This study explores the evaluation of the implementation of the grade 11 civics and ethical education by using the process (goal-free mode) in three selected government high schools of Addis Ababa region. The aim of the study was to examine how far the grade 11 civics and ethical education syllabus was performed by teachers and students in cooperation with school administration. What factors have hindered the performance. The study also tries to investigate how much the civics and ethical education learning has effectively caused better behavior development towards Civics and Ethical Education. Finally it attempts to convey the findings the study through recommendation to the concerned bodies. The descriptive survey method is employed in the study. Regardless of the school size and number of respondents, the model attempted to take into account questions raised by this research.

The findings show that there was lack of knowledge about curriculum materials on the part of teachers, ineffective communication among teachers and the school administration and inconvenient school facilities were identified as barriers for syllabus implementation. Students response indicated they have not developed better feelings towards civics and ethical education. In conclusion, grade 11 civics and ethical education syllabus was not properly implemented and students have not developed better behavior towards the subject.



Chapter 1: INTRODUCTION

1.1 Back ground of The Study

Education is centrally concerned with the transmission of knowledge, not just of facts, but modes of inquiry, attitudes towards inquiry and the like, (Francis Scharg in Jackson W.P, 1996.268).

It is not surprising that philosophers of education have appropriated the categories of epistemology (branch of philosophy that deals with theory of knowledge) to analyze the way in which conceptions of knowledge have influenced or ought to influence the educational process.

The relationships between school organization and curriculum are virtually unexplored research territory. The purpose of this study is to venture into one part of this territory that is the evaluation of the implementation of the syllabus of civics and ethical education of grade 11 in some selected government preparatory high schools of Addis Ababa.

Ethiopia introduced the New Education and Training Policy in 1994 (MOE 1994). The policy addresses to alleviate the problem of age old educational policy and trying to promote and bring educational development.

The New Educational and Training Policy embarked on the civics and ethical education aiming to shape and cultivate responsible citizens of the nation. Civic and ethical education refers to the education that is concerned with development of citizenship or civic competence. The word "Civic" is derived from the Greek civets, meaning "of the city" and denotes the life within a socio political community, (philosophy of education 1996).

1.2 STATEMENT OF THE PROBLEM

The changing situation demand the evaluation of the ongoing curriculum. Evaluation can serve as mechanism for policy matters. The absence of student experience from current educational discourse limits the insight of educators as well as students.

The need to plan, organize, prepare, implement and evaluate a body of knowledge is necessarily carried out by educators for realization of educational aims. In Ethiopia largely, these responsibilities and authority rest on the shoulders of Ministry of Education, Institute for Curriculum and Development Research (ICDR), teachers, school administrators community and students. The government intent was expressed in educational sector development program implementation manual. (ESDP 1998).

1.2.1. BROAD RESEARCH QUESTION

The researcher has set the following broad research question as an overall framework.

Do grade 11 civics and ethical education teachers implement the syllabus so as to develop better learning behavior in students towards civics and ethical education?

1.2.2 SPECIFIC (OPERATIONAL) RESEARCH QUESTIONS

1. How do grade 11 civics and ethical education teachers apply the methods and strategies as suggested in the syllabus?
2. To what extent are the school organization, and infrastructures in line with the requirements of the syllabus?
3. What are the factors that hinder the implementation of the syllabus?
4. How do the students feel about learning civics and ethical education?

1.3 OBJECTIVES OF THE STUDY

The main objectives of this study are to:

- Evaluate the implementation of the syllabus of civics and ethical education of grade 11.
- Investigate the extent to which teachers use the instructional methods and strategies as suggested in the guidelines.
- Identify the factors that hindered or enhanced effective implementation of the syllabus.

- identify some factors which hinder the implementation of grade 11 civics and ethical education syllabus and how much the actual implementation process motivated the students' civics and ethical education learning.

1.4 SIGNIFICANCE OF THE STUDY

The study is concerned with evaluating teachers instructional performances against the guidelines suggested in grade 11 civics and ethical lesson. The researcher hopes that the findings of the study would help in the following instances.

1. The findings can benefit the curriculum planners in identifying the instructional strategies and methods to encourage those which are functioning well and to discourage the ineffective ones.
2. The findings can benefit teachers to identify their strength and weaknesses in the implementation of the syllabus.
3. The findings are hoped to provide information for teachers, school principals and concerned school community members to improve the practical teaching learning process.
4. The findings can serve as a reference material whenever the need arise to evaluate the syllabus of civics and ethical education of grade 11.

1.5 LIMITATION OF THE STUDY

The program scheduled and the time allotted to undertake the research did not enable the researcher to collect enough information on the activities of teachers in the whole academic year. Thus, the data collected reflects the case during the second semester.

1.6 DELIMITATION OF THE STUDY

The study is delimited to some selected preparatory government high schools. Therefore, the findings obtained will only reflect the case of the evaluation of grade 11 syllabus in Addis Ababa region government high schools.

There are many variables to be considered in the study of the implementation of grade 11 civics and ethical education syllabus. The study was limited to the following variables,

- Teachers' instructional practice
- The school situation in implementing the syllabus
- Factors hindering the implementation of the syllabus.
- The extent of the practical implementation process influencing the students to develop better feelings towards learning civics and ethical education.

1.7 DEFINITION OF TERMS

CIVIC KNOWLEDGE:- is concerned with the content or what citizens ought to know.

CIVIC SKILLS:- Identifying and describing; explaining and analyzing, evaluating, taking and defending position on issues.

CIVIC DESPOSITIONS:- developing slowly over time and as a result of what one learns and experiences at the home, in school, community, and organization of civil society.

- **CURRICULUM EVALUATION:-** is systematic investigation of the worth or merit of some object (Program, project, or materials) (Jackson P, 1993:12),
- **CURRICULUM IMPLEMENTATION EVALUATION:-** concerned with the practicability of the curriculum plan as it is translated into practice
- **CURRICULUM MATERIALS:-** may take various form such as syllabus, curriculum guides, textbooks, lesson plans, etc.



Chapter 2: REVIEW OF RELATED LITERATURE

2.1 AN OVERVIEW OF CIVICS AND ETHICAL EDUCATION

Before we embark on the definition of civics and ethical education, let us understand the name given to the subject. The name civics and ethical education is coined from the two words "civic" and "ethics" in the Ethiopian school curriculum. For the sake of clarity, let us define each of the words separately and ultimately view them together. Generally, civic and ethical education refers to the education that is concerned with development of citizenship or civic competence. (Competent and responsible citizen).

Parker (2001) defines civic education as society's or nation's explicit provisions for inculcating civic virtues through formal schooling. Regarding citizenship education and democratic values, Parker et.al (2001) write, there can be no democracy without democratic citizens and educating democratic citizens is a primary mission.

An encyclopedia of education (1994) states that, civic education is concerned with the development of citizenship or civic competence by conveying the unique meaning, obligation, and virtue of citizenship in a particular society or the acquiring of values, dispositions and skills appropriate to that society. Civic education in a democracy is education of self government, (website www.civiced2006).

However, civic education in a democratic society is concerned with promoting understanding of the ideas of democracy and a reasoned commitment to the values and principles of democracy should be presented as utopia. Democracy is not utopia, and citizens need to understand without fear, and withdraw from political life when they are unrealistic. The Effective civic education must realistically address central truths about political life.

MEANING OF ETHICS

Ethics refers to not only what is good or bad, just or unjust, right or wrong, it also encompasses a systematic attempt, through the use of reason, to make sense of our individual and collective social and moral experience in such

a way as to determine the rules that ought to govern human conduct and the values worth pursuing in life (Rasheed & Olowu 1993; 218)

Another definition of Ethics describes that it refers to a system of moral principles, rules of conduct (Oxford dictionary, 1963). Apart from the formally enacted ethical codes there are other types of ethical "codes of conduct" which are applicable and are in many cases practiced (Rashed & Olowu et.al 1993) suggest the following types;

- i) The personal self-imposed ethics
- ii) The group self-imposed ethics
- iii) The administratively enforceable ethical codes as opposed to the legally enacted ethical codes.

The personal ethical and behavior code stems from personal beliefs and convictions on what is right or wrong way of educating oneself in respect of conducting public affairs.

Group ethics are group-agreed right or wrong way which should be practiced by any member of the group when servicing society. These groups have common unifying factor such as demanded by a profession. A good example is the professional ethics of medical profession.

The administratively implemented ethical codes are written ethical rules of conduct for civil servants or staff of parastatal bodies which are not enacted by the legislature but do have administratively implemented sanctions against the offenders and machinery for imposing sanctions. These are found scattered in staff regulations, standing orders, circular standing instructions and other similar government issued documents.

Parker et.al (2001; 60) argue that democracy requires us to educate children to the ideas of democracy, and those ideas require citizens of great character and civility. They require the ability to reason in principled ways. For example, the common good, justice and equality, to think critically, and to resolve disputes in non-violent ways, to insist on other people's rights (not only once own), to cooperate with persons with whom one may not want to

cooperate, to tolerate religious and political views different from one's own, to insist on the free expression of those views.

A. IDENTITY

This is the question in specific and concrete terms to distinguish between those who are or who are not in certain circumstances. It may need to recourse to law to ensure that rights and responsibilities are enforced. Even if there are characterization in such manner there are disagreements about who is a citizen. It may lead to a profound disagreements, if the nature of identity is perceived to relate more to a sense of individual or group belonging, which goes beyond more narrow legalistic interpretation. At times there were a call heard for to be citizens of the world. However, there is clear evidence that people identify themselves more strongly with ethnic and gender groups than with national states, and at times it becomes hard to see clear difference between the terms 'citizens' and 'person'

B. CIVIL CITIZENSHIP

Civic citizenship refers to the nature of law in which certain rights are stipulated for certain people in certain countries, to property trial by jury, recourse to appeal and so on. There will always be debates regarding the interplay between law and justice that these are will always be controversial.

C. POLITICAL CITIZENSHIP

The political citizenship explains some rights and duties of individuals to participate in public affairs and exclusion of certain groups. For example the law of some countries (including Ethiopia) a person whose age is below 18 and who suffer from mental illness. Do not participate in voting, Some individuals are sanctioned by courts for a limited number of years not to participate in public affairs. Prisoners are also excluded from many activities. This exclusion could relate both to issues of voting and representation (like to day very few women parliamentarians and very few disabled parliamentarians) However,

discussions over voting is right or duty, whether voting is fair or not, federalism or unitary structure is effective for the exercise of citizenship. A system of democracy, for example, representative or participatory, be preferred some of the issues which are significant in the area of political citizenship.

D. SOCIAL CITIZENSHIP

Social citizenship does not have common expression in many countries, generally, it is a fight to ensure that all citizens have access to acceptable levels of health, education and living standards. Thus, these factors lead to a distinct economic citizenship. The main debate of concern of social citizenship is the level of provision that should be made available and the ways in which those services should be offered. This debate usually include over the arrangement for paying the services, the eligibility who will benefit from the provision. Hence this reminds us the kind of societies being more or less paternalist or egalitarian.

E. CIVIL VIRTUE

The characterizations of citizenship involve action taken by individuals and groups, but the area of civic virtue raise most explicit issues about community service and other forms of contributing to an immediate improvement of social conditions. Civic virtue refers to the traits of private and public character essential to the maintenance and improvement of community. Civic virtue develops slowly overtime and as a result of what one learns and experiences in the home, school, community and organization of civic society. However, it doesn't mean that the area is not without controversy. The very term community service is felt by some to be inappropriate.

The above citizenship characterization list is not exhaustive. There are other notions or perspectives on citizenship which have not been mentioned such as feminist citizenship, postmodern citizenship or religious citizenship. The above characterizations do not indicate that citizenship is a complex and shifting field.

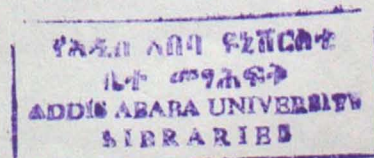
Fourts in Davies, Gregory and Riley (1999:4) has suggested that citizenship is dependent upon contemporary individual and societal consideration relating to geography and culture is essentially contested concept rooted in fundamental philosophical differences, and is determined at least in part by historical circumstances. The author further argues that, it doesn't mean, however, we must forever be lost in the postmodernist phase. Rather, he suggests that there is a need to explore the issue in a way which will lead to conceptual clarification, to greater understanding of what sorts of teacher education are needed, and what teachers and others can do when working with young people.

Therefore, civics and ethical education is—or-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. It is imperative, therefore, that educators, policy makers, and members of civil society make the case and ask for the support of civic and ethical education from all segments of society and from the widest range of institutions and governments. It is relatively easy for a society to produce technically competent people. But the kind of society a country want to live in and the kind of government they want to have requires effort and commitment on the part of its citizens.

2.1.1 MORAL EDUCATION

Issues of right, wrong and examining their values, conflicts of conscience arise in such issues as sex, race, drugs, and politics. People are increasingly aware that without a moral base, no governmental, technological, or material approach to these issues will suffice. Hence, curriculum developers, too, are animated by moral concern. A number of possible approaches can be used to guide our conceptions of a moral curriculum.

Philip phenix, in McNeil (1996: 344) has defined the basic question of moral education, as one about the value, standards, or norms, and the source and justification for these norms. He assesses four approaches that can be taken



the Nihilistic position, the autonomic position, the heteronomic position, and the telenomic position.

THE NIHILISTIC POSITION

The nihilistic position is a denial that there are any standards of right or wrong. Nihilists hold that all human endeavor is meaningless and without purpose. This position contradicts the motion of education as a purposeful improving activity.

THE AUTONOMIC POSITION

The view that norms or values are defined by each person is the cornerstone of the autonomic position. The individual invests existence with meaning. Advocates of this view believe that values are created by individuals and social groups and all standards are relative to persons and societies that make them. The implication of this position for curriculum are many. The writer argues that, human beings make their own values, their schools should not teach people how they ought to behave. All one can teach is how a particular person or group has decided to behave. Students then learn to adjust to a variety of values to maintain a harmonies society. This position transforms ethical issues into political ones without reference to moral ends. Again the writer suggests, it is not a question of what is good or right but of who has the power to prevail. Also it causes the curriculum to be judged in terms of the effectiveness in promoting autonomous interests and demands.

THE HETERONOMIC POSITION

The heteronomic position asserts that known standards and values can be taught and can provide clear norms of judgment for human conduct. People do not make values they discover them. These moral laws are sometimes seen as originating from a define source. Sometimes they are regarded as rationally and intuitively deduced demands, apprehended by moral sensibility. Curriculum persons who hold the heteronomic position urge the adoption of

strong religious or ethical programs to restore lost values to the young. They also have a pedagogical commitment to transmit established standards or belief and conduct. (Phenix in McNeil et. al, 1996:345)

THE TELENOMIC POSITION

The telenomic theory holds that morality is grounded on a comprehensive purposes or telos, which is objective and normative but forever transcends concrete institutional embodiment or ideology. It rest on the belief that persons should engage in a progressive discovery of what they ought to do a dedication to an objective order of values. The moral enterprise is seen as a venture of faith but can not be rationally justified. People preserve what is right through the imperfect institutions of society. A curriculum in accordance with the telenomic outlook would foster moral inquire as a life long practice. He who holds telenomic position would also see the rights of a person is a complicated matter, that personal judgments are made on the basic of his/her experience, that these judgments are extremely partial and unreliable. Hence, a person needs to associate with others who can correct his or her misunderstandings introduce other perspectives. The learner also would perceive that every value determination is subject to further scrutiny and revision in light of new understanding, (Phenix in McNeil et. al 1996:346)

2.2 THE OBJECTIVES OF INSTRUCTION OF CIVIC AND ETHICAL EDUCATION OF DIFFERENT COUNTRIES

The main objective of civic and ethical education is value inculcation on the learners. Different countries, including Ethiopia, have different objectives in offering civics and ethical education to school systems. First, let us see the experience of other countries and will be followed by Ethiopia.

Hurs D (1994) explores the experience of different countries as follows:

A. UNITED KINGDOM (UK)

The UK emphasized in 1980s and 1990s the teaching of respect for tradition, distrust of governmental solutions, the UK separation from Europe. Civic education in the UK can be contrasted with that in the former west Germany which was oriented not toward distrust of governmental solutions, but social problems that the government is expected to solve.

B. SWEDEN

It has a highly centralized school system and has a national curriculum that explicitly provides the civic values, teachers are obliged to teach tolerance, equal rights, gender equality, respect for truth, justices and human dignity. These values are taught not through traditional lecture methods but by teachers leading student discussions on local school problems as well as those of national scope.

C. EASTERN EUROPE AND THE FORMER SOVIET UNION

In eastern Europe and the nations and states that once belonged to the Soviet Union; Curriculum, textbooks have changed from an ideological and discursive emphasis on instilling rigid stereotypes and allegiance to the state emphasizing democracy, tolerance, the individual and democratic socialization (Hurs D.et.al, (1994)

D. ASIA and AFRICA

While in the west civic education emphasizes instruction in the value guiding the relation of individuals to the state and policy. In much of Asia and developing world the stress is on interpersonal or moral values, (Hurs D.et.al, (1994). In east Asia the Confucian tradition provides clear legitimation for schools to assume an active role in moral education. Asian countries rely on education to teach a code of behavior for every day life along with loyalty to the state. Emphasis on moral education and on how it is taught has undergone changes in each country, in part as a response to changes in the country's

policies. In south Korea, especially since the end of the Korean war 1953, the state has used civic or value education to teach the traditional culture of Korea, nationalism, and anti-communism. Such goals have been contested by intellectuals who have charged that the aim is to instill passive subordination to the dominant ideology rather than to cultivate personal autonomy, (Hurs D.et.al, 1994)

The peoples Republic of China, in 1979 moved away from emphasizing equality and redistribution towards hierarchial values. During the later part of 1980s, schools especially primary grade schools offered courses on communist ideology and morality emphasizing correct attitudes, towards hard labor, the ability to distinguish between right and wrong, (Meyer in Hurs D. et.al. 1994).

In Japan moral education emphasized before the second world war, abolished under the allied occupation (1945-52) but later re-introduced by conservatives. Japanese education, is the most industrialized of the Asian countries, firmly committed to transfer moral and civic values through schools.

The sub-Sharan Africa educational ministries have identified national development goals for social studies, including the building of a national consensus, addressing environmental problems, developing problem solving skills. Here civics and ethical education is used to promote national development, social harmony, and self reliance as means of over coming the lack of political cohesion and supporting social solidarity.

2.2.1 THE ETHIOPIAN CASE

Origin of civics and ethical education in Ethiopian context started as moral education. The curriculum was developed in the objective to cultivate obedient citizens to the state.

During the military regime the moral education was transformed into political education in the school systems in the objective to promote the ideology of socialism. Currently, under the new Education and Training Policy, the civic and ethical education curriculum has been designed in the school systems. The updated syllabus of Ministry of Education (MOE 2005:3) states the following

objectives of civic and ethical education from grade 9-12 for Ethiopian high schools. Civic and ethical education aim is to create:

- Democratic citizens who safeguard their rights and respect the rights of others.
- Citizens who work within the provisions of the constitution and abide by the rule of law.
- Patriotic citizens who uphold the democratic ideals and the principles of the constitution, (as ideals and the principles of the constitution,) as well as defend the sovereignty and integrity of their country.
- Responsible citizens who nurture tolerant culture and resolve differences peacefully.
- Industrious citizens who are self-reliant.
- Citizens who are active participants in the political process of their country and dedicated to work for the common good.
- Citizens who have a decision making capacity on the basis of knowledge and objectivity.

The document of ministry of education also states that, to enhance the ideals of democracy and constitutionalism, civic education was introduced into the education system.

Hurs D. et.al (1994) present general aims of civic and ethical education as implicit and explicit aims. Implicit aims may be conveyed through statements of educational goals, curriculum guidelines, text contents, and teacher lessons. The explicit aims would be practiced through routines and rituals, such as student recitation, nationalist pledges. Generally, it is covered through explicit and implicit teaching practices, such as engaging students in community service or encourage group cooperation and discussions.

The above civic and ethical objectives are based more on affective and cognitive domains.



2.3 WHAT KIND OF VALUES ARE WORTH STUDIED IN SCHOOLS?

Educational values are developed slowly overtime and a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experience should engender understanding that democracy requires the responsible self governance of individual. Traits of private character such as moral responsibility, self discipline, and respect for the worth and human dignity of every individual are imperative traits of public character are no less consequential. Such traits are public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success. website, (www.civic.ed 2006).

The meaning and concept civics and ethical education explained by (parker etal 2001) that schools are rapidly developing value education programs. At the heart of any value education program are the moral values that children are expected to develop and that teachers will be expected to encourage as a model. Often these are drawn from the values that underpin the "rule book" of the country's constitution.

Two opposing positions or ideas are under debate as to what values should be taught. To teach traditional values or to teach for liberation.

The position of teaching traditional values as explained by, (Nelson, Carson & palonsky 1993: 205), that religion provides a good moral base for young people, but religions are not the only source of traditional values. Ethical personal behavior derives from deep rooted family and social values. The good society depends on citizens who have developed keen concern for others, awareness of personal responsibility, habit of moderation. These character traits are in a civil society, but they have been in much of selfish and individualistic modern world. Not all families or segments of society exhibit values that are conducive to the good society, because they are themselves in moral decay. That is why schooling to preserve and protect traditional values is so essential. The above is the position or view of teaching traditional values.

The position of teaching for liberation, is that, school, is not a neutral activity, schooling develops either passive and docile citizens who have been "socialized" to conform to social values or thoughtful critics who are willing to challenge social norms and pursue the improvement of human kind. Teachers, textbooks, and school organization, all teach some set of values to young people. Unfortunately, most schools aim to produce the docile and passive and they are successful.

The position of teaching liberation continues, by saying, the primary purpose of education is liberation. Freedom from slavery, from dictatorship, and from domination are based on freedom from ignorance. Freedom to think and to act are based on freedom to know. Any society that intends to be free and democratic must recognize the colonial schooling equation: Liberation=education. Schools which restrict and control the minds of the young are in opposition to that principle and democratic civilization is the victim.

After reading the debate or positions of teach the traditional values and teach the liberation, let us come back to the original question, what kind of values are worth studied in schools? Which position to favor for our topic civics and ethical education? The writer of the idea writer may not take side as to which one is useful. However, the liberation education requires the blending of curriculum content with pedagogy. What is studied can not be separated from how it is studied. The basis of this approach to schooling is to have students engage in critical study of the society and its institution with the dual purpose of liberating themselves from simple cultural reproduction and liberating the society from oppressive manipulation of the masses.

Students can not examine all things at all times. Thus, the selection of what topics are to be studied at any one time depends on several factors, including, whatever has been previously studied, the level of those investigation, which contemporary social issues are significant, interest and maturity level of students, and the knowledge of the teacher.

2.3.1 TYPES OF DEMOCRATIC DISPOSITION AND VIRTUES

Dispositions are closely related to values. They are habits or inclinations that summarize a person's behavior and values. One may have value of honesty encourage, and decency. On the other hand, if we describe a person as honest, courageous, or decent, we mean that generally that he/she exhibits these traits and is inclined to behave in these ways (parker et.al 2001).

Teaching children to develop positive dispositions is what many today call character education. Others call moral or value education, terms used interchangeably. Whatever we call moral or value education it has been the dominant educational concern of most cultures throughout history. As Parker et.al (2001) describe we have the following types of democratic values. These are responsibility, civility, courage, honesty, fairness and justices.

RESPONSIBILITY AND CIVILITY

The most important values are said to be individual responsibility and civility. Individual responsibility is the habit of fulfilling one's obligations to family, friends, teachers, and other citizens in one's community and nation.

CIVILITY:- is the habit of treating other persons courteously and respectfully regardless of whether one likes them' agree with their view points, or share their cultural or religious beliefs. The virtue of responsibility and civility combine to mean something that is greater than the sum of the parts of civic mindedness. The ancient Greeks, say parker et.al (2001) defined the word Idiot in a surprising way; idiots were citizens who were concerned only with their private lives, preferences and freedoms and paid no attention to the common good. They placed personal concerns way out in front of community concerns.

COURAGE:- It is the habit of standing up for one's convention when conscience demands. For younger and older children alike, courage is required when "everybody is doing it" but one knows in one's heart that it is wrong. Bringing to this circle for the discussion of coverage can be a wonderful event for the teacher who is curious about children's character development.

FAIRNESS (JUSTICE): although fairness is not a well developed sense, it will take time, experience, maturation, coaxing, a stimulating social environment with good models, and intellectual development. Sense of fairness is expected as the commitment to treat others as your selves want to be treated if you were in their situation.

OTHER VALUES

Other democratic dispositions such as being lawful, respecting the right of others, being a critical thinker, and being patriotic are surely important. And no list of democratic values is complete without honesty.

2.4 IMPLEMENTATION OF CURRICULUM IN SCHOOLS

CURRICULUM IMPLEMENTATION: refers to how a proposed curriculum is put into action. Curriculum implementation focuses on measuring and understanding school changes. The rationale for initiation of curriculum implementation studies is described by Fullan & Pomfret in Jackson P.et.al (1993:404) who suggest the following reasons:

1. To know what has changed, it must be conceptualized and measured directly.
2. To understand why so many proposed educational changes fail, it is necessary to study some of the most problematic aspects to bring about change.
3. To not to do so many results in implementation being ignored or being confused with other aspects of change process such as adoption (the decision to use an innovation)
4. To interpret learning outcomes and to relate them to possible determinants, it is necessary to examine the implementation of innovation separately.

There are three different approaches to curriculum implementation.

A) FIDELITY PERSPECTIVE: The main intent is to determine the degree of implementation of an innovation in terms of the extent to which actual use of

the innovation corresponds to intended or planned use and determine factors which facilitate and inhibit such implementation (Fullan & Pomfret in Jackson et.al 1993:408)

Under this perspective desired outcome of curricular change is fidelity to the original plan. Under this assumption curriculum change, knowledge and role of teacher is considered. Curriculum is prepared outside the classroom by the experts who design and develop the curriculum innovation. Curriculum change is understood as linear process. Teachers implement the innovation as developed in the class room. The curriculum is evaluated to know whether the planned outcomes have been achieved. Fidelity perspective was the dominant perspective underlying the curriculum implementation research reviewed by Fullan & pomfreet in Jackson P et.al (1993:408).

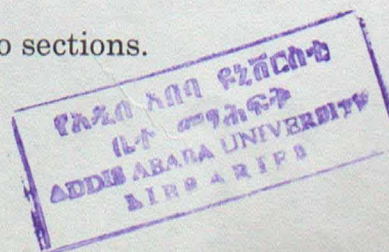
B. MUTUAL ADAPTATION- The second approach to curriculum implementation is mutual adoption, (Vermin & Paul, and McLaughlin in Jackson P et.al 1993:408). Researchers with this orientation are interested in studying how the innovation is adapted during the implementation process, rather than measuring the degree to which innovation is implemented as planned.

C. CURRICULUM ENACTMENT:- the third approach, the focus shifts from analyzing how curriculum is shaped through evolving constructs of teachers and students.

2.4.1 FACTORS INFLUENCING AND INHIBITING CURRICULUM IMPLEMENTATION

It appears that fidelity implementation need a match between the ideological commitments and values implicit to innovations and the school system in which it is introduced. The degree of matching may be a measure of the degree to which the context reflects an ideological perspective compatible with that of the innovation.

Let us split the above topic into two sections.



2.4.2. FACTORS INFLUENCING THE IMPLEMENTATION OF CURRICULUM

As suggested by Fullan, in Jackson (1993) the most important factors that contribute to successful implementation can be

- Curriculum or instruction practices that were carefully developed, well defined and determined to be effective.
- Training by credible people, often former teachers, follow-up support activities.
- Assistance and support by any array of players, including other teachers, principals, district staff, external trainers and experts.
- Attention to factors contributing to institutionalization including line items on budgets, orienting new or regional staff, and writing the change in to curriculum guide line.

2.4.3 SCHOOL LEVEL FACTORS AFFECTING IMPLEMENTATION OF CURRICULUM

1. The role of the principal: The greater the active support of the principal, the greater the degree of implementation.
2. Teacher Relationships: The more collegiality, trust, support, interaction, and open communication between teachers, the greater the degree of implementation.

THE EXTERNAL ENVIRONMENT AFFECTING IMPLEMENTATION

1. Government Agencies: the greater the congruence between local needs and the reform and the greater the awareness of subjective realities, the greater the degree of implementation.
2. External Assistance: the greater the integration with local district the greater the degree of implementation.

2.5 EVALUATION OF CURRICULUM IMPLEMENTATION

2.5.1 WHAT IS EVALUATION

To provide evidence of their educational activities, so that judgment can be made which has led to a greater emphasis upon evaluation.

EVALUATION- Determining the quality of something through systematic study, through collecting, analyzing, discussing, and reporting evidence inform decision making. Evaluation focuses on the process of teaching and learning. (English & Harris 1992:5).

THE PROCESS OF EVALUATION

It is a general term used to describe the finding out about the nature, impact and value of an activity through the systematic collection, analysis and interpretation of information with a view to informing decision making. Simple evaluation means, finding out through the collection of information both whether you have succeeded in what you set to do and how well you have succeeded. It involves three things:

1. Outlining clear purpose;
2. Gathering evidence; and
3. Judgment

Therefore evaluation can be seen as a continual cycle of goal setting, data collection, analysis, change, etc.

WHY EVALUATION?

Two reasons; as given by English Harris (1992:6);

1. for purpose of accountability, to demonstrate quality,
2. for purpose of development in order to improve quality.

2.5.2 CURRICULUM EVALUATION

There are many definitions and approaches to curriculum evaluation. At cited in Jackson P et.al (1993:120); "The process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction". Here the emphasis is on the appraisal of a program

or a project rather than of an individual. There is also an emphasis on outcomes, though this is not an essential aspect of program evaluation. An overemphasis on outcomes does not necessarily tell us any thing about other important aspect of curriculum, such as quality of its objectives or the way in which it has been taught (Seriven in Jackson P et.al 1993:120)

Stuflebean in Jackson P et.al (1993) explains some evaluation models explicitly cover a range of components, but the model involves four aspects;

1. Context evaluation (involving need assessment)
2. Input evaluation (to identify and assess competing strategies)
3. Process evaluation, focus on antecedents (conditions existing prior to teaching, learning, and transacting student-teacher interaction)
4. Out come evaluation (interpreted in a behavioral sense to include immediate and long-ranges, cognitive and conative, personality and community wide outcomes).

Curriculum is composed of 6 major components:

1. Context
2. General aims of the total school curriculum
3. Objectives of specific curriculum or learning units
4. Curriculum materials, in which content subject matter, and skills have been selected and placed in a particular sequence and may take various forms of documentation, including syllabi, teacher guides, text books, workbooks, soft-ware, and other materials
5. Transaction used in a classroom, in which teachers deliver or teach various aspects of the content, subject matter, skills, values, that students are expected to experience, acquire, or learn. as well as other subject matter, skills, and values that may not be intended in the curriculum to which students are expected in a variety of activities in the class room and outside it
6. Outcomes of the transactions among curricular materials, teachers and students which may be intended or unintended.

Process evaluation, including classroom, instructions, may be combined with evaluation of other aspects of curriculum. Thus, studies of program implementation may be combined with a study of program objectives or outputs.

Not all approaches to evaluation require a statement of objectives. As shriven, in Jackson P (1993) has proposed "Goal free" evaluation, in which the evaluator is not told to propose of a program is actually doing, without knowing what it is trying to do. If a program is successful in achieving its stated objectives, this will become obvious to the evaluator during the course of evaluation.

A variety of activities can make formal evaluation methods. However, an evaluator should select a particular domains and particular methods.

Now, we should have clear distinction between curriculum evaluation and curriculum implementation evaluation.

Curriculum evaluation is concerned with the appraisal of the worth of a plan or document while curriculum implementation evaluation is concerned with the practicability of the curriculum plan as it is translated into practice.

The focus this paper is on the evaluation of the implementation of syllabus of the grade 11 civics and ethical education in the selected government preparatory schools of Addis Ababa.

2.5.3 THE PROCESS (GOAL-FREE) MODEL OF EVALUATION

The process evaluation model is more concerned to improve the activities of the teaching-learning process. As Beaker, cited in Derebessa (2004:246) as a result, the curriculum evaluations' emphasis shifts from accurate measurements of quantitative, products to careful investigation of qualitative process (to evaluate ones need) and to propose subsequent steps in the learning process and to evaluate ones present status.

Robert E. Stake is one of the first evaluators to propose the pluralistic argument that the evaluator should make known the criteria or standards that are being employed and who holds them. Stake believes that sensitivity to the

perceived needs of those concerned with the evaluation to discover what client and participants actual want from the program evaluation. These concerns should be discovered prior to designing the evaluation project. Stake wishes to deserve in terms of student learning. The key emphasis in his model is on description and judgment. For him, an evaluator should report the ways different people see the curriculum.

Hence, the evaluator's principal activities include, discovering what those concerned want to know, making observation, gathering multiple judgments about the observed antecedents and out comes. A variety of persons, outside experts, journalists, psychologists, as well as teachers and students may participate in the conduct of evaluation.

Robert E. Stake in (Derbessa D.et.al. 2004) has proposed a framework for evaluation that provides the most comprehensive answer to what to evaluate? He distinguishes three aspects of the educational process.

1. Antecedents; that is, any condition existing prior to teaching and learning which may relate to out comes. Examples may include environmental factors, school procedures or pupils interests prior to learning.
2. Transaction; such as the interaction that occurs between teachers and pupils, pupils and pupils, pupils and curriculum materials and tasks or pupils and the physical social and educational environment.
3. Outcomes-which are to be interpreted in the widest sense to include outcomes that are immediate and long-range.

Hence, data can be collected from standardized tests through systematic observation, schedule inventories, pre-coded questionnaires, unstructured interviews and participant observations (Derebessa et.al 2004: 257)

2.5.4 CURRICULUM MATERIALS

Curriculum materials may take various form such as syllabus, a curriculum guide, text books, lesson plans. In the system of education, prescriptions set out in syllabus are important documents. A number of questions may be asked about these syllabus documents, such as whether they

provide a rationale for inclusion of knowledge, content, skill and processes specified. In practice, such rationale is rarely treated because the choice of material for a syllabus is not usually regarded as problematic, since criteria for the inclusion and exclusion of materials inevitably reflect certain values.

At a more concrete level, we can ask if the syllabus materials are stated in sufficient details to provide an adequate guide for implementation. Many syllabi state only the content to be covered, should acquire or the level at which the content should be covered.

analysis and interpretation of information with a view to informing decision making. Simple evaluation means, finding out through the collection of information both whether you have succeeded in what you set to do and how well you have succeeded. It involves three things:

1. Outlining clear purpose;
2. Gathering evidence; and
3. Judgment

Therefore evaluation can be seen as a continual cycle of goal setting, data collection, analysis, change, etc.

WHY EVALUATION?

Two reasons; as given by English Harris (1992:6);

1. for purpose of accountability, to demonstrate quality,
2. for purpose of development in order to improve quality.

2.5.2 CURRICULUM EVALUATION

There are many definitions and approaches to curriculum evaluation. As cited in Jackson P et.al (1993:120),: "The process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction". Here the emphasis is on the appraisal of a program or a project rather than of an individual. There is also an emphasis on outcomes, though this is not an essential aspect of program evaluation. An overemphasis on outcomes does not necessarily tell us any thing about other important aspect of curriculum, such as quality of its objectives or the way in which it has been taught (Seriven in Jackson P et.al 1993:120)

Stufflebean in Jackson P et.al (1993) explains some evaluation models explicitly cover a range of components, but the model involves four aspects;

1. Context evaluation (involving need assessment)
2. Input evaluation (to identify and assess competing strategies)
3. Process evaluation, focus on antecedents (conditions existing prior to teaching, learning, and transacting student-teacher interaction)
4. Out come evaluation (interpreted in a behavioral sense to include immediate and long-ranges, cognitive and conative, personality and community wide outcomes).

Curriculum is composed of 6 major components:

1. Context
2. General aims of the total school curriculum
3. Objectives of specific curriculum or learning units
4. Curriculum materials, in which content subject matter, and skills have been selected and placed in a particular sequence and may take various forms of documentation, including syllabi, teacher guides, text books, workbooks, soft-ware, and other materials
5. Transaction used in a classroom, in which teachers deliver or teach various aspects of the content, subject matter, skills, values, that students are expected to experience, acquire, or learn. as well as other subject matter, skills, and values that may not be intended in the curriculum to which students are expected in a variety of activities in the class room and outside it
6. Outcomes of the transactions among curricular materials, teachers and students which may be intended or unintended.

Process evaluation, including classroom, instructions, may be combined with evaluation of other aspects of curriculum. Thus, studies of program implementation may be combined with a study of program objectives or out puts.

Not all approaches to evaluation require a statement of objectives. As shriven, in Jackson P (1993) has proposed "Goal free" evaluation, in which the evaluator is not told to propose of a program is actually doing, without knowing what it is trying to do. If a program is successful in achieving its stated bjectives, this will become obvious to the evaluator during the course of evaluation.

A variety of activities can make formal evaluation methods. However, an evaluator should select a particular domains and particular methods.

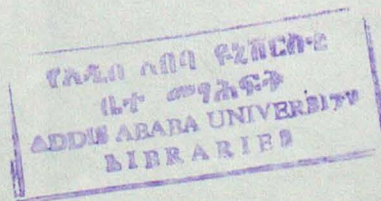
Now, we should have clear distinction between curriculum evaluation and curriculum implementation evaluation.

Curriculum evaluation is concerned with the appraisal of the worth of a plan or document while curriculum implementation evaluation is concerned with the practicability of the curriculum plan as it is translated into practice.

The focus this paper is on the evaluation of the implementation of syllabus of the grade 11 civics and ethical education in the selected government preparatory schools of Addis Ababa.

2.5.3 THE PROCESS (GOAL-FREE) MODEL OF EVALUATION

The process evaluation model is more concerned to improve the activities of the teaching-learning process. As Beaker, cited in Derebessa (2004:246) as a result, the curriculum evaluations' emphasis shifts from



accurate measurements of quantitative, products to careful investigation of qualitative process (to evaluate ones need) and to propose subsequent steps in the learning process and to evaluate ones present status.

Robert E. Stake is one of the first evaluators to propose the pluralistic argument that the evaluator should make known the criteria or standards that are being employed and who holds them. Stake believes that sensitivity to the perceived needs of those concerned with the evaluation to discover what client and participants actual want from the program evaluation. These concerns should be discovered prior to designing the evaluation project. Stake wishes to deserve in terms of student learning. The key emphasis in his model is on description and judgment. For him, an evaluator should report the ways different people see the curriculum.

Hence, the evaluator's principal activities include, discovering what those concerned want to know, making observation, gathering multiple judgments about the observed antecedents and out comes. A variety of persons, outside experts, journalists, psychologists, as well as teachers and students may participate in the conduct of evaluation.

Robert E. Stake in (Derbessa D.et.al. 2004) has proposed a framework for evaluation that provides the most comprehensive answer to what to evaluate? He distinguishes three aspects of the educational process.

1. Antecedents; that is, any condition existing prior to teaching and learning which may relate to out comes. Examples may include environmental factors, school procedures or pupils interests prior to learning.

2. Transaction; such as the interaction that occurs between teachers and pupils, pupils and pupils, pupils and curriculum materials and tasks or pupils and the physical social and educational environment.
3. Outcomes-which are to be interpreted in the widest sense to include outcomes that are immediate and long-range.

Hence, data can be collected from standardized tests through systematic observation, schedule inventories, pre-coded questionnaires, unstructured interviews and participant observations (Derebessa et.al 2004: 257)

2.5.4 CURRICULUM MATERIALS

Curriculum materials may take various form such as syllabus, a curriculum guide, text books, lesson plans. In the system of education, prescriptions set out in syllabus are important documents. A number of questions may be asked about these syllabus documents, such as whether they provide a rationale for inclusion of knowledge, content, skill and processes specified. In practice, such rationale is rarely treated because the choice of material for a syllabus is not usually regarded as problematic, since criteria for the inclusion and exclusion of materials inevitably reflect certain values.

At a more concret level, we can ask if the syllabus materials are stated in sufficient details to provide an adquate guide for implementation. Many syllabi-state only the content to be covered, should acquire or the level at which the content should be covered.

Chapter 3: METHODS AND PROCEDURES OF THE STUDY

3.1 INTRODUCTION

The target of this study was government senior secondary schools, focusing on grade 11. The study is to examine the relation between the program outlined and the performance level by teachers, students and school administration of the selected schools. There are eight preparatory government high schools in Addis Ababa administrative region. The researcher assumed that three schools out of eight schools would enable to have adequate sample or study subjects for the this thesis. The schools are Addis Ketema, Abiot Kirse, Bole, Kefetegn 23, Medhinallem, Menlik II, Yekatit 12, and Dej. Wonderad. The researcher has chosen three schools from different sub cities purposively as a representative sample to avoid sub city bias. The selected high schools were Addis Ketema, Bole and Yekatit 12 high schools. Students, teachers and principals of each selected school taken as study subjects.

3.2 METHOD USED IN THE STUDY

This study used a Descriptive Survey method which was found to be appropriate for this study. Descriptive survey method enables the researcher together adequate data or information to analyze and arrive at reasonable findings.

3.3 THE MODEL USED IN THE STUDY

There are various kinds of models suggested by educators to evaluate the implementation of curriculum. The process or goal-free evaluation model which was founded by Rebert E.Stake, was used. Stake is one of the first evaluator to propose the pluralistic argument. In this model the evaluator should make known the criteria or standards that are being employed and who holds them. Stake's process model was found to be the most appropriate model that can suit this study. In using the model (fig 3.1) the information obtained was analyzed in terms of the match and mismatch between what is interned and observed. The



key emphasis in his model is on descriptions and judgments. For him, an evaluator should report the ways different people see the implementation of curriculum.

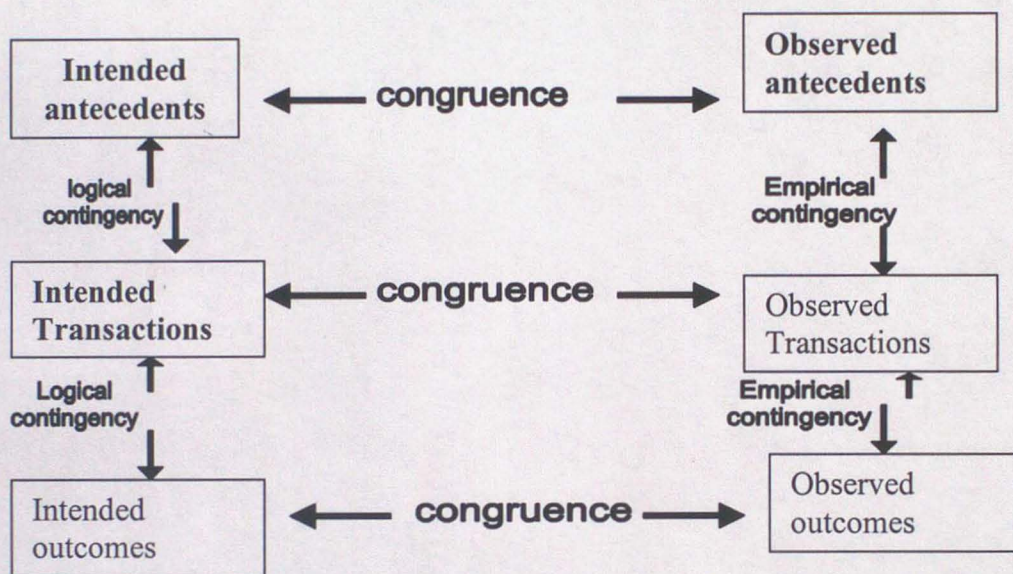
Hence, the evaluators principal activities include discovering what those concerned want to know, making observation, gathering multiple judgments about the observed antecedents and out comes. The model is selected mainly because it gives due consideration for the objective, process, and product aspects of the study.

Rebert E. Stake in Derbessa (2004:257) has proposed a framework for evaluation that provides the most comprehensive answer to what to evaluate? He distinguishes three aspects of the educational process.

1. An "antecedent" is any condition existing prior to teaching and learning, which may be related to outcomes. These are several inputs of particular innovation such as students and teachers characteristics, curricula contents, instructional materials, school organization and community context. However, school physical facilities, curricular and instructional resources and the kind of support teachers are provided are offered as input (antecedent) to the implementation process in this study.
2. "Transactions" are countless encounters of students with teachers, students with students, authors with readers, educational personnel with members of the community, etc. However, in this study teachers communication flow such as teachers' classroom instructional performances as intended in the syllabus and teachers' guide and the kind of communication existing among teachers and teachers and directors are taken as transaction variables to be evaluated.
3. An "outcomes" is a variable such as students' achievement and attitudes developed as a result of the process, the effect of the innovation teachers and the effect of the teachers on the program. However, in this study only students' attitude developed towards civics and ethical learning as a result of the implementation process was taken to be evaluated.

Secondly, he proposes that in relation to each of these aspects, data should be collected concerning both intents (he avoids the behavioral connotations of terms such as 'objectives' or 'goals') and observations. This renders six categories of potential data; intended antecedents, intended transactions, intended outcomes, observed antecedents, observed transactions and observed outcomes. (these constitute the six cells of take's description matrix'.)

Fig 3:1, A representation of the processing of descriptive data (stake 1967:533 in McCromic 1990:178)



Further the author elaborates the task is to establish the nature of the relationship between, for example, data relating to intended transactions and to intended outcomes, or between data relating to intended outcomes and data relating to observed outcomes. In order to assist this kind of analysis, stake introduces two further concepts; contingency and congruence. Moreover, he further distinguishes logical contingency from empirical contingency. Logical contingency relates to an assessment of how far intentions relating to learnings are logically coherent with those regarding transactions (e.g assumptions about pupils' prior learnings) are logically coherent with those regarding transactions (e.g the kind of learning tasks that are planned) and intended outcomes (e.g the results that are expected). Often this kind of assessment requires some form of

philosophical analysis. It is clear that the focus is on what ought to be taught the intended curriculum. The principal concern must be for the worth and value of the intrinsic evaluation. Thus sometimes referred to as intrinsic evaluation, a term used by shriven in McCromic James (1990:178) to denote judgment of the structure of an educational program it-self, for example, its design and assumptions. Similarly, the appraisal of empirical contingency can be referred to as empirical evaluation. In this case, the analysis of contingency between antecedents and transactions, and transactions and out comes is based on the data of observations (i.e. empirical evidence) For example, class room process can be examined for (1) The extent to which they fulfill expectations arising from evidence of pupils' prior learning, and (2) The degree to which observed outcomes can be regarded as genuinely unanticipated.

In contrast to this description of contingency, takes notion of congruence concerns the relationship between intents and observations.

In particular it involves an analysis of how well what actually happens fulfils what was intended. Thus observed transactions can be compared with the transactions that were planned; observed outcomes can be evaluated against intended outcomes; and actual prior conditions can be compared with those whose existence had been assumed.

Clearly, Stake's framework presents us with a nearly exhaustive account of what it is appropriate for evaluation to focus on. In some senses, it encompasses aspects of both the 'objectives' and 'process' models for, although Stake puts much emphasis on 'process' (transactions), he does not reject the data of input or product. He considers the goals or intents or intents of teachers or program developers as important. However, by its very construction, his frame work implies that intentions are, or can be easily made explicit. Therefore, is seems to ignore the 'hidden' intentions or 'theories' in action (Argyis & schon 1974). That can only be revealed by a close study of practice. The perceived need to focus on these, as preliminary to consciousness raising, which is often the main rational for process evaluation.



3.4 INSTRUMENTS OF DATA COLLECTION

3.4.1 THE QUESTIONNAIRE

To obtain adequate information for this study two kinds of data collection instruments, questionnaires and interviews were employed.

Three sets of questionnaires were used to obtain information from the three groups of the subjects,

1. QUESTIONNAIRE FOR STUDENTS

The questionnaire was prepared to obtain information about students' feelings regarding civics and ethical education learning, the communication pattern of students and teachers during civics and ethical education in the classroom the attitudes they developed towards civics and ethical education learning. The access of text books and references of civics and ethical education.

2. THE QUESTIONNAIRE FOR TEACHERS

The questionnaire contains back ground information about the teachers, appendix B of the questionnaire was prepared to obtain teachers' activities, availability and usefulness of instructional materials, the existing communication between teachers and teachers, teachers and heads of department, teachers and school principals, and the major problems that affected the implementation process. In appendix B the questionnaire was prepared to obtain information whether the teachers clearly agree or disagree with the objectives, and the strategies and methods provided in the syllabus. Appendix B of the questionnaire addressed to obtain opinions of teachers on selected factors influencing the implementation of the syllabus. Part four of the questionnaire focuses on the provisions of the school to support the teachers. The last part of the questionnaire was planned to obtain information about the availability of classroom facilities.

3. THE QUESTIONNAIRE FOR SCHOOL DIRECTORS

The questionnaire starts with background information of directors. Part one of the questionnaire focuses on the communication existing between teachers and directors, the availability of instructional resources, the school civics and ethical education syllabus. part two was planned to obtain information regarding the support the school provides for the teachers for the implementation process. The last part was prepared to obtain information about the number of grade 11 sections, average class size and average number of student's desks available in the classroom.

3.4.2 INTERVIEW

The face to face interview was conducted with the three selected school. The interview question was focused on the rating of the implementation of grade 11 civics and ethical education by teachers, if there were outside help to support implementation of the syllabus. The interview question was prepared to obtain information about the challenges in the implementation process, and finally to recommend future consideration of the civics and ethical education of grade 11

3.5 PILOT STUDY

The objective of a pilot study is to test on the selected samples of the study schools to check the reliability of the instruments, because they can be adapted and newly prepared. The questionnaires and interview schedules were reviewed by two senior curriculum experts. One of them was former instructor of Addis Ababa University Curriculum and instruction department. The other one was an expert in the institute of curriculum and development research office (ICDR) in the Ministry of Education. Pilot study was carried out in the selected schools on students and teachers of grade 11 to obtain reliability.

The sample questions such as, what does the implementation of the evaluation of civics and Ethical Education syllabus look like? and the process evaluation

levels, and sample action like, is there clearly set strategies for syllabus implementation?

However, the following points were observed from the pilot test.

1. As a result few questionnaires of students were interpreted in different way, which might be due to the language difficulty and lack of exposure to such questionnaires.
2. Questionnaires which demanded responses in writing were attempted only by few students and teachers.
3. Students have showed time gaps in filling the answers for the questionnaires.
4. Some teachers were not enthusiastic to respond to questions which demand in writing or open ended question.

Based on the item analysis two questionnaires from students (Appendix C) and 3 questionnaires of teachers (Appendix B) were improved and reset.

3.6 SUBJECTS AND SAMPLING PROCEDURES

This study used three groups of subjects. In group one we have students of grade 11 from selected government high schools in Addis Ababa of 2005-2006 academic year. The second group involves teachers of civics and ethical education who teach in selected government schools of grade 11 in 2005-2006 academic year. The third group of subjects involved the selected high school principals.

According to the statistical information obtained from Addis Ababa city Educational Bureau, there are eight preparatory high schools operating in the current 2005-2006 academic year. The researcher assessed there were three teachers at an average totally 9 teachers who teach civics and ethical education in grade 11.

Three schools were purposively selected to represent each sub city (kefle Ketema). These are Addis Ketema high school, Bole secondary high school, and Yekatit 12 secondary high school. From these schools a total of 9 teachers who

teach civics and ethical education in grade 11 and 150 students of grade 11 were randomly selected. From the selected school one director, in total three directors were taken for questionnaire and interview.

3.7 METHOD OF DATA ANALYSIS

The data collected expressed in percentages, in table, and descriptive statements used to give answers to the basic questions set in the study. Thus, each basic question raised in the study was answered based on the data obtained through the data collection instruments.

Regarding the first basic question the data obtained through questionnaire of both teachers and principals were analyzed. The second and third basic questions were answered thoroughly analyzed by the data collected through questionnaires provided for teachers and directors.

The fourth basic question was answered through the analysis of the data collected from students questionnaires.

Lastly, the data obtained from teachers, directors and students were substantiated with the data obtained through the interview made with directors.

Chapter 4: ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

This chapter analyzes and interprets the data collected through questionnaire and interview presented with the help of tables followed by descriptive statements for analysis to give answers to the four basic questions raised in the study. In the tables the items were placed in relation to the particular sub-topic for description following each table.

4.1 TEACHERS' PERFORMANCES

One of the indicators of whether the intended syllabus is implemented or not is by checking against the implementation. In this regard, the actual instructional performance of teachers with respect to the prescribed strategies and methods in the syllabus. The data obtained by questionnaire from students, teachers and directors are presented in the following tables (4.1, 4.2 and 4.3)



Table 4.1: Teachers' classroom performance obtained from students questionnaire

S.N	Items	Alternatives	Students responses	
			No	%
1	How often your civics and ethical education teacher explaining the concepts clearly?	A) Always	129	86
		B) Most of the time	-	-
		C) Sometime	17	11.33
		D) Rarely	34	2.67
		Total	150	100
2	How does your civic and ethical education teacher check your understanding of civic & ethical education in the classroom?	A) by asking question and answer	76	50.67
		B) by waiting for yes answer	29	19.33
		C) By asking "are there any question?"	30	20
		D) by checking the class work	15	10
		Total	150	100
3	In which of the following methods do you think civics and ethical education learning is highly possible?	A) when the teacher discusses/lectures	24	16
		B) when the teacher guides and students do the discussions	114	76
		C) more through reading reference materials	8	5.33
		D) Through individual study only	4	2.67
		Total	150	100
4	How often does your civics and ethical education teacher relate the civic and ethical education to your real life situation in the classroom?	A) Frequently	97	64.67
		B) Sometimes	38	25.33
		C) Rarely	11	7.33
		D) not at all	4	2.67
		Total	150	100

In the table no (4.1) the data collected from students depict the classroom performance of teachers. It is encouraging that the teachers explain concepts regularly (86% times). The teachers do not explain nearly one-fourth time (11.33% and 2.67%).

In the table (4.1) for question two which addressed the delivery methods used by teachers. The responses shows that 50.67% of the teachers used only questions and answers. It shows only 10% of the teachers checked students work or performance. The remaining 39.33% (19.33% + 20%) indicate the teacher posing questions. From the data we can see that the teacher centered method is dominant and 90% do not check the work of students.

In teachers performance, the question of relating civics and ethical education to real life (question 4) is 64.67% while the non-relating (rarely relating) part takes 25.33%

Table 4.2 presents data obtained through questionnaires from teachers which are related to the grade 11 civics and ethical education syllabus and teachers performance.

Table 4.2: Teacher's class room performance

S.N	Items	Alternatives	Teachers response	
			No	%
1	How many periods do you teach in a week?	A) less than 10	-	-
		B) 10-15	-	-
		C) 16-20	6	33.33
		D) 21-25	6	66.67
		E) 26-30	-	-
		Total	9	100
2	Do you think that the number of periods you teach in a day or in a week has any impact on your teaching effectiveness?	A) Yes	5	55.56
		B) No	4	44.44
		Total	9	100
3	How do you increase the effectiveness of teaching civics and ethical education?	A) by adding more periods weekly	1	12.50
		B) by decreasing weekly periods	-	-
		C) by tutoring after class	4	50
		D) by arranging make-up class	3	37.30
		Total	8	100

In table 4.2 (question 1&2) shows that 66.67% of the teachers are loaded up to 25 periods weekly and 33.33% of the teachers are loaded up to 20 periods per week this has shown that there is an impact (55.56%) on the effectiveness of teaching learning civics and ethical education and 44.44% of the teachers stated that no effect. The table presents also that the effectiveness could be enhanced

by 50% (question 3) if tutoring is applied after class, and 37.30% of respondents suggested make-up classes.

4.2 Compatibility Of School Organizations To Implement The Syllabus

In this section the availability of physical facilities, the availability and usage of instructional resources and the support provided for teachers are identified as the major organizational factors determining the implementation of grade 11 civics & ethical education syllabus. The following tables shows data obtained from teachers and directors through questionnaires.

4.2.1 AVAILABILITY OF SCHOOL PHYSICAL FACILITIES

The basic facilities of school include, libraries, students-teacher ratio and student-text book ratio. The availability of instructional resources are also considered in this section.

Table 4.3 numbers of student teacher ratio, and student-text book ratio
(obtained from the questionnaire of teachers and directors)

S.N	School	Student text book ratio	Student teacher ratio
1	Addis ketema high school	1:1	1:60
	Bolle high school	1:1	1:60
	Yekatit high school	1:1	1:70

The above Table 4.3 shows student text book ratio is encouraging (1:1). The teacher student ratio at an average showed 1:63 ($60+70+60 \div 3$).

Table 4.4 availability of instructional resources in the schools as rated by teachers and directors

S.N	Item	Alternatives	Teacher respondents	
			No	%
1	Do you have access to grade 11 civics and ethical education syllabus	A) Yes	6	66.67
		B) No	3	33.33
		Total	9	100
2	Are there any reference books for grade 11 civics and ethical education in your school library	A) Yes	3	33.33
		B) No	6	66.67
		Total	9	100
3	Do you suggest to your students to read reference materials other than text books	A) yes	6	40
		B) No	9	60
		Total	15	100
4	Is there any shortage of civic & ethical education reference books for grade 11 in your school?		Director respondents	
			No	%
		A) yes	1	33.33
		B) No	2	66.67
	Total	3	100	

In the table (4.4) we can see that 33.33% teachers have no access to civics & ethical education syllabus and 66.67% of the teachers responded that there are no reference books. unavailability of reference books highly affects the implementation of curriculum. Also in the table we can see that teachers do not suggest (60% from the table 4.4) for students to read reference books because the reference books are not available. From the responses of the directors it shows that more than 33% indicate there were shortages of text books in their schools. This affects the implementation of curricula.

The inadequacy of reference books and instructional materials seems to have a significant effect on the level of success of implementation of civics and ethical education curriculum in the context of this study.



4.2.2 THE SUPPORT PROVIDED FOR TEACHERS

The amount and the type of supplies and other teaching materials supplied for teachers have an impact on implementation of curriculum. The data presented in table 4.5 below shows the support provided for grade 11 civics and ethical education teachers in schools.

Table 4.5 materials supplied for teacher

S.N	Kind of materials	Alternatives	Teachers responses	
			No	%
1	Exercise books for preparing lesson plans is adequate?	A) Yes	6	66.67
		B) No	3	33.33
		Total	9	100
2	Pens and pencils are adequate?	A) Yes	4	44.44
		B) No	5	55.56
		Total	9	100
3	Paper for tests is adequate?	A) Yes	3	33.33
		B) No	6	66.67
		Total	9	100
4	Paper for flip charts, projectors, markers, and folders are adequate?	A) Yes	3	33.33
		B) No	6	66.67
		Total	9	100
5	Record sheets and folders for continuous test accumulation are adequate?	A) Yes	4	44.45
		B) No	5	55.55
		Total	9	100

The data in table 4.5 depicted that 66.67% teachers responded that they are not sufficiently provided exercise books, paper for tests, paper for flip charts, projectors, markers, folders. Also 55.56% of teachers responded that pens and pencils are not adequately supplied by schools. Moreover, supply of records sheets and folders provided were not at all adequate (55.55%) question 5. The

above data shows that the insufficient support was provided for teachers to implement grade 11 civics & ethical education syllabus.

4.2.3 THE COMMUNICATION PATTERN AMONG SCHOOL COMMUNITY MEMBERS

Communication is a tool to bring people together for the purpose to accomplish a given task. The school community members such students, teachers, directors and supportive staff work together day by day to implement the designed curriculum syllabus. The smooth relationships of the school community members brings the ultimate desired goals in education.

The data presented in table 4.6 express the communication nature among teachers themselves, teachers and departments heads, and teachers and school directors.

Table 4.6 The pattern of communication in the schools obtained from teachers' responses

Item	Alternatives	Teacher responses	
		No	%
How often do you discuss with other teachers who teach the same level grade and the same subject (civic & ethical education)?	A) once in a semester	-	-
	B) once in a week	-	-
	C) only during department meetings	8	88.88
	D) do not discuss at all	1	11.12
	Total	9	100
How often do you discuss with your department head or principal on issue related on the implementation of grade 11. civics & ethical education?	A) once in one academic year	-	-
	B) once in a semester	-	-
	C) more than once in a semester	5	55.56
	D) not at all	4	44.44
	Total	9	100
How often your school director supervise your classroom?	A) once in one academic year	-	-
	B) once in a semester	8	88.88
	C) more than once in a semester	-	-
	D) not at all	1	11.12
	Total	9	100
How often your school director or vice director discuss matters related to the implementation of grade 11 civics & ethical education?	A) frequently	-	-
	B) sometimes	2	22.22
	C) rarely	4	44.45
	D) never	3	33.33
	Total	9	100
Do you have a clear understanding of your role relationship with principal, teachers, and others in the school in relation to the new education & training policy?	A) Yes	6	66.67
	B) No	3	33.33
	Total	9	100

The data in table 4.6 showed that the communication among teachers and school personals in the process of implementing the curriculum is inadequate. For instance, 88.88% of the teachers responded that teachers of the same grade level discuss issues related to the implementation process only during department meetings, which is assumed to be held once in a semester.

For effective syllabus implementation teachers of the same grade level should meet frequently. Also in another situation 50% teachers responded that they do not discuss matters related on the implementation of grade 11 civics and ethical education with their department heads. Regarding the supervision of directors, 88.88% of teachers responded that the directors supervise only once in a semester. Directors or vice directors discuss matters related to implementation of the civics and ethical education rarely (44.45%) while 33.33% teachers responded they have never discussed about the implementation of the syllabus. Though most teacher (66.67%) respondents have clear understanding of their role relationship with principals teachers and others in schools. About New Education & Training policy, 33.3% have no clear understanding on the New Education & Training policy. From the responses of teachers to questions related to the type and nature of communication existed in their schools, it can be understood that the communication system is not adequate enough to enhance the implementation of grade 11 civics and ethical education syllabus.

Table 4.7: communication existing in schools obtained from directors responses

Items	Alternatives	Director responses	
		No	%
Have you ever discussed with civics and ethical education teachers (individually or in group) issues related to the implementation of grade 11 civics and ethical education syllabus?	A) Yes	1	33.33
	B) No	2	66.67
	Total	3	100
Have you observed any instructional problems that teacher had during your visit?	A) Yes	3	100
	B) No	-	-
	Total	3	100
What are some of the common instructional problems you observed during your visit of grade 11 civics and ethical education classrooms?	A) Teachers lack of interest in the subject civics and ethical education	1	33.33
	B) students back interest to learn civics and ethical education	-	-
	C) lack of training on the part of civics and ethical education teachers with regard to the syllabus	2	66.67
	Total	3	100
Were you introduced to the how of the civics and ethical education could be implemented through different workshops seminars?	A) Yes	1	33.33
	B) No	2	66.67
	Total	3	100
Have you observed any problem been faced in your in implementing grade 11 civics and ethical education syllabus?	A) yes	-	-
	B) No	3	100
	Total	3	100

In table 4.7 above showed that 66.67% directors responded that they have never discussed issues related to the implantation of grade 11 civics & ethical education syllabus. Surprisingly, 100% or all directors responded that they have observed instructional problems of teachers during their visit. More over, 66.67% of directors responded that teachers lack of proper training to teach the subject civics and ethical education and all directors or 100% responded that



they have observed problems in implementing the syllabus. Lastly the directors also do not have the opportunity of different training, workshops and similar program participations to implement the syllabus of civics and ethical education of grade 11.

4.2.4 TEACHERS' INVOLVEMENT IN CURRICULUM ACTIVITIES

Involvement of teachers in curriculum activities at different stage is very much helpful for effective implementation of the curriculum.

The following data table 4.8 shows that nature of teachers involvement in curriculum activities.

Table 4.8: Teachers' involvement in curriculum activities

Items	Alternatives	Teachers' responses	
		No	%
To what extent do you think that the content of the text book is reflected in the syllabus?	A) To great extent	2	22.22
	B) Moderately	7	77.78
	C) To no extent	-	-
	Total	9	100
How often do you use grade 11 teacher's guide?	A) once in a semester	-	-
	B) Once in each new chapter	-	-
	C) In every new topic lesson in a chapter	3	33.33
	D) I have never used so far	6	66.67
	Total	9	100
If your answer for question above is choice 'D' the possible reason might be?	A) Lack of teacher's guide	6	66.67
	B) Lack of need to the guide on your part	-	-
	C) Lack of potential advantages that the guide offers	3	33.33
	Total	9	100
Do you think more training to implement grade 11 civics and ethical education syllabus more effectively?	A) Yes	6	66.67
	B) No	3	33.33
	Total	9	100

The data in table 4.8 showed that 70% teachers reported that they have never used the teachers guide. It is reported that the content of the text book as mainly reflected in the syllabus is encouraging. One of the factor that involves

curriculum activities is the application of teachers guide. In this regard earlier we have seen that 66.67% never used teacher's guide and nearly 40% reported they have no access to teacher's guide. Moreover 66.67% teachers reported they seek more training to implement grade 11 civics & ethical education syllabus.

Therefore, the results depicted in table 4.7 and 4.8 and the discussions presented answer the research question by identifying the compatibility of school organization as one of the major factor influencing the implementation of grade 11 civics & ethical education syllabus.

4.3 FACTORS AFFECTING THE IMPLEMENTATION OF GRADE 11 CIVICS & ETHICAL EDUCATION SYLLABUS.

The data summarized in table 4.9 and 4.10 shows that the extent of to which factors selected affect the implementation of grade 11 civics & ethical education syllabus.

Table 4.9: possible factors that affect the implementation of the syllabus as ranked by respondent teachers

No	Possible factors	Mean Rank	Rank	Teachers responses
1	Inadequacy of the periods to cover the portion	4.63	2	8
2	Teachers not being introduced to the syllabus	3.70	1	9
3	Teachers lack of interest	6.17	6	6
4	Inappropriateness of the teaching methods and no access to guide-lines of the syllabus	4.63	2	8
5	Lack of prerequisite knowledge of students	4.63	2	8

As summarized in the above table 4.9 teachers have indicated factors that affect the implementation of grade 11 civics & ethical education syllabus in order being introduced to the syllabus, lack of prerequisite knowledge of students, inappropriateness of the teaching methods and no access to guidelines of the syllabus, inadequacy of the periods to cover the portion, suggested in the syllabus took the upper five ranks are among the factors that hinder the implementation of grade 11 civics & ethical education syllabus. The teachers lack of interest denotes the minimal influence on the implementation of syllabus.

Further more, the school principals reported during interview because of shortage of civics teachers they are assigning teachers who have not been introduced to the syllabus of civics & ethical education. They principals reported that there were lack of adequate training on the part of teachers. Hence, the major factors affecting the implementation of grade 11 civics & ethical education syllabus are identified according to the rank order listed above. Moreover, the information obtained in the rank order is substantiated with information obtained in questionnaire part.

Table 4.10: Assessment of classroom implementation barriers with respect to teaching load, student-class ratio, and organizational factors.

Items	Alternatives	Teacher respondents	
		No	%
On average how many students do you teach in one class?	A) 60	1	11.11
	B) 70	5	55.56
	C) 80 and above	3	33.33
	Total	9	100
Does the number of students affect what you do in the class?	A) Yes	6	66.67
	B) No	3	33.33
	Total	9	100
What is your opinion about the effects of the current organizational structure in your school on the implementation of the syllabus?	A) convenient	4	44.44
	B) Not very convenient	4	44.44
	C) Not convenient at all	1	11.12
	Total	9	100

The data on table 4.10, 66.67% teachers reported that the teachers load has a grate impact on their teaching effectiveness.

Also teachers were asked to give their opinion about the effect of current organizational structure of their schools on the implementation of grade 11 civics & ethical education syllabus, and 44.44% of teachers reported that school organizational structure is not convenient for effective teaching.

Therefore, the summarized data in tables 4.9 & 4.10 and the discussions followed the tables together and in addition with findings of the other parts enables us to answer the third basic question of raised in the study. It was "Are there some factors which hinder the implementation of syllabus?"



4.4 ASSESSMENT OF STUDENTS FEELING ABOUT LEARNING CIVICS AND ETHICAL EDUCATION IN GRADE 11

The following table shows student responses regarding civics and ethical education of grade 11. The data summarized in the table below (4.11) obtained from students through questionnaire reveals that 33.34% students use library rarely but 27.33% use library always. Also students lack of experience (47.19%). The experience in group work was poor and good both having 36.67% only 15.33 used group work properly. 34.91% of students reported that their teachers do not initiate group work. Some 33.01% do not like group work at all.

4.11 Assessment of students feeling of civics and ethical education learning

S.N	Items	Alternative	Students responses	
			No	%
1	What is your experience of using library? I _____ use library	A) always	41	27.33
		B) Frequently	44	29.33
		C) Rarely	50	33.34
		D) Very rarely	15	10
		Total	150	100
2	If your answer to the above question 1 is 'C' or 'D' which one of the following could be reason for?	A) Teachers do not recommend additional reading materials and do not motivate students	20	22.47
		B) Because the text book is sufficient	27	30.34
		C) Lack of experience to use library	42	47.19
		D) No interest	-	-
		Total	89	100
3	What is the experience in group work during civic and ethical education learning	A) very good	23	15.33
		B) good	55	36.67
		C) poor	55	11.33
		D) very poor	17	36.67
		Total	150	100
4	If your response for the above question (3) is 'C' or 'D' which one of the following do you think is the reason for?	A) Because civic & ethical education teacher does not initiate me to work in group	37	34.91
		B) Group work learning is not convenient for civic & ethical education	34	32.08
		C) I do not like group work	35	33.01
		Total	106	100
5	How strong is the effect of civic and ethical education knowledge in other subjects?	A) very strong	40	26.67
		B) Strong	38	25.33
		C) its effect is not observable in other subjects	72	48
		D) less strong	-	-
		Total	150	100
6	To what extent your civic & ethical education learning has increased your values acquisition knowledge?	A) to a very great extent	40	26.67
		B) To great extent	47	31.33
		C) To some extent	58	38.67
		D) To no extent	5	3.33
		Total	150	100
7	To what extent did the teaching and learning of current grade 11 civics & ethical education lessons motivated your interest in learning the subject civic & ethical education?	A) To a very great extent	43	28.67
		B) To great extent	78	52
		C) to some extent	-	-
		D) To no extent	29	19.33
		Total	150	100

Regarding the effect of civics education knowledge in others subjects indicated that 48% students reported that its effects is not observable in other

subjects. But about 25.33% reported there is strong effect in other subjects. Students also reported that civics education learning has to some extent (38.67%) increased values acquisition knowledge. Finally, the teaching learning of civics have motivated interest in learning civics & ethical education to a great extent (52%). But some 10.33% have reported they have no interest in learning civics.

Therefore, from the data presented in table 4.11 and the discussions that followed, students reported they rarely use library because of lack of experience. The activities in group work is also poor. The effects of civics education on other subjects is not observable. It is indicated that 38.67% of students have increased their value acquisition knowledge and lastly 52% of students reported that they have motivated interest in learning civics and ethical education. Hence we can say that a good behavioral change towards the learning of civics & ethical education does not seem to be properly developed as a result of assessment and the teaching learning activities practiced by grade 11 civics & ethical education teachers.

Chapter 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study is to evaluate the implementation of grade 11 civics and ethical education syllabus in selected government preparatory schools in Addis Ababa. The study, in particular, was designed to give some insight into;

1. The extent to which teachers are applying the methods and strategies suggested in the syllabus and teacher guide.
2. To what extent do school organization infrastructures are in line with the requirements of the syllabus
3. The major factors which could hinder the implementation of the syllabus and
4. The extent to which teaching and learning activities of grade 11 civics and ethical education have brought (developed) better feeling of learning civics and ethical education in the students.

The analysis and interpretation of the results of the obtained data are summarized as follows;

According to the result of students questionnaire teachers applying the methods and strategies suggested in the syllabus and teachers' guide, it was found that 86% of the teachers explain concepts openly while nearly 14% of teachers unable to explain concepts properly. Similarly only 10% of teachers check the work of students while 90% teachers do not check the work of students. Nearly 50.67% of teachers used the method of asking questions in the class. Furthermore, 76% students respondents preferred student centered approach, but only 14% of teachers relate the civics and ethical education to real life situation in the classroom, 64.67% students responded teachers relate the subject with real life situation while 35.33% of teachers do not relate the subject to real life situation. Findings show that 90% teachers were unable to check students work. The load of teachers up to 25 periods weekly, 66.67% teachers reported and this load caused negative effect on the effectiveness of teaching (55.56% teachers reported) Therefore, this shows that the methods and

strategies applied by teachers in relation to syllabus and teachers guide suggestion poorly applied.

Secondly, the school organization and infrastructures were in line with the requirements of the syllabus, the teacher student ratio at an average as 1:63 and student-text-book is 1:1. Nearly 33.33% of teachers responded they do not have access to grade 11 civics and ethical education syllabus and 66.67% teachers reported they have no reference books. In addition 33.33% of directors confirmed that there are shortages of reference books in the selected schools. The inadequacy of reference and instructional materials seem to have a significant effect on levels of implementation. The availability of school facilities were limited and hence it has an effect on curriculum implementation. The communication pattern in schools showed that 88.88% of teachers communicate once in a semester to discuss the implementation of the syllabus. 55.56% teachers responded that they do not discuss matters of curriculum implementation with the department heads. 88.88% teachers reported their directors supervise only once in a semester. Nearly 33.33% of teachers responded they have never discussed with the director or vice director about the implementation of the syllabus.

In addition, from directors response there existed fairely poor communication system in schools. About 66.67% of directors reported they have never discussed with teachers about the implementation of the syllabus. 100% of directors responded teachers have instructional material problems. Moreover, 66.67% of directors reported teachers lack of proper training to teach the subject civics and ethical education.

Regarding teachers involvement in curriculum activities, 66.67% of teachers have reported that they have never used the teachers' guide and 66.67% have no access to teachers' guide. Nearly, 66.67% teachers reported they need more training to implement the syllabus.

Hence, regarding school organization and infrastructures, as a result teachers have no access to teachers' guide and reference books, the inadequacy of instructional material supply, inadequate class room facilities, with limited

communication among teachers, teachers and directors with inconvenient current organizational structure, lack of proper training on the part of teachers more over, with minimum involvement of teachers in curriculum activities, in school organization and infrastructures seem not convenient to implement the grade 11 civics and ethical education syllabus.

Thirdly, regarding the major factors identified to hinder the implementation of the syllabus, the teachers have responded that teachers not being introduced to the syllabus, lack of pre-requisite knowledge of students, inappropriateness of the teaching methods and no access to the guide-line of the syllabus, inadequacy of the periods to cover the portion and poor supply of instructional materials at schools suggest the upper ranking among the factors. Teachers lack of interest have a minimum influence as a factor to implement the grade 11 civics and ethical Education Directors reported during the interview there that were lack of adequate training on the part of the teachers.

Fourthly, the data of section 4.4 assessment of students feeling about learning civics and ethical education revealed students behavior towards civics and ethical education learning does not seem to have been properly developed as a result of the following findings. Students rarely (33%) use library. 48% of students responded the effect of civics and ethical education is not observable in other subjects. Also 60% of students have not responded that civics and ethical education has increased their value acquisition knowledge. 34.91% of students indicated that teachers do not initiate a group work. Hence, as a result of assessment a good behavioral change towards learning civics and ethical education does not seem properly developed due to teaching. learning activities practiced by grade 11 civics and ethical education teachers.

5.2 CONCLUSIONS

From the findings of this study it can be concluded that grade 11 civics & ethical education syllabus was not implemented as properly as it was intended to be implemented in Addis Ababa government high schools.

It was evident that the actual performance of teachers is not according to the requirement of the guidelines and students do not seem to have properly developed better behavior towards learning civics and ethical education. The instructional strategies and methods practiced were not in line with the guidelines. Teachers followed teacher-centered approach. The students involvement in the process of teaching civics & ethical education was found minimal.

The inadequacy of the availability of related references in the libraries and shortages of instructional materials in the schools, together with poor communication system existing among the school community members definitely contributed to some degree of limitation to the success of the implementation process of the syllabus. Moreover, lack of commitment on the part of teachers to implement the syllabus with the absence of adequate training and introducing them to the syllabus and less involvement of them in curriculum activities contributed to the ineffective attempts of the teachers made towards implementing the syllabus.

5.3 RECOMMENDATIONS

Based on the findings of the study it is reasonable to forward the following recommendations;

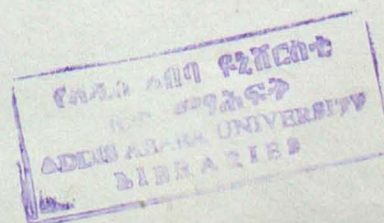
1. Lack of knowledge about grade 11 civics and ethical education materials (syllabus and teacher's guide) on the part of grade 11 civics and ethical education teachers was found to be a major problem in the implementation process. Therefore, the concerned educational administrative working at various levels of administrative structures should plan, organize and coordinate training programs to fill the gap of grade 11 civics and ethical educator teachers abilities and capabilities in their profession. Re-training at limited condition seems necessary. Another mechanisms like workshops and seminars or in-service trainings should intensively be practiced and orient the teachers. This might help to modify teachers' values of the innovation.

2. The ineffective communication among teachers and other school community members was also identified as other implementation barrier of grade 11 civics and ethical education syllabus. Therefore, the school directors, department heads, teachers and school community members collectively should devise a new communication system which can facilitate the effective implementation of the syllabus. For example, arranging regular meetings on agreed time framework to discuss issues related to syllabus implementation activities could be one of the mechanisms. In addition, inviting experts and senior academicians on workshops, seminars, and departmental meetings to share their experience regarding the implementation of the syllabus could be another mechanism.
3. The inconvenient school organization situations like school class room facilities, supplies provided for teachers also found to be barriers to syllabus implementation. Therefore, the school administration and members of the school find ways to improve school facilities and provide curriculum materials for teachers regularly.
4. Teachers and their respective departments should design various mechanisms to develop fairly, better behavior on students towards the learning of civics and ethical education.

Teachers may use different mechanism other than class motivation to enhance the role of civics and ethical education to participate in student's civic clubs, to debate on issues pertaining to develop civics values and skills, fulfill the deficient concept gaps overlooked by some teachers. Therefore, grade 11 civics and ethical education teachers work together in cooperation to bring better behavior change towards learning civics and ethical education.

BIBLIOGRAPHY

- Augier Philippe (1994), The Sovereign Citizen, France UNESCO Publication
- Charles E.A (1998) Value Education For Teachers. ST. Xavier's institute of education, Rome.,
- Commin & Fagin, (1987), Principles Of Educational Psychology, New York, Roland press company.
- Davies J, Gregory and Riley C.S (1999), Good Citizenship And Educational Provision, New York, Falamer press.
- Encyclopedia (1996) A Philosophy Of Education New York, Garland publications incorporation..
- Derebessa Dufera (2004) Fundamentals Of Curriculum Development. Addis Ababa university publication.
- (1971) Encyclopedia Of Education, USA crowell – collier.
- English, T. & Harris, A (1992) An Evaluation Tool Box For Schools. Longman group UK Ltd.
- Fox, R. & Morhead's (1993), Curriculum Based Evaluation. USA, books, cole publication company.
- Goodlad, I. John (1984). A Place Called School. USA, McGraw hill inc.
- Hurs, D. (1994) Leinwand G. (1992). Public Education. New York, lief group incorporated.
- Jackson W.Philip (1992). Handbook Of Research On Curriculum, USA, simon & schuster McMillan.
- McCromic R & James M (1990) Curriculum Evaluation In Schools. New York, croom Helem ltd.



- McNeil & J. (1996). Curriculum Comprehensive Introduction. USA, Jrhn wiles & sons Inc.
- MOE (1994). Education & Training Policy. Addis Ababa Ethiopia
- MOE (2005) Civic & Ethical Education Syllabus Up Dated Grade 9-12 Addis Ababa Ethiopia Unpublished
- MOE (1998) Education Sector Development Programme I implementation manual. Addis Ababa Ethiopia.
- MOE (2002) education sector Development program II. Addis Ababa Ethiopia.
- Nelson Carlson & Palonsky (1993). Critical Issues In Education. New York, McGraw Hill Inc.
- Parker C.W. (2001). Social Studies in Elementary Education. USA, Merrill prentice Hall Inc.
- Rashed, & Olowu (1993) Ethics And Acciuntability in African public services. Addis Ababa United Nations Economic Commission for Africa.
- Saker, P. (1997). Teachers, Schools, Society, New York, McGraw Hill Inc.
- Sills L.Divid (1968). International Encyclopedia Of Social Sciences. USA, crowell, collier and McMillan.
- Website, www.Civiced . (2006) civic knowledge
- Welton, & Hauan (1992). Strategies For Teaching Social Studies. USA, hovshton misslin company

APPENDIX A

Addis Ababa University
School of Graduate studies
College of Education
Department of Teacher Education and curriculum studies
Questionnaire for students

Dear Student

This questionnaire is designed to collect information for research purpose. It's objective is to assess your feeling on civics and ethical education learning as the result of the actual teaching and learning activities of grade 11 civics and ethical education.

It is not necessary to write your name in this paper

I thank you very much in advance for your kind cooperation to respond to questionnaires.

Name of your school_____

Kefle Ketema (sub City)_____

Direction:- For each of the following questions, alternative responses are given, response to the questions by writing the letter of your choice in front of each question in the space provided.

_____ 1. How much you are interested to learn civics and ethical education?

- A) Very high B) High C) Moderate D) Low

_____ 2. If your answer to question 1 is 'D' the reason for?

- A) The subject is very difficult
B) Poor teaching methods of teachers
C) Civic education does not have the role of solving social and economic problems of the society
D) If any other specify _____
-

_____ 3. Are there available reference of civics and ethical books in your library?

- A) Yes B) No

_____ 4. What is your experience of using library? I _____ use library

- A) Always B) Frequently C) Rarely D) Very rarely

_____ 5. If your response to question 4 is 'C' or 'D' which one of the following could be the reason for?

- A) Teachers do not recommend additional reading materials and do not motivate students
B) Because the text book is sufficient

C) Lack of experience to use library

D) If any please specify _____

_____ 6. Is there civics and ethical club in your school?

A) Yes B) No

_____ 7. If the answer is 'Yes' for question 6, are you a member of the club?

A) Yes B) No

_____ 8. If the answer is 'Yes' for question 7 how is your participation?

A) very high B) high C) moderate D) low

_____ 9. How often your civic and ethical education teacher explains the concepts clearly?

A) Always B) Most of the time C) sometimes D) Rarely

_____ 10. What is your experience in group work during civics and ethical education learning?

A) Very good B) good C) poor D) very poor

_____ 11. If your response for question 10 is 'C' or 'D' which one of the following do you think is the reason for?

A) Because civics and ethical education teacher does not initiate me to work in group

B) Group work learning is not convenient for civics and ethical education

C) I do not like group work

_____ 12. How does your civics and ethical education teacher know your understanding of civics and ethical education in the classroom?

- A) By asking question and answer
- B) By waiting for "yes" answer
- C) By asking "are there any questions?"
- D) By checking the work

_____ 13. How strong is the effect of civics and ethical education knowledge in other subjects?

- A) Very strong
- B) Strong
- C) Less strong
- D) Its effect is not observable in other subjects.

_____ 14. In which of the following methods do you think civics and ethical education learning is highly possible?

- A) When the teacher discusses/lectures
- B) When the teacher guides and students do the discussions
- C) More through reading reference materials
- D) Through individual study only

_____ 15. To what extent your civics and ethical education learning has increased your values acquisition knowledge?

- A) To a very great extent
- B) To great extent
- C) To some extent
- D) To no extent

_____ 16. How often does your civics and ethical education teacher relate the civics and ethical education to your real life situation in the classroom?

- A) Frequently B) Sometimes C) Rarely D) not at all

_____ 17. To what extent did the teaching and learning of current grade 11 civics & ethical education lessons motivated your interest in learning the subject civics and ethical education?

- A) To a very great extent
B) To a great extent
C) To some extent
D) To no extent

APPENDIX B: QUESTIONNAIRE FOR TEACHER'S

Addis Ababa University
School of graduate studies
College of Education
Department of Teacher Education and Curriculum studies

DEAR TEACHERS

This Questionnaire is designed to collect information for research purpose. The questionnaire focuses on the teacher's opinion of civics and ethical education instructional performances and the actual implementation of grade 11 syllabus. The aim is to investigate the relationship of instructional methods and strategies suggested in the syllabus, and actual teachers' responses to the questionnaire. your genuine responses to the questionnaire very greatly helps the investigation of the research.

I am very much grateful to your kind cooperation. I thank you a lot.

Background Information:

Kifle Ketema(sub city)_____

Sex_____

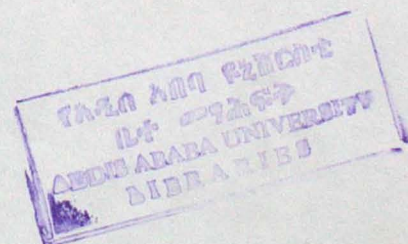
Institution you graduated from_____

School_____

Qualification_____ Major Subject_____

Minor Subjects _____

Service years_____



PART ONE

Direction:- Please answer the following questions by writing the answer against each question in the space provided.

_____ 1. How many periods do you teach in a week?

- A) Less than 10 B) 10-15 C) 16-20
D) 21-25 E) 26-30

_____ 2. Do you think that the number of periods you teach in a day or in a week has any impact on your teaching effectiveness?

- A) Yes B) No

_____ 3. If the response for question 2 above is "Yes", what would a reasonable load weekly to have a better working condition?

- A) Less than 10 B) 10-15 C) 16-20 D) if any specify

_____ 4. How do you increase the effectiveness of teaching civics and ethical education?

- A) By adding more periods weekly
B) By decreasing weekly periods
C) By tutoring after class
D) By arranging make-up classes

_____ 5. Do you teach subjects other than civics and ethical education?

- A) Yes B) No

_____ 6. Are you currently teaching different grades other than grade 11?

- A) Yes B) No

_____ 7. If the response is 'Yes' for question 6 above, does that influence your teaching in any way?

- A) Yes B) No

_____ 8. If the response is 'yes' for question 7 above please specify the influence on your teaching?

_____ 9. Do you have access to grade 11 civic and ethical education syllabus?

- A) Yes B) No

_____ 10. If the answer is 'No' for question 9 above please explain why?

_____ 11. To what extent do you think that the content of the textbook is reflected in the syllabus?

- A) To a very great extent
B) To great extent
C) Moderately
D) To no extent

_____ 12. How often do you use grade 11 civics and ethical education teacher's guide?

- A) Once in a semester
B) Once in each new chapter
C) In every new topic lesson in a chapter
D) I have never used so far

_____ 13. If your answer for question (12 above) is 'D' the possible reason might be

- A) Lack of teacher's guide
B) Lack of need to use the guide on your part
C) Lack of potential advantages that the guide offers
D) Other reason, (Please specify) _____

_____ 14. Are there any reference books for grade 11 civics and ethical education in your school library?

- A) Yes B) No

_____ 15. If your answer to question (14 above) is 'Yes' in your opinion are the reference books against the number of students who would like to use the materials is

- A) More than adequate
B) Adequate
C) Not adequate

_____ 16. Do you suggest to students to the read reference materials other than text books?

- A) Yes B) No

_____ 17. If the answer is 'Yes' for question (16 above) please specify the way you check students who are using reference materials; _____

_____ 18. Do you manage to complete the text (course) within the allotted time?

- A) Yes B) No

_____ 19. If your response to question (19 above) is 'No' what makes it difficult to complete within the time allotted?

- A) shortage of the time allotted
B) Extra work load you have in the school
C) Because many of the lesson topics are wide to cover
D) Because students cannot cope up with a given content in the text
E) If, any specify

_____ 20. On an average how many students do you teach in one class

- A) 50 B) 60 C) 70 D) 80 E) 90 & above

_____ 21. Does the number of students affect what you do in the class?

- A) yes B) No

If 'yes' please briefly explain _____

_____ 22. How often do you discuss with other teachers who teach the same level grade and the same subject (civics and ethical education)

- A) Once in a semester
B) Once in a week
C) Only during department meetings
D) We do not discuss at all

_____ 23. How often do you discuss with your department head or principal on issues related to the implementation of grade 11 civics and ethical education?

- A) Once in one academic year
B) Once in a semester
C) More than once in a semester
D) Not at all

_____ 24. How often your school director supervise your classroom?

- A) Once in one academic year
B) Once in a semester
C) More than once in a semester
D) Not at all

_____ 25. How does your school director or vice director discuss matters related to the implementation of grade 11 civics & ethical education.

- A) Frequently B) Rarely
C) Sometimes D) Never

_____ 26. Do you think more training to implement grade 11 civics and ethical education syllabus more effectively?

A) Yes B) No

If 'Yes' (question 26 above) please specify the kind of training you need to have

_____ 27. What is your opinion about the effects of the current organizational structure in your school on the implementation of the syllabus?

- A) Convenient
- B) Not very convenient
- C) Not convenient at all

_____ 28. Do you have a clear understanding of your relationship with principal, teachers and others in the school in relation to the new education & Training Policy?

A) Yes B) No

_____ 29. In your opinion what are the major problems that encounter the implementation of grade 11 civics and ethical education?

PART TWO

Direction:- Put a mark with tick(✓) indicate your opinion with respect to each statement in only one of the five alternatives, that is;

5 Strongly agree 4 Agree 3. Undecided
2 disagree 1 strongly disagree

No	statement	5	4	3	2	1
1	Most of the aims and objectives of grade 11 civic and ethical education which are written in the syllabus and teacher guide are acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The teacher's guide prepared for grade 11 civics and ethical education helps teachers very much in planning their teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The organization of grade 11 civic and ethical education syllabus is not convenient for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	After completing grade 11 civics and ethical education students knowledge will be developed and they should realize a complete and logical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The application of grade 11 civics nad ethical education is related to other levels significantly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The provision of a adequate discussion questions at the end of each topic in the textbook inhibits the teachers from using other reference materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Most of the contents of civic and ethical education syllabus of grade 11 are not based on prior knowledge of civics and ethical education, hence difficult to be mastered by the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The design of grade 11 civics and ethical education syllabus encourages teachers to use various instructional methods and techniques in order to increase student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Since the ideas and views of civics and ethical education teachers are incorporated in the current grade 11 civics and ethical education syllabus, its implementation is expected to be effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Students of grade 11 are not expected to discuss current party politics independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART THREE

DIRECTION:- Rank in order the following factors according to their level of influence on the implementation of grade 11 civics and ethical education syllabus. Start with No. 1 for the factor which has strongest influence and No. 2 for second strongest and 3 for third up to 5.

No	Possible factors	Rank
1	Inadequacy of periods to cover the portion	<input type="checkbox"/>
2	Teachers not being introduced to the syllabus	<input type="checkbox"/>
3	Inappropriateness of the teaching methods & guide lines suggested in the syllabus	<input type="checkbox"/>
4	Lack of prerequisite knowledge and dislike of the subject	<input type="checkbox"/>
5	Over crowding and poor classroom facilities	<input type="checkbox"/>

PART FOUR

Direct: Please indicate by tick (✓) how the school provides you with the following requirements for teaching

No	Requirements for teaching	Yes	No
1	Exercise book for preparing lesson plans is adequate?	<input type="checkbox"/>	<input type="checkbox"/>
2	Pens and pencils are adequate?	<input type="checkbox"/>	<input type="checkbox"/>
3	Paper for tests is adequate?	<input type="checkbox"/>	<input type="checkbox"/>
4	Paper for flip charts, projectors, markers, and folders are adequate?	<input type="checkbox"/>	<input type="checkbox"/>
5	Record sheets and folders for continuous test accumulations are adequate?	<input type="checkbox"/>	<input type="checkbox"/>



PART FIVE

DIRECTION:- please make a tick (✓) your responses in only one of the three alternatives by assessing the internal facilities of the classroom in which you are teaching.

No	Classroom facilities	Adequate	Inadequate	No existence
1	Students desk & tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Chairs & tables for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Chalkboard and whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Notice board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Eraser/duster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Instructional materials for civic and ethical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C: QUESTIONNAIRE FOR DIRECTORS

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Dear Director

The questionnaire is designed to collect information for research purpose. The questionnaire focuses on preparatory high school directors' opinion of civics and ethical educational performances by civic teachers. It is to investigate the relationships of instructional methods and strategies suggested in grade 11 civics and ethical education syllabus and the actual teachers' performances in the classroom. Your genuine response to the questionnaire is very much helpful for the success of this research.

I am thankful very much for your cooperation in advance.

Background Information

1. Name of the school _____
2. Kefle Ketema (sub city) _____
3. Qualification _____
4. Years of experience as school director _____
5. Number of civics teachers in your school
M ____ F ____ Total ____
6. Qualification of teachers in your school
 - A) College/diploma M ____ F ____ Total ____
 - B) BA/BSc M ____ F ____ Total ____
 - C) MA/MSc & above M ____ F ____ Total ____

PART ONE

DIRECTION:- Please respond to the following questions with a tick (✓) in the space provided, and by writing a complete answer wherever necessary.

1. Is there a library or reading room in your school?

- A) Yes B) No

2. If the answer is yes for question how do you relate the availability of civics and Ethical education materials in the library reading room?

- A) Adequate B) Not adequate C) Excess
D) non-existence

3. Is there shortage of civic & Ethical education text books for grade 11 in your school?

- A) Yes B) No

4. What is the ratio of grade 11 students to the number of books

- A) 1:1 B) 2:1 C) 3:1 D) 4:1 E) 5:1
F) if any specify _____
-

5. How often do you visited civics and ethical education teachers of grade 11 in the class room?

- A) Once in a semester B) Twice in a semester
C) As convenience D) If any specify _____

6. Have you observed any instructional problems the teacher had during your visit?

- A) Yes B) No

7. What are some of common instructional problems you observed during your visit of grade 11 civics and ethical education classrooms?

- A) Teachers lack interest in civics and ethical educations
 B) Students lack interest to learn civics and ethical education

C) Lack of training on the part of civics and ethical education teachers with regard to the syllabus.

D) If any specify please _____

8. Have you ever discussed with civics and ethical education teachers (individually or in group) issues related to the implementation of grade 11 civics and ethical education syllabus?

A) Yes B) No

9. If your answer is yes to the above question (No 8) what are some common implementation issues raised by teachers?

Specify _____

10. Were you introduced to the how of the new civics and ethical education could be implemented through different workshops or seminars?

A) Yes B) No

11. If your answer is 'yes' to the above question (No, 10) how often did you orient the teachers with new ideas you are introduced to?

A) Always B) Sometimes C) Rarely

D) Not at all

12. Do you think that your school is in a new change process as a result of the new curriculum?

A) Yes B) No

13. What ever your response to the above question (No 12) is please explain why you think so?

14. Have you observed any problem faced in your school in implementing grade 11 civics and ethical education syllabus?

A) Yes B) No

15. If your response is yes to the above question (No 14) what are the major problems observed in your school in implementing grade 11 civics and ethical education syllabus.

- A) Lack of experience of civics and ethical teachers
 - B) shortage of civics and ethical education teachers.
 - C) Lack of necessary teaching materials
 - D) Lack of trained teachers in relation to the new syllabus
 - E) Any other, please specify _____
-



PART TWO
Interview Schedule

For directors

1. What is rating the extent of your understanding on the implementation of civics and ethical education of grade 11 syllabus by teachers?
2. What is the reason for the answer in question 1 (above)
3. Is there any kind of outside help for the implementation of the syllabus of grade 11 civics and ethical education?
4. What are the challenges in the implementation of the syllabus grade 11 civics and ethical education?
5. What do you recommend for future consideration in civics and ethical education of grade 11?