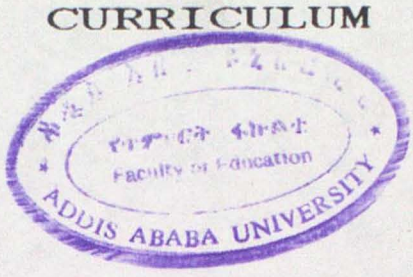
AN ANALYSIS OF THE WORK-ORIENTED CHARACTER OF THE ETHIOPIAN PRIMARY SCHOOL CURRICULUM



A Thesis presented to the School of Graduate studies, Addis Ababa University

In Partial Fulfillment for the Requirements of the Degree Master of Arts in Curriculum

By
Andualem Chere

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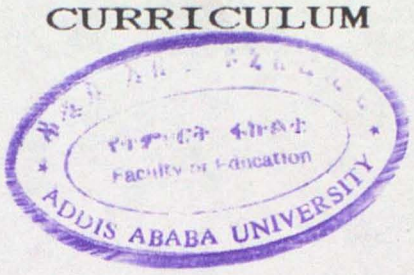

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Andualem Chere

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ABSTRACT

The purpose of this study is to analyse whether the Ethiopian Curriculum of primary school is work-oriented or not. To achieve this aim, textbook content analysis and questionnaires have been used as data collection instruments.

Four steps have been followed in analysing the content of the textbooks. The first step is concerned with text book selection. The second step involves defining the research problems in terms of categories in relation to the thesis basic questions. The third step deals with identifying the technique of measurement or unit of content. The last step identifies the system of enumeration. Then, data obtained from text book analysis and questionnaire are interpreted and summarized.

The results of the analysis show that thirty-seven percent of the contents are work-referenced. Of these work-referenced paragraphs, thirty-three percent are blue-collar referenced and four percent are white-collar-work-referenced. The quest to find out the students occupational aspirations has revealed that contrary to the contents of the text books, their occupational aspiration is inclined to white-collar categories of occupations.

On the basis of the results, it is concluded that, in most aspects, the present content of the Ethiopian elementary school textbooks do not contain a balanced proportion of contents which reflect work orientation. Though the few work-oriented paragraphs reflected a blue-collar category of work bias, they fail to develop on students positive attitude towards manual work.

CHAPTER I

INTRODUCTION

1.1 Background to the Problem

It is an established fact that education when properly disseminated in compliance with the development needs of a country, is an effective engine of development and prosperity. On the other hand, when it is provided as manna without any proper heed to the genuine needs of a country, it becomes a strong set-back to development.

Haylu (1982:76) indicated that education and training in the developing countries are frequently of the wrong kind in relation to the needs of their economies. The attitudes, aspirations and expectations developed by such an educational system are at variance with the opportunities which these countries can provide.

The above mentioned educational problem seems to be a common phenomenon to most African countries. Morsy (1979:1) has expressed the matter as follows:

> African educational systems have suffered in the past from a lack of relatedness to the national as well as the individual needs of their respective populations, the satisfaction of which constitutes the objectives of development. The insertion of productive activities in educational programmes is one of the most promising measures which African states have to adopt to make education more meaningful, more relevant and more responsive to their needs, within the context of the respective socio-economic and cultural environment.

Similarly, Bude (1985:20) criticized the educational system of third world countries, for they are directly taken from western education. He believes in that western education leads to the neglect of local arts and crafts and

the rural way of life and leaves many young people with knowledge they can not apply or use.

To avoid the above mentioned set-backs throughout the present century, various short-lived attempts were made to introduce work-oriented education in third world countries. One of the more interesting and better known was the centers for rural education established during recent years in upper volta as an alternative to normal primary education. By 1969-70 about 28.000 students were enrolled in these centers, which are intended as a replacement for primary education. They take boys and girls from 13 to 15 years of age and provide them with three years' instruction. With some basic academic education, the contents of the curriculum include: rural crafts, seed selection, carpentry, tailoring, well-digging, beekeeping and metal working for the boys, and agriculture, child-rearing, hygiene and home-economics for the girls. In theory the instruction is expected to qualify them to take up farming careers (Ndegwa, 1973:78).

Similarly, in Tanzania, using "Education for Self-Reliance" as a motto made the elementary curriculum work-oriented with the view to make seven years of primary schooling complete in itself so as to prepare the children for the life they will lead (Dodd, 1969:2). According to Mbunda (1982:95) curriculum areas which were included to implement the motto were grouped under the following headings,

a) Literacy and numeracy,
b) Intermediate technology as well as mathematics and science,
c) Agriculture including animal husbandry,
d) Business education,
e) Development studies including civics, history, health, sanitation,
f) Cultural activities.

In Kenya, the christian Churches supported by the Government, have set up so - called "village polytechnics" for training primary school leavers in various crafts. The first of these was established in 1966 and there were seventeen in operation by early 1971. The polytechnics have very modest operating budgets and appear to rely largely on a volunteer teaching staff. The emphasis in the two years training course is entirely on handwork. The curriculum includes carpentry, masonry, tailoring, charcoal-making typing and book-keeping. Besides cloth-printing, bee-keeping, bread-making, vehicle maintenance and metal working. No attempt is made to qualify trainees for certificates or the passing of trade tests. The objective is to train people who will be self-employed (Elkan, 1971: 208-210; Court, 1974: 227-228).

The above schools in different African countries failed to live up to the original expectations first, both the parents and pupils have tended to consider the centers as inferior substitutes for primary education and increasingly pressed the Government to make them more like academic-oriented primary schools. Second, boys leaving the schools between 13 and 15 years of age have often been unable to obtain land for farming. Third, the teachers at the centers have not for the most part been sufficiently trained, particularly in the practical subjects of the curriculum. Finally, the farms attached to the centers have not been large enough or sufficiently well-equipped to provide a real training ground for practical farmers (Ndegwa and John, 1973:78).

In Asia, Work-oriented Course was given in Thailand to older primary school children (classes 5 and 6), between the age of 13 to 15, to develop manual skills, to develop positive attitudes to manual activities and to develop some economically viable skills. And the result was successful. Most activities were suitable for children in classes 5 and 6. The bamboo work has the advantage that the raw material

is widely available at low cost. Gardening give a product which parents would buy, thus giving an income for seeds and fertilizers. Cement-paying slabs and wire coat-hangers are two products that are saleable. A problem here is that the work children do may put adults out of work. And carpentry is a problem topic as it is difficult to develop designs that children can work with but which give saleable products (Crellin, 1984:1-5).

The condition of Ethiopian curriculum also reflects the generalization given about third world countries. Accordingly, the manpower development planners like Ginzberg and associates (1967:114) advised that Ethiopia should seek to profit from the errors committed by other developing nations which did not consider the curriculum in relation to occupation. So, if Ethiopia is to avoid the frustration which results from the unrealizable occupational aspiration of the oncoming generations, it must seek to relate the curricula more directly to the needs of agriculture and the activities closely related to agriculture. They further remarked that whenever possible the curriculum should be infused with illustrations and applications to local agriculture and the environment of rural life.

Different studies were carried out at different times on Ethiopian education. The Imperial Ethiopian Government has studied the Educational sector of the country. The "Education sector Review" launched in october 1971 and completed in 1972 was carried out with assistance provided by International Development Agency (IDA), and World Bank. The major work of the review was done by 19 Task forces and working Groups whose membership totalled 85, of whom some 60 were Ethiopians (ILO, 1976:63).

On the last draft, the Educational Sector Review study group recommended that the curriculum in grades 1 through 4 should be changed very substantially to provide "minimum formation education" which would emphasize environmental and

work-oriented programmes as well as development of basic literacy (MOE, 1972:IV-1).

The Socialist Government of Ethiopia, in its turn, passed a resolution in 1983 calling for the identification of the cause of the decline in the quality of education. The Socialist Government noted that steps should be taken without delay to implement the programme for expansion of technical and vocational education in line with the man power demands of the country. Eight years of polytechnical education was decided to be experimented (Tekeste, 1990:18). Soon after the passing of the resolution, the Ministry of Education initiated a project known as "The Evaluation Research on the General Education System of Ethiopia - ERGESE" (Tekeste, 1990:18).

This project made a broad nation-wide survey and made it clear that there were several factors that affected the quality of education. Out of the many recommendations suggested there was one which emphasised the need for the objectives to reflect the relationships of learning to work (MOE, 1986:26).

The "ERGESE" report noted also that eighty-three percent of the schools had no access to agricultural plots, thus turning the main objectives that is, education for production, into a purely theoretical exercise. But, to continue to expect the realization or the implementation of the objective "education for production" without first fulfilling the minimum requirements, amounts to viewing the school as a miracle performing institution (Tekeste, 1990:33).

1.2 Statement of the Problem

In recent years a more general awareness has grown up of the need for education to be more closely connected with life, thus giving it more relevance to the needs of

individuals and the requirements of national economic and social development. This concern is reflected in the introduction of a close link between education and work in the educational process. Work experience is believed to bring the student face to face with real life problems and situations by developing the student's ability to link knowledge with action, by making him understood the importance of a job well done and by familiarizing him learn work and the sharing of responsibility. Furthermore, it is considered that a link between education and work fosters an awareness of the dignity and value of work as a means of individual and social achievement. There are more over, obvious advantages in all students' regardless of social class, acquiring practical working experience and skills, for this is a way of averting the danger that education systems may encourage the development of hostile or largely unfavorable attitudes towards manual work and widen the social gap between the so-called intellectual and technical elites and the majority of the population (Gimeno, 1983:160).

The idea of work in the context of general education is not confined to the organization of socially or economically useful activities. It embraces all intellectual, manual or artistic activity whose product is the result of the students' individual or collective efforts and is based on a combination of theory and practice, manual and intellectual skills (p.161).

Hence, providing functional education to its youth from elementary up to the higher level is a formidable task inevitable to a developing country such as Ethiopia. But the traditional negative attitude towards artisanship such as carpentry, weaving, foundry, tannery, pottery etc. tilted the balance of education towards academic learning which was also examination-oriented. The Review of the Educational Sector launched in 1971 disclosed that the educational system

was elitist, not related to life, and did not provide employable skills. It emphasized rote learning and did not link classroom learning with working life (Birhanu and associates, 1992:3).

It seems that the elementary curriculum needs to encourage the development of positive attitudes towards any type of work whether manual or intellectual, that is white-collar or blue-collar. Therefore, the purpose of this study is to analyse whether the Ethiopian curriculum of primary school is work-oriented or not. More specifically, the study attempts:

1. to examine whether or not the elementary school curriculum is integrated with practical work.
2. to identify whether the inclination of the practical work elements of the elementary curriculum is towards white-collar or blue-collar work.
3. to identify the future work aspiration of students created as a result of their educational experience.

1.3 Basic Questions

In order to achieve the above stated objectives the following research questions were formulated:

1. To what extent the curriculum has useful and practical activities to prepare children to life?
   - To which category of work does the curriculum give emphasis from white-collar and blue-collar occupation?

2. What kind of work expectations are students developing as a result of their schooling?
   - To what extent the Ethiopian elementary school curriculum inculcate dignity of manual -labour up on its students?

- What kind of attitude do students have towards white-collar works?

1.4 Importance of the Study

While the nation is getting involved in expanding the educational system in the hope of producing more people with greater productive abilities for the society, it is perhaps necessary to analyse and examine the curriculum in order to indicate appropriate future strategies. Hence, this study would contribute in the following ways:

1. The result may help in suggesting new ideas in primary school education in order to make it more relevant to the future life of the learner.

2. The result may also help the curriculum designers to consider the linkages of education with work and employment opportunities when planning.

3. Finally, the study would also serve as a source for other researchers who may be interested in related studies at a regional or national level.

1.5 Delimitation of the Study

It is not the purpose of this study to evaluate the implementation of the elementary school curriculum. The stress is rather to investigate how much the curriculum is work-oriented so as students can develop positive attitudes towards any type of work. The study also seeks to investigate how the curriculum has influenced the work aspiration of elementary students. The study is confined to Eastern Gojjam administrative zone.

1.6 Limitation of the Study

Apart from the various minor problems that were encountered when conducting the research, the lack of studies on content analysis concerning our country has made this study to start almost form scratch. Absence of recently written books, monographs and journals by Ethiopians and foreigners in the accessible libraries has made the present study short of information.

1.7 Operational Definition of Terms

Blue-Collar Workers - Farmers, industrial workers which includes skilled as well as Semi-skilled and unskilled workers who are engaged in manual work.

Primary Education-Education up to such class not beyond the 6th grade.

White-Collar Workers - Clerical or professional workers or the like. White-collar workers are salaried employees engaged in work not essentially manual.

Work-oriented Curriculum - a curriculum which provides whatever experiences a child may need to make learning real through a continuing examination of how man uses work for self-support and how productivity is related to a variety of abilities.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 The Place of Work in the Education of Elementary School

Primary school education in Africa was constantly under criticism. It was criticized for providing too superficial an education and for providing it to too few children; for being too bookish and unpractical, for producing clerks not farmers, artisans, technicians and reliable administration and for utterly failing to stop the drift to the town, the negative attitude towards agriculture, and the loosening of moral standards (Blaug, 1974:74).

In the words of a chinese commentator, students undertook book learning only, in a vacuum as it were, remaining in complete ignorance of the lives of the workers and peasants. In addition, they were emotionally stranger to the worker and peasant masses (Goble and Poster, 1977:97).

Ralph Tyler recounts the story of a rural area in Nebraska farmed by some 30 farmers which, with in a period of 30 years, due to irrigation, was eventually farmed by two persons. If the original 30 farmers children had been given an education to help them cope-up with farming, the relevance would have been higher for their actual employment (Postlethwaite, 1975:3).

The large majority of the Least Developed Countries population live in rural areas and have rural needs (88% of Bangladesh's total population of 90 million and 86% of Ethiopians total population of about 45 million live in rural areas). Primary education is, however, heavily geared to the academic needs of secondary and higher education, which are inturn, geared to the needs of the modern sector (which employs no more than 3% of the population), (Colton, 1983:13).

According to 1967 Tanzanians educational manifesto, Education for Self-Reliance, education should provide more relevant to Tanzania by merging the educational needs and aspirations of the individual with those of the community, thus, integrating education and society, primary schooling

was to become a complete basic cycle of learning, instead of being regarded, as it used to be, as mainly preparatory stage and an instrument for selecting the lucky few who would go on to secondary education. The school curriculum was to be changed so as to make the content of all subjects more relevant to Tanzanian children, to introduce productive activities such as work on farms and in workshops, to relate the lessons very closely to the daily life and work of the pupils, and to merge theory and practice (Hinzen and V.H Hundsdorfer, 1979:7).

Nyerere believed in that every primary school should teach agriculture, every pupil should learn new methods of planting, weeding, harvesting and the storing of crops. Pupils should be made familiar with different soils and seeds, they should be taught that they may be able to make as much profit in agriculture as they could in an urban salaried position and that agricultural production serves the national interest (Heyneman, 1971:72). Primary education should be designed as terminal education, as education of and for the local community. The primary curriculum should be geared toward the ninety percent, and should make resourceful, productive, localized citizens out of the majority instead of the minority (p.74).

According to Morrison (1976:269-270) in 1968 all primary, secondary, and teacher training institutes embarked of farming and other "self-reliance" activities and a new agricultural biased science syllabus was incorporated in the primary school curriculum. And an explicitly socialist programme of "political education" replaced "civics" at all levels of educational systems. But, shortage of suitable textbooks, materials and equipment have retarded the process of curriculum revision. There was lack of detailed knowledge about soils, climate, etc. together with a shortage of farm implemental machinery, were largely responsible for the original decision to limit the scope of agricultural instruction and farming in the schools in 1967 (p.279).

According to Mmari (1979:216), one of the most difficult problems facing in linking school with work in Tanzania was in getting the pupils parents and the society to accept the need for change. People want to know whether this kind of thing is done anywhere else in the world. The second problem in trying to link school with work lies in the shortage of teachers with the required practical skills. The problem of lack of skilled teachers is complicated further by the fact that there is a great demand for people with such skills elsewhere in government parastatal organizations. The third problem revolves around the system of examinations. Until adequate attention is paid to assessing attitude and performance in manual work, pupils will put their best efforts in mental work (p.217).

In Cuban educational system to link school with work the school garden programmes are designed for primary schools. The basic objectives of the school gardens in the Cuban context are to establish abiding work habits, foster" worker awareness" and provide at all times a suitable means of introducing a polytechnical approach at this level of education, so that the pupil has the opportunity to develop an inquiring mind and gain a deeper knowledge of nature. Another objective which should not be over looked - is to teach the pupils to eat and enjoy a good selection of fresh vegetables, which they themselves have helped to grow and harvest (Moralu and associates, 1979:223). The school garden is classified as "productive garden" in the case of the boarding and semi-boarding schools, and a "productive plot" in the case of day schools. The size of the productive gardens and plots are proportionate to enrollment numbers at each school, for example, a semi -boarding school with 500 or more pupils will cultivate 26 hectares. Apart from the above categories of school gardens, there are the so-called "collective gardens" which are organized mainly in the provincial capitals. There are genuine horticulture schemes or "belts", administered and managed by the Ministry of Agriculture. They are worked by pupils from grades 4,5 and

6 from the local schools. In 1976/77 school year, over 160,000 primary school pupils worked on the gardens programme and 514 vegetable gardens cultivated (p.224).

Maximum criticism has been directed against the linking of work with education in the elementary school especially the emphasis given to agriculture and other manual work in the level. An empirical argument would insist that it is not the school curriculum which turns children away from manual labor, nor is it which "orients" the child toward town and therefore "causes" urban migration-school leavers are to be viewed as economically rational beings. They are realistic in that non-farm income, regardless of its scarcity, is superior to earnings from traditional agriculture. A survey in Tanzania indicated that non-farm income was as much as 58.8 percent above the average income from the agricultural sector (Hunter, 1968:75).

Elementary school leavers do not wish to avoid manual labor as much as they wish to maximize economic opportunity (Gillespie, 1966:29). the Inter-African Labour Institute Symposium on unemployed youth held in Nairobi (1962:82) substantiated this opinion that, though for half a century commentators blamed that Nigerian School leavers have refused to work with their hands with the reason that these school leavers have lacked morality, the underlying cause is not this. Rather, the school leavers make their strongest bid for the class of job with the most appealing net advantages, of which money income and its regularity are principal ingredients. Thus, as to Inter-African Labour Institute Symposium, school leavers do work with their hands but they preferred to work in the towns than the country-side due to the relatively improved living condition and better payment.

If paid a comparable salary and if assured of an income equivalent to non-agricultural employment, school leavers will readily assent to becoming farmers. Kenyan standard VII pupils who had perception of incomes from modern farms, for

example, most frequently listed a cash crop farmer as the best job in the country. When asked which job they themselves preferred cash crop farmer was more frequently mentioned than nurse, doctor, engineer or politician (Koff, 1967:403). similar results were obtained in Skumuland, Tanzania, when agricultural worker ranked a head of policeman, carpenter and shopkeeper (CESO, 1967:16).

That pupils will be persuaded to return to agriculture by a curriculum emphasizing the dignity of labor is strongly doubted. In reality, work with a hoe is hard, unrewarding and boring, the student can not be blamed for finding less stultifying work. Those who speak most about the dignity in manual labor are often those least accustomed to it (Heyneman, 1971:79). Tregeur (1962:15) comments on this when he says that,

> School should not expect to turn the student back to traditional agriculture. This is stupid for it would never work. There is no dignity in manual labour if there is. the manual labourer doesn't know about it ... is it not strange that the people who talk most about the dignity of labour are themselves the people who are the most undignified of all ... since they do not labour...

For instance, Dr. Ibukum (1968:7) clearly explained the Nigerian and Ghanian cases regarding the issue - that introducing an agricultural curriculum would halt rural-urban migration. As to him, even though agriculture was introduced as a subject in the school certificate examination of Nigeria, only very few candidates entered for this particular subject after eight years. Similarly, where rural science was taught seriously in Ghana, only about two percent of the school leavers were voluntary to choose farming as a career.

In sum, agricultural education, which is out of joint with the economic and social trends of the area, has never been able to counter the motivation toward seeking salaried

employment where it is local. Hence, an empirical view is that pupils concentrate upon their academic subjects from a realistic knowledge of the economic returns in achieving educational certificates. Knowledge for its own sake, or for the sake of the state, is unrealistic demand from people who are very poor.

The ancient schism between thinking man and working continues to be reflected in the attitudes of many educators today toward work-oriented education. Many academicians choose to portray the academic studies as servile. These academicians regard the traditional academic studies as peculiarly cultural, where as they deny the cultural possibilities of work-oriented education and the world of work (Tanner and Tanner, 1980:614). For Example, both essentialism and perennialism shares the same position that the curriculum must be centered on intellectual training and that the path to intellectual power is to be found only in certain academic studies. Although the essentialist, unlike the perrennialist recognizes the place of the modern laboratory science in the curriculum, the essentialist places the modern social sciences, vocational education, physical education, art, music, and other "non academic" studies at the lowest priority levels in the curriculum. But Dewey (1916:12) attacked the separation between thought and action and between thinking and doing.

Pragmatist epistemology underlies ideas which hold that learning should be directly relevant to the active interests and concerns which pupils have-or will face-in their out-of school life: in their private lives and in their future roles as workers and citizens. Pragmatists stress the importance of broad human development including psychomotor and aesthetic abilities. And pragmatism provides varied justification for work-oriented education and for vocationalization. On the one hand, it implies that problems of finding and preparing for an occupation should be addressed by the school. similarly, the uses that pupils

may have for using tools and practical techniques in their private life should be included. But there is also support for the aesthetic side of practical subjects, and a general emphasis on a practical approach in the teaching of any subject (Lauglo and Lillis, 1988:4).

Support for practical subject is found in the Socialist concept of polytechnical education which is rooted in Marxist epistemology. They believe in that man learns by acting on natural phenomena, transforming them while experiencing is also the criterion of truth. Therefore, curriculum should seek to integrate "theory" and "practice". but, whilst pragmatism stresses the value of "experience" and "activity" more generally, Marxism holds up the educative value of productive work in particular. "Education with production" is an idea which has been a recurring theme in socialist rhetoric and policy (Lauglo, 1988:5).

Populism, which is another idea, refers to movements or sentiments that celebrate the culture and good sense of ordinary people and their political and economic rights. Populism has often been a predominantly rural phenomenon, directed against and "alien" rural aristocracy. It may also be seen as a reaction against industrialism (Kitching cited in Lauglo, 1988:6). In this regard Nyerere and Mao are within the populist tradition, as are 19th century European anarchist philosophers (p.6). Populism typically celebrates the importance of work as a source of moral fiber, self-reliance and civic-virtue. Productive physical work is by this perspective educational in that it develops valued personal qualities. Populism may be skeptical of formal schooling on the grounds that it unduly distances the young from their cultural origins, or because school removes a person from "real life" situations in which true character is formed. Populist ideas have usually been invoked to support anti-intellectualism-whether Mid-Western or Mao's Cultural Revolution (p.7) within school, populist values can lend

support to the teaching of the design and tools of folk crafts. Arguably, the teaching of woodwork and textile craft in the Scandinavian primary schools developed historically as an expression of such sentiments. Education for self-reliance in Tanzania is one example rooted in a combination of socialist and populist ideas (p.8).

The implication of pragmatism, polytechnical education and populism seem to overlap considerably, though numerous conditions constrain their implementation. The ideas discussed above matters as long-standing educational justifications for different policies discussed. It seems that, they are ideas which are actualized by political and economic circumstances. Any way, directly or indirectly the use of inculcating on students positive attitude towards work is reflected in most of them, though some have taken the primary school as terminal (complete).

2.2 Features of a Work-oriented Curriculum

Maximum criticism has been directed against having fully developed western type system of schooling: first, in addition to being too expensive, it was taken as unsuited to predominantly agricultural societies; second, it ignores their language, religion, traditions and customs, in the broadest sense, their culture (Aeth, 1978:12; Simmons, 1980:157; Sevaratnam, 1988:132)

Postlethwaite and King (1975:2) understand work-oriented curriculum as a curriculum with a general practical tendency which helps to train the hands as well as to educat the mind.

As Manzor (1979:329) indicated, egalitarian values, dignity of physical labour and the recognition of the worth of each human being irrespective of his occupation can be taught in schools only to the extent society itself tries to live by these values and respect ideals by concrete actions and behavior.

A conference of African Ministers of Education held in Lagos, Nigeria, 1976 clearly showed the important role which the work-oriented curriculum played in primary school levels. They agreed that reform at primary school level to make the curriculum work-oriented was to be governed by the following three principles:

1. linking a school and the community,
2. the linking of school and working life,
3. keeping and strengthening the African culture.

According to Morsy (1979:141), work-oriented education which encompasses socially useful productive work, comprises three elements:

1. the means, which is meaningful manual work,
2. the result, which is a commodity or service,
3. the end purpose, which is use to the pupil or community.

As to Psacharopoulos (1987:187) relating the curriculum to work or vocationalization at the primary level in developing countries takes the form of "ruralizing the curriculum", "combining education with production" or "introducing manual labour".

According to Postlethwaite (1975:1-2) ruralizing the curriculum exists in perhaps three forms: revising the existing curriculum so that Form A, everything in the curriculum is somehow associated with work on the school farm and what might loosely be called agricultural science (or rural crafts) - to cite and example, the Tanzanian "education for self-reliance", the Kenyan village polytechnics, craft-centeredness of the Indian which was forwarded by Gandhi. Form B places moderate emphasis on this and the Cuban schools garden programmes designed for primary schools can be cited as an example. Form C concentrates on reading, writing, arithmetic, some social studies (which includes nutrition and health education) and some general practical work.

As to Crellin (1984:1-3), work-oriented primary education to be given to older primary school children between the age of 13-15, in Thailand includes the following subjects:

(a) Gardening and food preservation,
(b) Carpentry,
(c) Sewing and the care and repair of clothing,
(d) Poultry raising,
(e) Metal work,
(f) Mechanical work,
(g) Brick and cement work,
(h) Boys hair dressing,
(i) Girls hair dressing,
(j) Electrical work,
(k) Bamboo work,
(l) Electronics.

Many teachers consider of the activities too difficult for the children. The difficulties were more of theoretical concepts than of manual skills. This comment was particularly applied to the electrical, electronics and mechanical work. Besides, an over-riding problem is of initial and operating costs. UNICEF is covering much of the initial cost of tools and equipment but for trail schools only. It is extremely important to develop a system that can make tools and equipment available to all schools. The cost of raw-materials will be a problem even at the trial stage (Crellin, 1984:3).

According to Manda (1969:60-64), Gandhi has tried to integrate manual labour called "craft-education" with schooling in elementary level based on the following principles.

1. Children should be educated through "some suitable form of productive work". This type of education was considered to be psychologically advantageous because it would relieve "the child from the tyranny of purely

academic and theoretical instruction. A balanced approach to the "intellectual and practical elements of experience" would educate the body and the mind in co-ordination.

2. The craft of productive work chosen should be rich in educative possibilities. It should find natural points correlating with important human activities and interests and should extend into the whole content of the school curriculum.

3. Ideal citizenship. This scheme is designed to produce workers who will look up on all kinds of useful work as honorable. The hope was that the scheme should inculcate desirable attitudes in the students. These attitudes included a keen sense of personal worth dignity, and efficiency and a desire for self-improvement and social service in a co-operative community.

4. Self-supporting aspect. This scheme is designed to produce self-employed workers. The hope was that by adding the necessary skills which are the most essential ingredient is a self-employment programme the primary school leavers would be self-supporting.

But, maximum criticism has been directed against Gandhi's craft-centeredness of elementary education. The suspicion that Gandhian craft education in second-class education emanates not only from the middle-class intellectual but also from the craftsman himself (Morsy, 1979:141).

According to Manda (1969:66), some of the criticisms which have been directed against craft education of Gandhi are the following:

(a) Education through craft is nothing but child labour as through craft is nothing but child labour as through his hard-work, we are going to pay off the teacher.

(b) Working on a craft for sometimes or some hours in a day may exhaust children. They may not able to concentrate on their studies in the class later when they assemble for the purpose.

(c) By taking of craft and by making it a centre of all education, are we not going back to the "cow-dung" age? Are we not putting the clock back when this is an atomic age and a century of rapid industrialization?

(d) Introduction of craft will make education all the more costly.

(e) Education through work does not appeal to intelligent and brilliant children. We can tell them the importance of work and the obvious advantages of physical labour and convert them to our side rather than force them.

(f) Another problem is craft for urban schools. Gandhi has suggested only two crafts, agriculture and spinning and weaving. But these are suitable for rural schools or for those schools which are located in congested localities or in big cities. eg. for schools which are found in Bombay where children have not even seen real cows or buffaloes.

(g) Attitudes of parents towards basic education is not healthy. A parent sends a child to school to learn something and when on his return from school, the child tells his parents that he did this much digging and that much spinning, the parent is flabbergasted.

Contrary to the above criticism Sifuna (1975:19) stressed that, in the primary school which brings rural life into the classroom, the importance of the hoe will be stressed and simple tools could be demonstrated, the advantages of improved seeds, of simple ox ploughs and of simple methods of animal husbandry can be stressed. The properties of fertilizers can be explained in the science classes. The possibilities of proper grazing practices and of terracing and soil conservation methods can be taught. Pupils will learn to understand what they are doing and why and will be able to analyse and failure and consider possibilities for greater improvement.

A bare catalogue of the list of activities which have already found their way into schools indicates what a rich field is at hand. There is work with paper, card board, wood, leather, cloth, yarns, clay and sand, and the metals, with and without tools, processes employed are folding, cutting, picking, measuring, molding, pattern-making, heating and cooling, and the operations characteristic of such tools as the hammer, saw, file etc. Outdoor excursions, gardening, cooking, sewing, printing, book-binding, weaving, painting and drawing, in addition to countless variety of plays and games designate some of the models of occupations. The problem of the educator is to engage pupils in these activities in such ways of gaining manual skill and technical efficiency with immediate satisfaction found in the work, together with preparation for later usefulness (Dewey, 1944:196).

As has been pointed out above, different educators expressed the future of work-oriented education in different ways: people like Nyrere and Postelethwaite see it as ruralised education which has agricultural bias; people like Gandhi put it as craft-centred education though it is criticized; the other like Dewey sees it as experiences with different practices including different games. People like Sifuna, crellin, Manzor and participants of a conference of

African Ministers of Education held in 1976, Lagos, see it as education for linking a school and the community and for linking school and working life. Any way most of them support the integration of theory with practice and the inculcating of positive attitudes towards work.

2.3 Formation of Students' Attitudes as a Result of Schooling.

An attitude is a point of view, an idea or a belief which as an emotional content often expressed as a prejudice or bias. Research clearly indicates that attitudes can be changed through instruction in the schools and that many attitudes are more easily changed in the elementary years than later. Helping boys and girls develop wholesome attitudes toward work is one way in which the elementary school can be of real service to the individual and society. Peoples attitudes toward work range from disgust to elation. It should not be expected that all people can be completely happy in their work, but the elementary teacher can do much to improve the attitudes of children toward work and about work (Byrams, 1956:148-149).

The frequently used term, attitude toward work, for example, can be inferred from behaviour pattern of the learner such as willingness to:

(1) start work promptly,
(2) work with others,
(3) take good care of public property, or,
(4) work with enthusiasm and vigour (Eden, 1973:149).

Eden further expresses that social scientists claim that attitude learning occurs through identification which comes about when an individual is able to feel sympathy for other's plight and share his emotions. Children usually identify with adults because to them the adults are the ideal figures and models. A child's model may be his parents, teachers and peers; at school his immediate model is his teacher who relates to him when he learns to read, The characters he

reads about may become his models; he imitates the models and introjects their values. Teaching materials, textbooks and library books including fictions and biographies must be carefully chosen to serve as sources of exemplary models. Attitudes are not acquired through memorization and verbalization, but through practice, the school should arrange for opportunities, and every class lesson should offer these practice opportunities (Herber and William, 1961: 342-375).

As the above views indicate, children can be helped to understand that it is desirable for one to work.

On the need for the development of positive (or desirable) attitude towards work in primary school, Eden (1973:143) has this to say:

> Because our economic plans place exigent demands on the nation's education for high level man power and skilled labour, we do not expect our primary schools to contribute knowledge and skills required for direct use in the process of economic transformation. Nevertheless, our primary school can contribute much to the building and development of well-disciplined work force of the nation by creating in its children, during their formative years, feelings of devotion and loyalty.

Nyerere as cited in Heyneman (1971:85) remarked that both the society and the type of education offered initiated school children to expect wage employment in the offices. so, the education provided was not related to the tasks which have to be done in the developing world.

It is evident that Nyrere assumes that school leavers exhibit unrealistic occupational expectations which are relatively accurate reflection of the type of education they are given.

o Morsy (1979:320) and Manzoor (1979:329),
.ues, dignity of physical labour and the
the worth of each human being irrespective of
can be taught in schools only to the extent
tries to live by these values and respect
concrete actions and behaviours. As long as
rd and incentive systems demonstrate its
eference for a clerk or a teachers by allowing
s larger income (and the social status and
t go with it) than that of a weaver or farmer.

the above views, ILO (1986:53) noted that
udents through an excessively academic
the wrong kinds of attitudes and job
ncouraging rural-urban migration particularly
uth are resulted from government policy in

Bertha (1973:106) claimed that the major
ican countries as they try to battle against
nce, poverty and illiteracy are attitudinal
..

o Kings (1980:231), the problem in the poorer
often been how to lower the aspirations of
make them accord better with the work
f the rural (and urban) areas.

ople in Africa formal education ends with the
the primary school cycle. From its early
school in Africa has been mainly, an avenue
jobs. Those who just acquired the skills of
ting found white-collar jobs awaiting them.
e pattern expectations and all who went to
r eyes on white-collar jobs. Even those who
mary school education could have their
r white-collar jobs fulfilled because the role
were generally as high as 90 percent or over.

But the situation is now changing many African countries have rapidly expanded primary education during the last decade and have turned out many school leaves (Busia, 1964:38)

Primary school was viewed only as the means whereby to secure entrance to secondary school which gave access to urban employment opportunities. There was evidence however of a real ambivalence in parents' attitudes here: on the one hand parents wanted a purely academic curriculum to maximize the chance of their children's selection to secondary school. In the event of non-selection, however, parents would have preferred the inclusion of some practical knowledge about farming or a trade thereby making it less likely that the youth would have to return to subsistence farming (Colclough, 1975:12-13)

In view of society's self-adopted attitude, man, in order to improve his social status, has found it necessary to abandon 'manual work', and to turn to some other occupation, for example, University Professorship which has an air of greater "respectability". Respectability, in this sense, does not necessarily imply that the work is of greater value to the community, nor does it imply that the work brings greater real satisfaction to the person concerned. The satisfaction to the person concerned. The satisfaction might be no more than a gratification of false pride, and an uneasy contentment based on smugness and warped values. Even more demoralizing is the tendency, except during times of dire national stress, for that "easy" job to be regarded as the desirable one (Kelly, 1958:32).

As has been pointed out above for the pupils, aspirations existing even before they went to school seem to be strengthened throughout elementary school years by learning a new way of life, turning youth away from the rural economy. Though it seems that there were differences between urban and rural families, in general, school was considered by parents to be an investment that would eventually yield some profit.

ems to imply a wish for their children to go to town
e best profits lay.

udy of aspirations was carried out by Ruth Fricke
Her intention was to discover how future plans of
th of Liberia compared with those of the youth of
Germany. She used a free composition tilted "future
s of my life" in which pupils from the fifth to the
years of school in eleven schools located in two
es participated. Altogether 1060 out of 1086 pupils
t in the essay. There were 303 girls and 757 boys.
the elementary pupils were anxious to finish
y school. The 1060 pupils named 65 professions of
to them. Only 48 (about 4.5 percent) hoped to farm
ture and the number of those who aspired to teaching
eer was even less. Most middle-level technical jobs
attract any pupil (Ohuche, 1973:108).

argument that schools are the cause (or a
tory cause) of unemployment runs something like this:
have provided curricula unrelated to life, they have
ated on the academic to the neglect of the practical;
ve given youngsters aspirations beyond their
ties and neglected the skills needed by the labour
Hence, schools are directly responsible for the
f unemployment. The first piece of evidence usually
the fact that most of the unemployed are unskilled
1991:214).

rding to Kelly (1958:41) the school system should
positive attitude toward any work, useful to the
The attitude of the normal child should be to serve
. for in that way he will ultimately come to serve
himself but also his mission in life and the
to which he belongs.

Concerning the role of curriculum as an instrument for developing attitude many writers expressed their views. According to White (1975:41), Skepticism over the means of attaining social goals through the schools stems from a knowledge of the curriculum. Elley (1964:325) also noted that, for any significant impact it is necessary for teachers to be consciously committed to the curricular goals. Without consistent teacher attitudes, curricular effects are minimal.

A child's attitudes stem form numerous sources. Parents, peers, mass media, tradition, Personality, religion, and many other factors play determining roles. A child spends relatively little time in a school class room. The depth of the classroom impact will depend upon how consistent it is with the attitudes of the general society and the attitudes of the school children as to why they are in school. If, for example, parents send their children to school to learn the ways of the modern world well enough to attain white-collar employment, it will take considerably more than a curriculum change to convince the child of the value of agricultural education (Heyneman, 1971:82). The importance of the educational experience as a family investment in white-collar employment is illustrated by Dr. Ibukun (1968:1-2).

> When I was a boy, I remember the conversation I had with my father ... he reminded me that it was important that I worked hard so as to cope with the responsibilities that were waiting for me. He swore that he would try his utmost to find each penny for my school fees, but, in return, he expected me to pay the school fees of any other children he might have and also to look after him in his older days. It was made clear, beyond any doubt, that I was being sent to school on a purely commercial basis. His expenditure on my school fees was merely an investment which was expected to produce substantial results.

What is taught has relatively little to do with the success or failure of a particular school system (Foster, 1964:61). Children are motivated to school by social forces outside of the school, and will continue to be influenced by those some social forces while in attendance. It is unrealistic to assume also that societal attitudes outside the school can be altered quickly, as the Tanzanian wish to do, given a lack of communication technology or a lack of willingness to use the former soviet force methods (Heyneman, 1971:82-83).

African children simply do not attend school to learn to be good farmers or to establish their links with their cultural or political heritage in a socialization process. Whether agriculture or rural vocational biases are introduced will not influence their basic orientation to acquire enough training to provide an income, security and personal satisfaction, which, at the present time, continues for economic reasons to be salaried employment and not agriculture. Societal attitudes are simply not dictatable from the capital, and empirically, attitudes are found to be more influenced by profit maximization than by spontaneous desires for self-sacrifice to the nation. Because profit is still the economic-social rule of socialist Tanzania, the schools should not easily alter attitudes away from life facts (Heyneman, 1971:83).

Hence, the aspiration of the people for social and economic betterment seems not only the result of education, which seen as a means to betterment, but rather the result of the contrast so patently visible between the material and cultural limitations of rural life and the apparent richness of urban life. Therefore, on the development of positive attitude towards work in the elementary school not only the school curriculum but the societal attitude, the attitudes of the teacher, the peer groups, and others like mass media seem to play great role. It seems that also aspirations existing even before pupils enter school are strengthened throughout

the school years by learning a new way of life, thus turning the school leavers away from subsistence economy.

2.4 Some Basic Facts About the Nature of the Ethiopian Curriculum.

For more than half-a century Ethiopia has been experimenting with a system of modern education patterned after what is accepted in the west as a good education sequence for children, a system based on the "mastery" of the three-R's (Maaza, 1958:139).

In the past, many foreigners interested in Ethiopian education have been puzzled by the fact that there was so much memorizing and apparently so little understanding in Ethiopian schools. There are two kinds of memorization: memorization without understanding and memorization with understanding. That Ethiopian children memorize with little understanding is now a well established fact (Girma, 1963:27).

According to Gattengo (1958:140), the main problem of Ethiopia is that so many want to force her to follow ready-made patterns of education and accept advice which just means "Do what we have done, and will be well with you". Perhaps inorder to prove that precious years will be lost and terrific difficulties accumulated.

It is claimed by foreign critics that as agriculture and animal husbandry are the main bases of the Ethiopian economy, these should be studied in the elementary schools from the very first grade and that there should be compulsory subjects for Teacher Training (Pankhurst, 1958:146). Infact, the Teacher Training school at Harar devoted much attention to these subjects in the year 1956-57 but in 1958 the American instructor who undertook this teaching has been diverted to the still more urgent "extension service" among the farmers.

According to Lulsegged (1969:159), despite the need for agricultural, mechanical and technological training, Ethiopian educational system is biased toward the theoretical. Academic achievement receives much emphasis. Promotion from one grade to the next higher, requires rigorous testing of students in every academic subject they are taking. For an Ethiopian student to derive enjoyment from his subjects is rare. His study is not directed toward the useful application of knowledge, but merely to memorize by rote so that he can pass examinations and thus be assured of the next higher step (p.160).

The development of primary education in Ethiopia has several characteristic features. Immediately after the liberation the need for personnel to work in the civil service made it necessary for all schools to give courses in basic education. These courses were short and did not strictly adhere to regular grade by grade promotion. Most of the students who were selected for secondary education at that time, did not complete more than a few years of primary education. However, because they were matured and eager students, they followed the secondary programme, which it itself was considered to be preparatory work for further study abroad. The curricula and text-books used in Ethiopian schools were not standardized and they reflected their foreign origin (Tadesse, 1964:8).

Maaza (1966: 20) has recommended that the primary school curriculum, rooted in the land, could be so designed as to encourage children to live in an atmosphere conducive to change.

According to Girma (1964:97), a large number of the schools established in the forties and later in the fifties were academic schools, and little emphasis was given to work-oriented education. This reflects the national attitude of Ethiopians toward manual labor and skilled work.

Traditionally, a person engaged in some kind of manual work was considered to have been possessed with some sort of evil-spirit -a belief which has persisted to this day.

Of course, according to the revised 1957 curriculum, over 50 percent of the time at the elementary school level was spent on non-academic subjects like gardening, handicrafts, animal husbandry, all of which have immediate value for students (Girma, 1964:119). When 8-4 system transformed to 6-2-3 beginning 1962-63 academic year, students had not been only had academic courses, about 25 percent of the time would have been spent on non-academic courses. The remaining time, that is 75 percent would have been to spent on purely academic subjects but it was never implemented (p.119).

Lord (1958:339-353) surveyed the attitudes of certain individuals who were exposed to modern education. The purpose of her study were to discover the beliefs and attitudes of the literate segment of the population and to ascertain the extent to which the educational program was having an impact on non-scientific beliefs which motivated attitudes and daily behavior in Ethiopia. One hundred and thirty-two non-scientific beliefs were identified and administered to 1,228 students in grades two through first year college, to teachers, student nurses, and to first-aid workers. by skillful regrouping of the subject it was reported that there were some commonly-held non-scientific beliefs among subjects. Some of these beliefs were affected by learning, others were resistant to education; and some beliefs are acquired as the child advanced in age. The non-scientific beliefs which are of some interest to curriculum planners and reported in the study are the following:

- Manual labourers, such as pottery makers, usually have the evil eyes ...

- Skillful persons can summon the devil.

Lord (P.340) further reported the following:

> There is a belief stretching back to the days of Sheba that manual labourers in general, and iron and metal workers in particular can turn themselves to hyenas at night.

Contempt toward manual work is, of course, not peculiar to Ethiopia but is typical of any society that thrives on slave labour (Girma, 1964:102). Thus the Greeks had the same opinion of labourers. Plato speaks of them as "those whose natural talents were defective from the first, and whose souls have since been grievously marred and enervated by their life of drudgery as their bodies have been dis-figured by their crafts and trades (Rusk, 1954:2). so also did Plato's famous student, Aristotle, who though that "No man can practice virtue who is living the life of a mechanic or labourer "(Livenstein, 1963:132). The American southerner likewise treated the labourer like a "loathsome beast, and shunned with utmost distaste (Mandel, 1955:38). In Ethiopia such a contempt has persisted to this day even among school children, with the result that such trades as plumbing and brick laying are regarded with superstitious contempt (Girma, 1964:102-103). Besides, as Aklilu (1967:27) noted it, the problem in the Ethiopian education is the absence of carefully worked-out educational policies. Uncritical acceptance as well as rejection of recommendations forwarded by foreign advisors in addition to the inadequacy of suitable textbooks and other teaching materials have aggravated the problem.

Gattegno (1958:140) remarked that contrary to conventional thinking, Ethiopia's problem is not that of a slow developing country but that of a fast developing nation" Too fast for any one to know that to do at any moment; what to put into plans, so that they (Ethiopians) are not obsolete before them come into existence; what to conceive as an answer to so many challenges". The tendency under such circumstances is to become too much concerned with only the

external aspects of development such as increasing the number of schools, the training of more teachers, the production of more materials or the importion of the achievements of the west in ever larger quantities. Overburdened and too much engrossed in such engagements, there is the tendency to overlook the crucial problem at hand, that of fitting the new education into the cultural pattern of the country. As a result of this negligence, the schools become places where entirely novel values are transmitted and alien tastes are developed in the young. Thus, the modern schools in Ethiopia become breeding places of discontent (Girma, 1964:121-122).

The Ethiopian curriculum frequently fosters unrealistic expectations both in terms of the availability of further schooling and in vocational opportunities for the educated. The schools today teach subjects in both the rural and urban areas as though everyone will be admitted into the university. As a result all students, rich and poor, fast learners and slow learners alike compete in the same educational arena. Less than two percent of those who enter first grade manage to get into the university (MOE, 1968:8-9).

Western curriculum in Ethiopia, since its inception in the early twentieth century, kept intact the attitude that those who labour with their hands are inferior. This lack of balance in the education system played a part in cutting the child off from his environment by influencing him to give much attention to intellectual work than manual or agricultural labour (Tadesse, 1974:86; Hayallu, 1982:39).

As indicated above, the education system seems give rise to a revolution of rising aspiration and job expectations among students and their parents. In this revolution of rising aspirations for jobs, the expectations in Ethiopia seemed far too high and, therefore, not consistent with the job opportunities available in our country.

2.5 Methodological Consideration of Content Analysis.

What is Content Analysis?

Janis (1949:55) defined content analysis as any technique (a) for the classification of communication content, (b) which relies solely upon the judgements (which theoretically, may range from perceptual discriminations to sheer guesses) of an analyst or group of analysts as to which communication contents fall into which categories, (c) on the basis of explicitly formulated rules, (d) provided that the analyst's judgements are regarded as the report of scientific observer.

According to Paisely as cited in Holsti (1969:3) content analysis is a phase of information processing in which communication content is transformed, through objective and systematic application of categorization rules, into data that can be summarized and compared.

Berlson (1952:18) also defined content analysis as a research technique for the objective, systematic, and quantitative description of the manifest content of communications.

Thus, in simple terms, content analysis is the systematic and quantitative classification of the contents of recorded or written materials. This can be done based on the categories which are clearly formulated and well adapted to the problem and which reflects the investigator's research question.

Despite their diversity, definitions of content analysis reveal a broad agreement on the requirements of objectivity, system, and generality. Holsti (1969:3) considers the meanings of these requirements. As to him objectivity stipulates that each step in the research process must be carried out on the basis of explicitly formulated rules and procedures. Even the simplest and most mechanical forms of

content analysis require the investigator to use his judgement in making decisions about his data. What categories are to be used? How is category A to be distinguished from category B? What criteria are to be used to decide that a content unit (word, theme, story, and the like) should be placed in one category rather than another? Once the document has been coded and the findings are summarized, what was the reasoning that led to one inference rather than alternative ones? objectivity implies that these and other decisions are guided by an explicit set of rules that minimize - although probably never quite eliminate - the possibility that the findings reflect the analyst's subjective predisposition rather than the content of the documents under analysis. Thus, one test of objectivity is: can other analysts, following identical procedures with the same data, arrive at similar conclusion?

Systematic means that the inclusion and exclusion of content or categories is done according to consistently applied rules. This requirement clearly eliminates analyses in which only materials supporting the investigator's hypotheses are admitted as evidence. It also implies that categories are defined in a manner which permits them to be used according to consistently applied rules (p.4).

Generality, requires that the findings must have theoretical relevance. Purely descriptive information about content, unrelated to other attributes of documents or to the characteristics of the sender or recipient of the message, is of little value (p.5).

The requirements of objectivity, system and generality seem not unique to content analysis, being necessary conditions for all scientific inquiry. Thus, in general terms, content analysis is the application of scientific methods to documentary evidence.

Different writers forwarded more or less similar steps (procedures) to perform content analysis. According to Lewy (1977:182) to perform content analysis one first needs to define a series of relevant categories: eg. factual information, explanatory sentences, and open question. Second, one has to determine the unit of analysis: it may be a specific learning activity, a paragraph, a sentence, or even a single word.

As to Worthen (1987:314) in reviewing documents, content analysts procedures have much to offer. Content analysis seeks to quantify content objectively, according to explicitly formulated rules and mutually exclusive exhaustive categories. The content analyst counts coding units or units of measurement (for example, words, themes, paragraphs) and places them within the categories.

Holsti (1969:94) forwarded three questions which can be used as a leading questions.

- How is the research problem defined interms of categories?
- What unit of content is to be classified?
- What system of enumeration will be used?

A central problem in any research design is selection and definition of categories. Content analysis stands or falls by its categories. Particular studies have been productive to the extent that the categories were clearly formulated and well adapted to the problem and to the content. The most important requirements of categories is that they must adequately reflect the investigator's research question. This means first of all, that the analyst must define clearly the variables he is dealing with (the conceptual definitions), and secondly he must specify the indicators which determine whether a given content datum falls within the category (the operational definition). A good operational definition satisfies two requirements: it is a valid

representation of the analyist's concepts, and it is sufficiently precise that it guides coders to produce reliable judgements (p.95).

In addition to defining the categories into which content data are to be classified, the analyst must designate the units to be coded. The single word or symbol is generally the smallest unit that is used in content analysis research. For many purposes the theme, a single assertion about some subject, is the most useful unit of content analysis. It is almost indispensable in research on propaganda, values, attitudes, beliefs, and the like. A major drawback is that coding themes is usually time consuming. Another difficulty is that its boundaries are not as easily identified as those of the word, paragraph, or item (p.116).

In deciding how to analyze his data and present his findings, the analyst chooses both the unit in terms of which quantification is to be performed, and the system of enumeration he will use (p.119).

Fox (1969:649) identified three basic stages of content analysis:

- deciding what the unit of content to be analyzed will be,
- developing the set of categories; and
- developing a rationale to guide the placement of responses in categories.

Shapiro (1980:19-34) has followed:

- text book selection,
- deciding what the techniques of measurement will be,
- selection of categories in relation to the analyst's,
- Choosing the system of enumeration.

Inglis (1980:43-51) and Powell (1985:519-533) also used the same procedure.

Krippendorff (1980:26) forwarded the following basic concepts to use content analysis as a research method.

- What data are to be communicated to the analyst?
- What is the context of the data?
- How the analyst's knowledge partitions his reality?
- What is the target of the content analysis?
- How the inferences are to be drawn from the data as the basic intellectual task?
- What are the criteria to validate the ultimate success of the results?

1. In any content analysis it must be clear which data are analyzed, how they are defined, and from which population they are drawn. Data are made available to the content analyst, their context is not. Data exhibit their own syntax and structure are described in terms of units, categories, and variables, or coded into a multidimensional scheme (p.26).

2. In any content analysis, the context relative to which data are analysed must be made explicit. While data are made available their context is constructed by the content analyst to include the surrounding conditions (p.26).

3. For any content analysis, the analyst's interest and knowledge determine the construction of the context within which inferences are realized. It is therefore important that a content analyst has knowledge about the origin of the data and that he reveals the assumptions he makes about how the data and their environment interact (p.27).

4. In any content analysis, the aim or target of the inferences must be clearly stated. The target is what the analyst will want to know about. Only if the target of a content analysis is unambiguously stated can he

judge whether the content analysis is completed and specify the kind of evidence eventually needed to validate the results.

5. In any content analysis, the task is to make inferences from data to certain aspects of their context and to justify these inferences in terms of the knowledge about the stable factors in the system of interest. It is by this process that data become recognized as symbolic or are rendered informative about something of interest to the analyst (p.27).

6. In any content analysis, the kind of evidence needed to validate its results must be specified in advance or be sufficiently clear so as to make validation conceivable (p.28).

According to Shapiro (1980:19-34), though different writers on content analysis use different words their steps in content analysis are more or less similar. Accordingly this study used the common procedures forwarded by the above communication theoreticians. The procedures are:

- text book selection (indication of source of data).
- defining the research problems in terms of categories in relation to thesis basic question,
- identifying the technique of measurement or unit of content,
- identifying the system of enumeration.

CHAPTER III
METHODS AND PROCEDURES OF THE STUDY

3.1 Data Collection Instruments and Sampling Procedures

Two major methods were used to collect data: textbook content analysis and questionnaire.

3.1.1 Content Analysis

3.1.1.1 Sampling procedures

In order to investigate whether the primary school curriculum is work-oriented or not, the contents of the textbooks were analyzed using stratified sampling. This sampling method is used because it recognizes several distinct sub-populations within a population called strata. Each sampling unit belongs to one stratum only. Random sampling is carried out in each stratum separately so that the resulting sample reflects a priori distinctions known to exist within the population (Krippendorff, 1980:66). Therefore, under this investigation the content of social studies, Agriculture, Amharic and Science of Ethiopian elementary school textbooks were analysed. These deliberately selected subjects include academic as well as non-academic subjects. When it is said deliberately, for example, from the two languages, only Amharic starts from first grade. So the only means was selecting Amharic. The following Table shows the subjects concerned, the grades and the number of books used for content analysis.

Subjects, Grades and Number of Books Used for Content Analysis

No.	Subjects	Grades	No. of Books
1	Amharic	1-6	6
2	Social Studies	4-6	3
3	Agriculture	1-6	6
4	Science	1-6	6
		Total	21

Hence, the subjects under investigation for the study were the twenty-one elementary textbooks currently in use in the Ethiopian elementary schools.

The entire pages of each volume was taken for analysis. The reason for taking the entire pages is that each volume has few pages and found to be manageable. Every sentence or paragraph or each page was examined and evaluated in relation to the thesis of the paper-whether or not work-oriented. Then, each illustration in the entire book, both photographs and drawings were examined to determine whether or not they could be placed in occupational category, that is, whether white-collar, blue-collar, or military occupation (adopted from Shapiro, 1980:27; and MOE, 1989).

3.1.1.2 Techniques of Measurement

A measuring unit is the specific segment of content that is characterized by placing it in a given category (Holsti, 1969:58).

Each paragraph examined was established as the unit of measurement for this investigation. On a page of exercise, each paragraph depending upon the construction of the drills, was called a unit (Holsti, 1969:116; Krippen dorff, 198:52). Whereas a page of vocabulary (in language) made it necessary to designate each word as the unit and a page of reading material required that each paragraph be established as the unit of measurement. Themes appearing in each paragraph were coded in relation to the thesis of the paper-whether or not work-oriented. As to Scheider and Dornbusch cited in Holsti (1969:118) identifying the theme of a paragraph is a task which proved disappointingly time consuming and difficult.

3.1.1.3 Categories

Inorder to measure the work-oriented content of each of the texts, it was necessary to arrange the items according to the nature of occupations. For this purpose four different categories were selected and each item placed under one of the four, according to its work emphasis.

The textbooks were examined for material that could be classified under one of the following categories:

Category A	Topics with white-collar occupation.
Sub category A_1	Professional, Technical and Related occupations.
Sub category A_2	Administrative, Executive and Related occupations.
Sub category A_3 -	Clerical and Related occupations.
Sub category A_4 -	Sales occupations.
Category B	Topics with Blue-collar occupations Reference.
Sub category B_1 -	Farmers and Agricultural Laborers.
Sub category B_2 -	Occupations Related to Mechanized Transport and Communication.
Sub category B_3 -	Crafts and Service (Primarily Urban).
Sub category B_4 -	Crafts and Service (Not Primarily urban)
Sub category B_5 -	Labour and other crafts and Service
Category C -	Army occupations.
Category D -	Topics which are neither Blue-collar nor white-collar "neutral"

(adopted from Sharada, 1979:159-163).

The designation (explanation) for these categories will be described below.

The assignment of the units of measurement to one of the categories involved a judgement as to whether or not each unit contained any occupational emphasis, that is whether it could be given white-collar emphasis, blue-collar emphasis, army occupations emphasis or "neutral".

Examples

(a) "Almaz wanted to be office worker". Has a white collar occupation emphasis.

(b) "Almaz has great interest in weaving." Has a blue-collar occupation emphasis.

(c) "Almaz played a significant role in the keble defence squad." Has military occupation emphasis.

(d) "Almaz is hard worker." Is difficult to categorize and can be classified into "neutral" for hard worker refers to many activities which can be categorized for both white and blue-collar occupations. But if it reads.

(e) "Almaz is one of the hard workers in the farm." It has the implication of blue-collar occupation.

Sharada (1979:159-163) gives the following summary of white-collar and blue-collar occupations with the major occupational groups which are taken as important for this study.

1. White-Collar Occupation		
Major occupational groups		Occupational titles
1.1	professional, Technical and Related occupations.	Doctor Engineer Teacher, Secondary Teacher, Primary Principal (School) University Professor Priest Lawyer
1.2	Administrative, Executive and Related occupations	Business men Banker Kebele Chairman (Village President)
1.3	Clerical Related Occupations	Officer, Railway Officer, Gorocery Clerk, Office Postman Politician.
1.4	Sales Occupations	Agent, Insurance Shopkeeper, Grocery Hotel Keeper Salesman, Travelling Service, private Milkman.

2. Blue-Collar Occupation		
Major occupational groups		Occupational titles
2.1	Agriculture laborers and other farm occupation.	Agriculture Labourer Gardener Farmer Gatherer, Honey Gatherer, Wood Dairy man Hunter.
2.2	Occupations related to mechanized transport and communication.	Driver, Bus/motor Driver, Taxi Machinist, Fitter.
2.3	Crafts and services (Primarily urban).	Electrician Mill hand, worker Factory, worker Plumber Carpenter Gold Smith Mason
2.4	Crafts and services (Not primarily urban).	Black Smith Weaver Potter Tailor.
2.5	Labor and other crafts and services.	Watchman Coal miner Ditch Digger Laborer Sweeper, Janitor.
III. Military Occupation		
3.1	Army occupations	Military Officer Soldier Police Officer Kebele Defense Squad Trained Guard

The next step was an examination of every illustration (picture) in the twenty-one textbooks from work point of view to determine their value in relation to the work-oriented content of the books. Each illustration (picture) was classified in the same manner as the instructional items.

3.1.2 Questionnaire

Two sets of questionnaire, prepared in Amharic, one for students and another one for teachers were used. The structured questionnaire, to be filled by students, contained twelve items. It was used to collect data about their opinion and attitude concerning their future work choice. The questionnaire for the teachers, which has eleven items was prepared to get additional information about the curriculum - whether it is work-oriented or not. The questionnaire has been both open and close ended forms.

Before filled by sample teachers the questionnaire was distributed to twenty elementary school teachers working in Addis Ababa. Concerning the students' questionnaire, it was pretested with forty Sixth and fifth grade students from Atse Naod Elementary School. The purpose of the pre test was to find out whether it was understandable and workable for the desired goal. Responses were satisfactory and few necessary changes were made.

3.1.2.1 Sampling Procedures

In addition to sample textbooks of elementary schools, sample teachers and students from seven Awrajas of Eastern Gojjam administrative region were drawn. This region was selected in order to facilitate the data collection process due to the researchers acquaintance with the area. In addition to this, it was believed that investigating the influence of the content of the curriculum on the occupational aspiration of the children who are dominantly from agrarian family and those brought up in the region where the traditional belief that artisans like iron and metal workers and pottery are suspected to turn themselves to hyenas at night is of paramount importance. So, East Gojjam is a typical example for the prevalence of the above features.

The multistage cluster sampling design was used to draw samples. In multistage cluster sampling design frequently samples are drawn using one or more sampling procedures in succession. The multistage cluster sampling design was selected because it is usually used when it is either difficult or impractical to compile on exhaustive list of the elements comprising the target population (Bobbies, 1973:96).

Based on this, all the seven Awrajas in the Administrative region-Bichena, Dejen, Gozaliben, Machasinan, Mota, Enesie and Enarj Enwga - were taken into account for the selection of samples. From each Awraja three primary schools - one from the Awraja capital and another two from the small towns outside the Awraja centre were randomly selected, which make a total of twenty-one sample schools. The towns were chosen on the basis of transport facilities. Only three towns from each Awraja were used due to shortage of time to travel to other areas.

The selection of the sample teachers was done as follows:

In each town, the names and numbers of elementary schools were listed out, but the prison schools were excluded since they were not available in all the towns. All the schools, with relatively larger number of teachers were included in the study. This was done in order to have better randomization. In each school, out of the available teachers on the day of administration of the study's tool 10-24 teachers were selected randomly, and the questionnaires were distributed. Thirty-two percent out of the entire teacher population was selected as samples. In brief, the sample consists of 756 teachers out of 2378 teachers.

The selection of the sample students was done as follows:

In each town, the same schools which were used to select sample teachers were used. Three schools from each Awraja were used. In each school 25-50 students of grade five and six were selected randomly. Twenty-seven percent out of the entire fifth and sixth grade student population was selected as samples. In brief, the sample consists of 2520 students out of 9266 fifth and sixth grade students. These grade levels were selected because they are the end of elementary school . Besides, the effect of the content of the subjects on their aspiration may be seen since they are nearly to complete the elementary programme.

3.1.2.2 Administration of the Questionnaire

By presenting a letter of cooperation written by the Graduate School of Addis Ababa University to the education office of Eastern Gojjam, formal letters of Cooperation to the selected schools were given to the researcher.

During the administration of the questionnaire the researcher has tried his best to get independent responses from each respondent. To achieve the above precaution, the questionnaires were administered to teachers when they were in the classrooms at the beginning of any given period. Then, the teachers were told to complete and return the questionnaires before the class session ends up.

Concerning the student respondents, after having the list of 5^{th} and 6^{th} grade students from all the sections and selecting randomly the required number, the questionnaires were administered with the help of the class teacher within a given period. In cases when the schools had larger teaching staff and students, the same procedure was repeated on the other shift.

3.2 Procedures of Data Analysis

First, the result of an examination of the contents of the sample textbooks are put both in tables. And based on this, the contents are analyzed. The interpretation, analysis and ensuing discussion, therefore, are based on the results obtained.

While analysing two analysts were assigned for each subject area. The analysts were asked to check their work for accuracy and precision. Infact, to ensure the quality of data two subject teachers were required to analyse the same textbook simultaneously (eight subject teachers of more than ten years service, for the four subject areas). However, the analysts did not know who else was working on the same text book. After the work is finished the investigator examined the work of the two subject teachers and his own work. There was no much difference between their work and it was accepted.

Next, the responses obtained from the questionnaire items are tabulated, interpreted and analyzed. These are used to indicate the students attitude towards manual and white-collar work.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Interpretation and Analysis of Results

In order to validate the major ideas and the basic questions of the study, data obtained from textbook analysis, and questionnaire are presented in this chapter. This part of the study is, therefore, concerned with interpretation, analysis of data, and discussion on the findings.

4.1.1 Analysis of Textual Content

Following are three tables in which the content analysis of the twenty-one textbooks are summarized.

4.1.1.1 Paragraphs

All of the paragraphs in the twenty-one textbooks were counted and categorized as having no work reference or if having work-reference as referring to white-collar only, to blue-collar only or neutral. The result for the four subjects are shown below.

Table 1

Number of paragraphs and category of work which the Elementary Curriculum Gives Emphasis.

Subjects	Grades		White-collar	Blue-collar	Neutral	Paragraphs
Amharic	1	NO.	5	13	29	47
		%	10	28	62	100
	2	NO.	7	30	50	87
		%	8	35	57	100
	3	NO.	0	34	102	136
		%	0	25	75	100
	4	NO.	3	24	102	129
		%	2	24	74	100
	5	NO.	4	29	88	121
		%	3	24	73	100
	6	NO.	0	60	95	155
		%	0	39	61	100
Agriculture	1	NO.	0	23	16	39
		%	0	59	41	100
	2	NO.	0	21	19	40
		%	0	51	49	100
	3	NO.	0	10	39	49
		%	0	20	80	100
	4	NO.	0	109	79	187
		%	0	58	42	100
	5	NO.	2	135	55	190
		%	10	71	29	100
	6	NO.	16	56	30	102
		%	16	55	29	100
Science	1	NO.	6	11	54	71
		%	8	15	76	100
	2	NO.	0	19	41	60
		%	0	32	68	100
	3	NO.	0	18	60	78
		%	0	23	77	100
	4	NO.	6	37	78	121
		%	5	31	64	100
	5	NO.	13	54	113	180
		%	7	30	63	100
	6	NO.	41	63	124	228
		%	18	28	54	100
Social studies	4	NO.	0	5	84	89
		%	0	6	94	100
	5	NO.	1	3	73	77
		%	1	4	95	100
	6	NO.	0	13	163	176
		%	0	7	93	100
Total		NO.	104	776	1496	2374
		%	4	33	63	100

Table 1.1

Summary of Paragraphs by Subject

Subject	Amharic		Agriculture		Social Science		Science		Total	
Element	No	%	No.	%	No.	%	No.	%	No.	%
Paragraphs without work reference	466	68	238	39	472	64	320	94	1496	63
Paragraphs with work reference	219	32	369	61	268	36	22	6	878	37
White-collar	19	3	18	3	66	9	1	-	104	4
Blue-collar	200	29	351	58	202	27	21	6	774	33
Total Number of paragraphs	685	100	607	100	740	100	342	100	2374	100

In the textbooks of the four subjects shown in Table 1, there are 2,374 paragraphs, out of which thirty-seven percent are work-referenced. Again, of these work-referenced paragraphs, thirty-three percent are blue-collar-referenced and four percent are white-collar work-referenced. Sixty-three percent of the paragraphs are without work reference or neutral.

A closer look at Table 1 shows that there are no white-collar-referenced works in Amharic (3rd and 6th grades), science (2nd and 3rd grades), Agriculture (1st, 2nd, 3rd and 4th grades), and social studies (4th and 6th grades). The white-collar-referenced works are relatively high in agriculture (6th grade), and science (6th grade).

The blue-collar-referenced paragraphs are relatively high in Agriculture, and relatively low in social studies. Table 1 shows clearly that the neutral paragraphs are relatively high in social studies in all grades (4th, 5th and 6th): that is, more than ninety percent. From this it could be assumed that most of the paragraphs (sixty-three percent) are neutral and those paragraphs which are work-referenced are blue-collar biased.

Table 2

Elementary School Curriculum and the Incorporation of Practical Work

No.	Alternatives	Teacher respondents	
		No	%
1.	It incorporates practical work.	133	17.59
2.	It doesn't incorporate practical work.	623	82.41
	Total	756	100

To a question posed to find out whether or not the elementary school curriculum has incorporated practical work (Table 2), eighty-two percent said it doesn't incorporate practical work and eighteen percent said it incorporates practical work. Perhaps on the basis of what the respondents have reflected, it may be argued that those teacher-respondents who teach practical subjects like handicraft believe that the whole elementary school curriculum incorporates practical work. But as shown in the table, most of the respondents do not believe that the curriculum has practical and useful activities to prepare children to life.

4.1.1.2 Occupation

Table 3

Types of occupations in Four Subjects

Inorder of Frequency

No	Occupation	Frequency
* 1	Farmer	106
2	Teacher	70
* 3	Factory worker	15
* 4	Cattle breeder	13
* 5	Bee keeper	8
6	Veternary Doctor	8
* 7	Carpenter	7
8	Doctor	5
9	Merchant	5
10	Scientist	4
- 11	Soldier	4
* 12	Weaver	4
- 13	Guard	4
* 14	Cow boy	3
* 15	Pottery	3
* 16	Black smith	3
17	Administrator	3
18	Agricultural expert	3
19	clerk	2
20	Athletes	2
* 21	Gold smith	1
* 22	Mason	1
* 23	Electrician	1
24	Artist (Picture)	1

N.B

* Blue-collar occupations.

\- Military occupations.

In all the four subjects a total of twenty-four different occupations were mentioned which refer to white-collar and blue-collar occupations. Of all these occupations, fifteen were mentioned less than five times each. Twelve different occupations were mentioned for the blue-collar referenced work and ten were mentioned for white-collar referenced work. Of the twelve blue-collar occupations, seven were mentioned less than five times and of the eleven white-collar occupations six were mentioned less than five times.

The most frequently mentioned blue-collar occupation was farming (f=106) which was followed by factory work (f=15), and cattle breeding (f=13). The less frequently mentioned blue-collar category includes Gold Smith (f=1), Mason (F=1) and electrician (f=1).

The most frequently mentioned in white-collar category of work is Teaching (f=70), followed by veternery (f=8) and medicine (f=5) while the least frequently mentioned is Artist (f=1).

An overview of the frequency of different occupational categories is contained below.

Table 4

Frequency of Different Category of Occupations by Subject

Subject	Frequency of Blue-Collar category		Frequency of White-Collar category	
	No	%	No	%
Amharic	41	24.56	40	36.70
Agriculture	90	53.89	42	38.53
Science	15	8.98	20	18.35
Social studies	21	12.57	7	6.42
Total	167	100	109	100

4.1.2 Analysis of Pictorial Content

The total number of pictures in the textbooks for all the sample subjects was counted. From this total number of pictures, work-oriented-reference pictures were extracted and the number of pictures with white-collar only, with blue-collar and with neutral pictures were counted for each subject. The results are shown in Table 5.

Agriculture, Amharic and science have relatively high frequency of different occupations which are categorized under white-collar:42,40 and 20 respectively. In the subject, intended to be specifically work-oriented, Agriculture, the frequency of different occupations mentioned is the highest blue-collar = 90, white-collar: 42. The least frequent in both category is seen in science for blue-collar and in social studies for white-collar which is fifteen and seven, respectively.

4.1.2 Analysis of Pictorial Content

Table 5

Number of pictures by Subject

Pictures	Amharic		Agriculture		Science		Social studies		Total	
	No	%	No.	%	No.	%	No.	%	No.	%
Pictures which are work-oriented	41	12	242	55	295	33	84	32	662	34
Number of pictures with white-collar reference	12	4	2	1	63	7	12	5	89	5
Number of pictures with blue-collar reference	29	8	240	54	232	26	72	27	577	29
Number of pictures which are neutral	301	88	199	45	601	67	182	68	1283	66
Total Number of pictures	342	100	441	100	896	100	266	100	1945	100

As shown in Table 5, of all 1945 pictures in the sample textbooks, 662 have work references. Out of these twenty-nine percent are blue-collar reference pictures, only five

percent are white-collar reference pictures. Many (sixty-six percent) of the pictures are neutral. The ratio of blue-collar to white-collar reference picture by subject, if calculated, would show higher in all subjects. Looking at the subject separately we see the following ratios.

Subject	White-collar, Blue-collar Picture Ratio
Amharic	1: 2.4
Agriculture	1: 120
Science	1: 3.6
Social studies ...	1: 2.5

If the ratio of white -collar to blue-collar referring to pictures in each subject is considered it is found that, the ratio of pictures favours blue-collar works in all cases, for example 1:120 in Agriculture, 1:3.6 in science, and 1:2.5 in social studies, as well as 2.4 in Amharic.

4.1.3 Responses of Students and Teachers

The student respondents were asked to indicate:

(1) to what level do they aspire to educate themselves.
(2) the job they would prefer if they had a choice.
(3) what benefit or outcome they expect from their education.
(4) their feeling about doing manual work.

Table 6

Level of Education Students Aspire

No.	Alternatives	Respondents	
		No	%
1.	Primary	33	1
2.	Secondary	117	5
3.	Higher education, Professional	2069	82
4.	Vocational/Technical Institutes	301	12
	Total	2520	100

Table 7

Types of occupations Aspired by Elementary Students inorder of Frequency

No	Alternatives	Respondents	
		No.	%
* 1	Medicine	617	24.48
* 2	University professorship	523	20.75
* 3	Administration	511	20.28
* 4	Airmanship (pilot)	238	9.44
* 5	Science	141	5.59
* 6	Business	101	4.01
* 7	Office-clergy	99	3.93
* 8	Teaching	63	2.5
* 9	Law	51	2.02
10	Automobile Driving	37	1.47
11	Athletics	31	1.23
* 12	Religion Leadership	24	0.95
[illegible]	[illegible]	20	0.79
* 14	Philosophy	18	0.71
* 15	Political Leadership	14	0.56
16	Technic	13	0.53
17	Agriculture	11	0.44
18	Factory work	8	0.32
19	Military	-	-
20	Military (official)	-	-
21	Carpentry	-	-
22	Artisanship	-	-
23	Barberry	-	-
24	Watching (Watchman)	-	-
25	Janitor (office cleaning)	-	-

* White-collar occupations

Table 8

Students Opinion on the use of the Existing Curriculum of Agriculture

No.	Alternatives	Respondents	
		No.	%
1	It is interesting because it is related to real life.	41	2
2	I am not taught its practical aspects, so it is not useful	211	8
3	I don't want to be a farmer, so I am not interested.	2217	88
4	I am interested in farming because I want to be a farmer.	51	2
	Total	2520	100

Table 9

The Feeling of Students Whether Doing Manual work is Degrading or Not.

No.	Alternatives	Respondent	
		No.	%
1	Yes	1782	71
2.	No	738	29
	Total	2520	100

Table 10

The Reasons for Negative Attitude Towards Doing Manual Work

No.	Alternatives	Respondents	
		No.	%
1	Those who do manual work are outcast in the society.	73	10
2	Educated people should be assigned in the office.	271	37
3	The education prepares men for non-manual work.	147	20
4	Naturally I dislike manual work.	58	8
5	Manual work is for non-educated people	189	25
	Total	738	100

As shown in Table 6, more than eighty-two percent of the respondents aspire to educate themselves up to higher education level. In contrast, relatively few students anticipate to stop their education at secondary level. In another words, only twelve percent of the respondents aspire to join Vocational or Technical Institutes. When it is compared with those who aspired up to secondary level (five percent), it is better. The data in this table show that there is a belief that when the number of years of schooling increases the wage increases. This is clearly shown in Table 7 where the students respond about the occupation they aspire to join. Table 7 shows that the first five occupations which the elementary students aspired to join or be are medicine, university professorship, Administration (management), pilots, and science. A relatively high percentage of the respondents (24.48 percent) indicated desires to become future medical practitioners while 20.75 percent wished to become university professors. Administration came third in the choice of occupation while pilot and science were in the fourth and fifth positions, respectively.

Teaching was preferred by 2.5 percent of the students while clerical work was preferred by 3.93 percent. No willingness is shown by respondents to be soldier, Military Officer, traditional handicrafts like weavery, pottery, Gold smith, Carpentry, others like barberry, Janitor, Guarding, etc. Therefore it can be said that most of the students aspire to join occupations which are under the category of white-collar. Even the occupation which is considered as the back bone of Ethiopian economy is aspired only by 11 students (0.44 percent) out of the 2520 respondents. When the students were asked their opinion on the use of the existing curriculum of Agriculture, a relatively high percentages of the students (eighty-eight percent) don't want to be farmers for they are not interested. Only two percent of the respondents are interested to be farmers, and the other eight percent claimed that they are not taught its practical aspects and so it is not useful.

Table 9 shows that seventy-one percent of the students believe in that doing manual work is degrading and only twenty-nine percent of the students accepted that doing manual work is not degrading. When asked for their reasons not to do manual work, relatively high percentage of the students (thirty-seven percent) said that educated people should be assigned in the office while twenty percent claimed that Ethiopian education prepares students for non-manual work. Eight percent said that they naturally disliked manual work and twenty-five percent believe that manual work is for non-educated people. The other response is related with the cultural belief of the society. Thus ten percent responded that those who do manual work are outcast and undermined by the society. All responses show that students have developed negative attitude towards manual work. This was confirmed by teachers' responses which is shown in the following table.

Table 11

The Elementary School Curriculum and the Attitudes it Develops Among Students Towards Physical Labour

No.	Alternatives	Respondents	
		No.	%
1	It develops among students negative attitude towards physical labour.	551	72.88
2	It doesn't develop among students negative attitude towards physical labour.	205	2.12
	Total	756	100

As shown in Table 11, more than seventy-two percent of the teacher respondents claimed that the elementary curriculum caused on students to develop negative attitude towards physical labour while two percent agreed that the curriculum didn't cause on students to develop negative attitude towards physical labour.

The students' responses also indicated that their expectation on the benefit of education. Table 12 shows students' expectation from education.

Table 12

The Benefit or Outcome Expected from Education by Students

No.	Alternatives	Respondents	
		No.	%
1	It will help in getting a job in the town/ city	1594	63
2	It will help in running a business.	523	21
3	It will increase the social status.	357	14
4	It will help me in running modern farming	46	2
	Total	2520	100

As shown in Table 12, Sixty-three percent of the respondents expect to get job in towns. In contrast relatively few students (two percent) anticipate being involved in modern farming on the basis of their education. This may be explained by the fact that a great deal of the students have developed negative attitude towards farming for most of the farmers in Ethiopia use backward farming systems the result of which is only for their consumption. Twenty-one percent expected from their education to help them in running a business while fourteen percent believe that their education in any way increases their social status.

Concerning the expectation of students in getting job in towns the teacher respondents gave their opinion in the following manner.

Table 13

The Extent to which the Curriculum is Helpful to Establish Life at Towns

No.	Alternatives	Respondents	
		No.	%0
1	Quite helpful	62	8.20
2	Partially helpful	290	38.36
3	It will fail to help	404	53.44
	Total	756	100

Table 14

The Satisfaction of Teachers with the Present Education which they Teach.

No.	Alternatives	Respondents	
		No.	%
1	Quite satisfied	138	18.25
2	Partially satisfied	281	37.17
3	Not at all satisfied	337	44.58
	Total	756	100

Table 15

Causes of Teachers Dissatisfaction

No.	Alternatives	Respondents	
		No.	%
1	The school is detached from reality.	149	44
2	The school education does not prepare students for life.	150	45
3	Have no idea	38	11
	Total	337	100

The majority (fifty-three percent) of the teacher respondents, as shown in table 13, seem to believe that the curriculum is not helpful for students to establish life in towns. More than thirty-eight percent said that it helps partially while eight percent believe that it helps fully to establish life in towns.

On a more general level, it may be said that a good number of the teachers understood that the existing curriculum will not prepare students for life in the future. Because of this, more than forty-four percent of the teacher respondents are not at all satisfied with the existing education which they teach. Only eighteen percent said they are quite satisfied and thirty-seven percent partially satisfied. The majority (forty-five percent) of the respondents took as the cause for their dissatisfaction that the existing school education does not prepare students for life while forty-four percent believe that the school is detached from reality.

Thus it seems that when the curriculum was designed the elementary school teachers were not participants and inviting experienced school teachers in the preparation of school curriculum seems to have great importance when one sees in relation to the above data.

4.2 Discussion of Findings

The results of the investigation indicate that the textbooks in use at the present time in the elementary school classes contain relatively very low percentage (Thirty-seven percent) of work oriented paragraphs. Twenty-one textbooks were investigated but a close examination of these books, in relation to the importance in the future life of the learners, has revealed that they seem not to be adequate and helpful.

The examination of each subject shows that the subject which is expected to carry more work-oriented contents - Agriculture- has relatively high blue-collar referenced paragraphs. But, as Tekeste's (1990:33) report noted, eighty-three percent of Ethiopian schools have no access to agricultural plots. For example, as the report of eastern Gojjam Educational office statistics shows, in the region out of 336 elementary schools which encompasses 1577 classrooms, there are only 36 classrooms which serve for practical activities like handicrafts. This indicates that 300 schools in the region have no classrooms for practical activities; thus teachers seem to be forced to turn the contents which include practical activities into a purely theoretical exercise. (Annual Statistics of Eastern Gojjam Education Office, 1992/3).

Though Agriculture, (the backbone of the country's economy) carried relatively high work-oriented paragraphs compared to the other sample subjects, it seemed not to succeed to develop positive attitude towards farming for most of the schools have no agricultural plots which are helpful to practice. And most of the farmers in the country have low income. Only two percent of the respondents are interested to be farmers. Most of the students aspire highly professional occupations which take longer years of schooling. The result confirmed Tekeste's (1990:87) argument. According to him it can be argued that it is a waste of resource to teach, for instance, agriculture to the urban youth since it is known that future opportunities for many of them to become farmers are minimal. On the contrary, it seems that it would make a great deal of sense to take education into the countryside and teach agriculture to peasants who are already practicing it. But this seems to require a great deal of rethinking about education, especially formal education.

Tekeste's argument is supported by the response of students - eighty-eight percent don't want to join in Agricultural occupation. To give clarity to this conception,

Heyneman (1971:83) noted that whether agriculture or rural vocational biases are introduced will not influence their basic orientation to acquire enough training to provide an income, security and personal satisfaction, which, at the present time, continues for economic reasons to be salaried employment and not agriculture. At the present time, societal attitudes are found to be more influenced by profit maximization than by spontaneous desires for self-sacrifice to the nation. So, if assured of an income equivalent to non-agricultural employment school leavers will readily assent to becoming farmer. But, it can be said that the Agriculture curriculum of the Ethiopian elementary schools which is intended to be more work-oriented missed its goals and couldn't attract more students to the field.

When the blue-collar and white-collar paragraphs are compared, the blue-collar work reference paragraphs are relatively high (twenty-nine percent). But, though the white-collar work reference shared only five percent of all the paragraphs in the text books, when it is looked in the case of the students' future work aspiration, it was aspired by 2352 students out of 2520 which is 93.33 percent. Hence, this clearly shows that specially manual work is not accepted by most of the elementary school students. So, the content of the Ethiopian elementary school curriculum seem fail to develop positive attitude towards manual work. The education couldn't change some cultural influences outside the school which affects students occupational aspiration. In general, this contention seems to be in accord with Girma (1964:97), who indicated that traditionally, as persons engaged in some kind of manual work was considered to have been possessed with some sort of evil spirit. This belief seems to have persisted to this day. so, the education should be able to change these kinds of beliefs.

Sixty-six percent of the sample textbooks have no relation with work (neutral). And this is confirmed by the responses of teachers. Eighty-two percent of the teachers do

not believe that the elementary curriculum has practical and useful activities to prepare children for future life. Students only aspired to join professional or white-collar works which can be achieved through many years of schooling. This confirms Tekeste's (1990:81) argument. According to him an occupation in the public sector is most often considered as a compensation for the number of years of schooling the new employee had invested. In the public sector, wages are fixed according to the number of years of schooling (evidenced by certificates and diplomas) rather than by the complexity of the task to be performed initially designed to encourage students to continue their studies up to university level. This practice produced the familiar situations of excessive competition for diplomas. And there seems to be in a very strong attitude in Ethiopia not to take the work place as a stage for rendering service to the public.

The tradition of awarding through progressively higher wages those who stay in school longer, seem a misconception of the role of education that should be resolved. Because those occupations incorporating manual labour which render much service to the society are neglected by the would-be workers of the nation.

Though, in the textbooks those occupations like agriculture, teaching, factory working, cattle breeding, and bee keeping are mentioned more than others, they are not favoured by students. This seems so because the mentioned occupations are conceived as poorly paying and low in prestige. It might sometimes be argued that, since these occupations render much service to the society, they have to be favoured by students. But this explanation seems to be far-fetched. In a sense, some kind of service is implied in any kind of job whether one is a medical doctor, manager, or university professor. Therefore, it is reasonable to assume that white-collar professions attract young people not because of the opportunities they provide to do social service, but because of the opportunity they get to earn

money and status in the society. For example, clerical job was preferred by ninety-nine rural students. This being a white-collar job seems to have some prestige value in the eyes of the rural population. But the proper attitude which should have been developed (and also which should be developed in the future) is that any form of work which is of real service to the community should have been worthy of esteem, all that if the individual truly accomplishes his work properly the society should have been recognized his worth. And to develop such kinds of attitudes, education should play significant role. But the existing education system has failed to play the above mentioned role.

The situation appeared grave as most of the students are not willing to become carpenters, weavers, potters, soldiers and gold smith. Therefore, the traditional negative attitude towards artisanship seems tilted the balance of education towards academic learning.

The above discussion shows that the elementary school curriculum is not work-oriented and couldn't change the students attitude towards work in relation to the service, the occupations implied for the society.

On the analysis of the contents of the sample textbooks farming took the highest frequency (F=106), followed by teaching (F=70). The insertion of descriptive paragraphs in the textbooks in relation to the mentioned occupation should have been aroused a certain amount of objective interest and positive attitude in the students, but contributed nothing to the development of the kind of attitude towards work which can be aspired based on the kind of service rendered for the society. some important work-oriented topics in Agriculture like bee-keeping, and in science also agricultural activities, come at the end of a chapter with no apparent connection with what precedes. Their position at the end of the chapter as an irrelevant addition even facilitates skipping them altogether by the teacher.

The social studies textbooks are the textbooks in the sample which do not include much work-oriented paragraphs. Ninety-four percent of the paragraphs are nor work -oriented. Only six percent of the paragraphs have some work inclination. One of the expected outcomes stated that the student should develop positive attitude towards all craftsmanship and other professions with the objective which says "Appreciate all professions and accept their importance in the fulfillment of the material needs of society at large" (MOE, 1984:86). But the examination of the contents of the social studies indicates that such kinds of outcomes can not be expected from paragraphs from which only less than six percent of the overall social studies textbooks are work-oriented. In addition to this, no student aspired in his/her responses to join any occupation which is related with craftsmanship.

Having begun with the presentation of the introduction of the immediate environment-the village in the first grade, the social studies' textbooks deal with to global social and physical environment incorporating more or less completely neutral paragraphs relatively irrelevant to the future work life of the student. In table 4, the overall social studies contents carried no white-collar work. All the six percent work-oriented paragraphs are categorized under blue-collar work reference. The preponderance of unrelated neutral phrases and paragraphs in the textbooks greatly reduced the concentration of work-oriented emphasis in the tabulation.

In Amharic and science textbooks the work-oriented paragraphs are relatively low; thirty-two percent and thirty-six percent respectively. Though unsatisfactory in relation to work orientation, they have relatively better paragraphs emphasizing work, when compared with the social studies textbooks.

The science textbooks stand alone as the single elementary text where there has been an attempt for continuity of trying to develop creative thinking, but the value of this focus has been dissipated and lost due to failure to relate it more of with practical aspects which can be useful for the future work-life of the students. And the greatest emphasis becomes an entirely neutral set of paragraphs (sixty-four percent). Though two of the objectives read "Acquire practical skills for changing and utilizing simple objects, phenomena and process in their immediate environment nationally" and "Acquire fundamental knowledge of science from their immediate environment for the present and future life inside and outside the school" (MOE, 1984:7-17), the students opinion on the use of science curriculum in their day to day activities is negative. Eighty-two percent of the students claimed that school science does not help in any way as it is not related to real life. Only five percent of the respondents accepted the existing science curriculum as it is related to real life. This shows that there is discrepancy between the objective and the content and also the students opinion. The opinion of the student clearly indicates that the expected outcomes are not gained.

The data in relation to the pictures in the sample textbooks reveal that, relatively high percent of the pictures have no relation with physical work. Sixty-six percent of the pictures are neutral. There are isolated instances where a picture has been juxtaposed with a descriptive paragraph with which it has a work-oriented relationship. The drawings have been coordinated with the content of the paragraphs; as the result of this, almost the neutral paragraphs and the neutral pictures percentages are relatively proportional. That is, as neutral paragraphs have the highest percentage in the sample textbooks, the same is true with percentage of the pictures.

The relatively highest percentage of work-oriented pictures reflect blue-collar references when compared with white-collar. In the high frequency activities, reflected in pictures for both categories of work, there is a relatively strong bias in favour of blue-collar work 2 to 120 times more picture activities for blue-collar categories of work. However, this does not create any impact on pupils' interest and motivation, on the aspiration of students as expected, for most of the pupils are strongly attracted to white-collar categories of occupations as shown on table 7.

The period allotment (See appendix three) shows that no attention is given particularly to subjects which are work-oriented. For example, it is clearly seen that Agriculture and Handicraft are given the least number of periods per week. Only one period for 1^{st}-3^{rd} grades and 2 periods only for 4^{th} -6^{th} grades are given for the mentioned subjects. Hence, it can be assumed that the emphasis given to practical subjects is less when compared with the other subjects like Amharic, English and Mathematics. This may have a negative influence on the students interest and motivation towards the practical subjects.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was concerned with the examination of the existing sample elementary school textbooks. The purpose of the investigation was to discover whether or not the textbooks are work-oriented and whether they contribute or not to the future work life of the student. There was also a concern to find out the students' work expectations developed as a result of their schooling.

Two major instruments were used to collect data: textbook content analysis, and questionnaire. In order to investigate whether the primary school curriculum is work-oriented or not, content of the textbooks of Amharic, social studies, Agriculture, and Science were analysed using stratified sampling. In addition to sample textbooks of elementary schools, 756 sample teachers out of 2378 teachers and 2520 sample students out of 9266 5th and 6th grade students from seven Awrajas of Eastern Gojjam Administrative region were drawn. Two forms of questionnaire - one for students and the other for teachers were used. The results of an examination of the contents of the sample textbooks were put both in number and percentage. The responses obtained from the questionnaire items were tabulated, interpreted and analysed. Accordingly, the following major findings were obtained.

First, the majority (sixty-three percent) of the paragraphs within the twenty-one textbooks are without work reference (they are neutral). The neutral paragraphs are relatively high in all grades (4th, 5th, 6th) in social studies which encompasses more than ninety percent. Hence, there is no balance between work-oriented and neutral paragraphs in the texts.

Second, the attempt to identify the work-oriented paragraphs in the four subject textbooks has resulted that thirty-seven percent of the paragraphs are work-oriented. Out of these work-referenced paragraphs, thirty-three percent are blue-collar work-referenced paragraphs and only four percent are white-collar work referenced.

As regards the inclusion of white-collar referenced works, there are no white-collar referenced works in Amharic (3^{rd}, 6^{th}, grades), Agriculture (1^{st}, 2^{nd}, 3^{rd}, 4^{th} grades), science (2^{nd}, 3^{rd} grades) and social studies (4^{th} and 6^{th} grades). And the white-collar referenced works are relatively high in Agriculture (6^{th} grades), and science (6^{th} grade). This shows that there is no balance between white and blue-collar referenced paragraphs.

Third, results obtained with regard to the frequency of occupations in the textbooks, the most frequently mentioned blue-collar occupations were farming (f=106), factory work (f=15) and cattle breeding (f=13), while the most frequent mentioned occupations in white-collar category are teaching (f=70), veterinary (f=8) and medicine (f=5). Relatively much emphasis is given to blue-collar occupations when compared between the two categories.

Fourth, less than one-third of the pictures in the textbooks are work-oriented. There are more than five times as many blue-collar as white-collar referenced pictures. Sixty-six percent of the pictures are neutral. The ratio of pictures favours blue-colar works in all cases or subjects.

Fifth, with regard to the educational aspiration of elementary school students, more than eighty-two percent of the respondents aspire to study up to higher education level. And only twelve percent of the respondents aspire to join the Vocational/Technical Institutes.

Sixth, the quest to find out the students occupational aspirations has revealed that, contrary to the contents of the textbooks, their occupational aspiration is inclined to white-collar categories of occupations. Accordingly, most of the students aspired to be medical doctors, university professors, administrators (managers), pilots and scientists. In contrast, no willingness is seen by the respondents to be soldier, military officer, carpenter, traditional handicrafts, like weaver, potter, gold smith, black smith etc. And eighty-eight percent of the respondents don't want to join agriculture.

Seventh, results obtained with regard to occupations which are manual has revealed large differences among the student respondents. Consequently, many (seventy-one percent) of the students believe that doing manual work is degrading, while some (twenty-nine percent) accepted that doing manual work is not degrading.

Again, the attempt to find out the reasons why the students said that doing manual work is degrading revealed three reasons. Thirty-seven percent said that educated people should be assigned in the office while twenty percent claimed that Ethiopian education prepares students for non-manual work. Twenty-five percent of the elementary school student samples believe that manual work is for non-educated people. Ten percent responded that those who do manual work are outcast and undermined by the society.

Finally, as regards to the overall opinion on the existing curriculum in relation to the future life of students, the teacher respondents have exhibited slight differences. To this end, relatively, many (fifty-three percent) are of the opinion that "the existing curriculum will not prepare students for life in the future". The remaining thirty-eight and eight percent have given their response as "the curriculum helps partially for life in the future" and "It doesn't help for future life of the students", respectively.

5.2 Conclusions

From the findings it can be concluded that in most aspects the textbooks do not contain a balanced proportion of contents which reflect work-orientation. Instead they exhibit a neutral paragraph-bias. Though the few work-oriented paragraphs reflected a blue-collar category of work-bias, they fail to develop on students positive attitude towards manual work. The data of the students response revealed that they highly aspire white-collar category occupations which need highly professional training. The data from the teachers' responses also revealed that the teachers are not satisfied with the subject they are teaching for it has no use for the future life of the students.

Hence, it is a well known fact that textbook writing is a complex process in which careful planning is crucial for the production of quality books. The country's aspiration, socio-economic needs, manpower needs, etc do not seem to be thoughtfully considered when books were being prepared. In light of these ideas a series of recommendations are set forth.

5.3 Recommendations

1. As the national aim of education in Ethiopia is to create a productive generation in all fields of occupations whether manual or mental-that is needed for the development and prosperity of the nation, education has a leading role to play so the ideal of equity of any type of work which is useful to the society should be reflected in the text books.

2. In a country like Ethiopia, where traditional beliefs which undermine manual work and handicrafts still widely prevail, backwardness and underdevelopment exist. education must serve to avoid the beliefs that are

against productive works useful for the society by inculcating the use for manual work through reading materials and textbooks.

3. The hand and mind divorce, the school and real life separation should be avoided through the curriculum which should base itself upon research findings that recognize and take a full account of the overall implications it will have on the mentioned problems. And since education is the business of all, it should be made through the involvement of diverse constituency in which educators, education research workers, psychologists, sociologist teachers, parents, and other groups can take part.

4. Since most of the Ethiopian people live in rural areas, the education should influence pupils' attitudes, especially to create a habit of acceptance of, and positive motivation towards manual occupations of rural life.

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ANNEX 1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

EDUCATION FACULTY

DEPARTMENT OF CURRICULUM AND INSTRUCTION

MARCH 1993.

Questionnaire to be filled by Elementary School Students

NB. The following items are to be addressed to students of 5th and 6th grade who are attending class in 1993 academic year.

INTRODUCTION

Among the many efforts that are being made for improving education is the effort to plan and develop curricula which is related to the need of society and also to the future life of the learner. In this regard, in third world countries like Ethiopia, it has long been realized that the curriculum plan, if it is to become effective, must incorporate theory with practice. And should develop on students positive attitude towards any type of work whether manual or white-collar (Mental).

Viewed from this vantage point, this questionnaire is part of a study which is being made to produce a THESIS that will contribute to a professional overview of "AN ANALYSIS OF THE WORK-ORIENTED CHARACTER OF THE ETHIOPIAN PRIMARY SCHOOL CURRICULUM." Since the purpose of the study is to gather pertinent information as regards attitudes and opinions of those who are actually engaged in the learning process, your assistance and your frank responses will be much appreciated.

Thank you for your cooperation in Advance.

N.B. Please, do not write your name.

ANNEX 1

I. BIO DATA

Town _____

Awraja _____

Name of School _____

Sex _____

Age _____

Occupation of your father _____

II. INSTRUCTION. Please, encircle the letters of those items that appear with your choices.

1. To what level do you aspire to educate yourself?
   (a) Primary
   (b) Secondary
   (c) Higher education, professional
   (d) Vocational/Technical Institutes
   (e) Other (Specify) _____

2. What do you plan to do after you complete the level of education you aspired above?
   (a) Office worker
   (b) Enter into business
   (c) Enter into farming
   (d) Enter into factory
   (e) Others (specify) _____

3. What benefit or outcome do you expect from your education?
   (a) It will help in getting a job in the town/city.
   (b) It will help in running a business.
   (c) It will increase the social status.
   (d) It will help me in running modern farming.
   (e) Others (specify) _____

4. Do you feel that it is degrading to do manual work after having an education?
   (a) Yes.
   (b) No.

ANNEX 1

5. If you feel that it is degrading, which of the following do you think the reason?
   (a) Those who do manual work are out cast in the society.
   (b) Educated people should be assigned in the office.
   (c) The education prepares men for non-manual work.
   (d) Naturally I dislike manual work.
   (e) Manual work is for non-educated people.
   (f) Other (specify) _____

6. If you are interested in practical work, which one of the following would you prefer for your area of specialization?
   (a) Agriculture
   (b) Home economics
   (c) Handicrafts
   (d) Carpentry
   (e) Mechanic
   (f) Other (specify) ____

7. In what way is the language part of the curriculum of the school going to help you in your day-to-day life?
   (a) It helps to understand the environment of the rural areas.
   (b) It encourages reading other books.
   (c) It increases the ability to think.
   (d) It helps in writing letters and in the exchange of ideas.
   (e) It does not help in any way as the curriculum is not related to life situation.
   (f) Other (specify) _____

8. What is your opinion about the science curriculum?
   (1) It is interesting because it is related to real life.
   (b) School science helps in the day-to-day work.
   (c) School science does not help in any way as it is not related to real life.
   (d) Other (specify) _____

ANNEX 1

9. What is your opinion about the social studies curriculum?
   (a) It is interesting as it deals with theories of social development.
   (b) It helps in understanding the society and social structure.
   (c) The subject is not suitable as there is almost nothing in it about the rural areas.
   (d) I do not like the subject as it includes more things about foreign countries than my own.
   (e) Other (specify) _____

10. What is your opinion about the curriculum of Agriculture?
   (a) It is interesting because it is related to real life.
   (b) We are not taught its practical aspects so it is not useful.
   (c) I don't want to be peasant, so I am not interested.
   (d) I am interested because I want to be farmer.
   (e) Other (specify) _____

11. What is your over all opinion about existing curricula?
   (a) Highly suitable and realistc.
   (b) It is entirely divorced from reality.
   (c) It contains too much about urban environment.
   (d) It contains too much about rural environment.
   (e) Other (specify) _____

ANNEX 1

12. Of the jobs listed in this question, which is the best one you are really aspire to get when your schooling is over? (make (✓) sign)

_____ Agriculture
_____ Teaching
_____ Automobile Driving
_____ Military
_____ Business
_____ Science
_____ Medicine
_____ Religion Leadership
_____ Carpentry
_____ Athletics
_____ Artisan ship (Weavery, Pottery, Gold Smith)
_____ Technic
_____ Philosophy
_____ Political leadership
_____ University professorship
_____ Barberry
_____ Law
_____ Watching (Guarding)
_____ Office clerky
_____ Janizrian
_____ Factory work
_____ Postman-ship
_____ Aeroplane piloting
Other (specify)
_____ _____

ANNEX 2

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
EDUCATION FACULTY
DEPARTMENT OF CURRICULUM AND INSTRUCTION
MARCH, 1993.

Questionnaire to be filled by Elementary School Teachers

INTRODUCTION

Among the many efforts that are being made for improving education, one of the most significant and potential most for reaching trends is to relate education with the needs of society and also with the future life of the learner. In this regard, in the third world countries like Ethiopia, it has long been realized that the curriculum plan, if it is to become effective must incorporate theory with practice. And should develop on students positive attitude towards any type of work whether manual or mental (white-collar).

Viewed from this vantage point, this questionnaire is part of a study which is being made to produce a THESIS that will contribute to a professional overview of "AN ANALYSIS OF THE WORK-ORIENTED CHARACTER OF THE ETHIOPIAN PRIMARY SCHOOL CURRICULUM". Since the purpose of the study is to gather pertinent information as regards current perceptions, attitudes and opinions of those who are actually engaged in the teaching process, your assistance and your frank responses will be much appreciated.

Thank you for your cooperation in Advance.

N.B. Please, do not write your name.

ANNEX 2

PART I BIO DATA

Name of School _____

Town _____

Awraja _____

INSTRUCTION: Please put ( ) mark in the dash in front of those items that appear with choices and write in brief, what you think is appropriate to the open-ended ones.

1. Sex (a) Male ___
   (b) Female ___
2. Age (a) Less that 20 years ___
   (b) From 21-25 years ___
   (c) From 26-30 years ___
   (d) From 31-35 years ___
   (e) More than 36 years ___
3. Your experience in the field of teaching.
   (a) From 1-4 years ___
   (b) From 5-8 years ___
   (c) From 9-12 years ___
   (d) From 13-16 years ___
   (e) More than 17 years ___
4. Names of subjects you are teaching.

   _____

   _____
5. Level of grades you are teaching.

   _____

   _____
6. Number of classes you teach.

   _____

   _____
7. Average number of students in classes you teach.

   _____
8. Weekly class load.

   _____

ANNEX 2

II. INSTRUCTION: Please; encircle the letters of those items that appear in front of your choices.

1. Does the elementary school curriculum encourage students to memorize only?
   (a) It encourages students to memorize only.
   (b) It doesn't encourage to memorize.
2. Does the present school curriculum develop among students negative attitude towards physical labour?
   (a) It develops among students negative attitude towards physical labour.
   (b) It doesn't develop among students negative attitude towards physical labour.
3. Does the present elementary curriculum incorporate practical work?
   (a) It incorporates practical work.
   (b) It doesn't incorporate practical work.
4. Is the present school curriculum helpful in developing creative thinking among students?
   (a) It is helpful in developing creative thinking among students.
   (b) It is not helpful in developing creative thinking among students.
5. How much does the school curriculum help the students who remain in the countryside to get established in life?
   (a) Quite helpful.
   (b) Partially helpful.
   (c) It will fail to help.
   (d) Other (specify) _____
6. How much does the school education help the students who will go to towns to get established in life?
   (a) Quite helpful.
   (b) Partially helpful.
   (c) It will fail to help.
   (d) Other (specify) _____

ANNEX 2

7. What kind of practical work (activities) might be included in the school curriculum inorder to link the students' learning with their future work?
   (a) To acquaint students with the village level vocational activities ...
   (b) To teach handicrafts in the school ....
   (c) To involve students in creative and problem solving activities ....
   (d) To teach different vocational subjects in school ...
   (e) Other (state) _____
8. Are you satisfied with the present education which you teach in the school in respect of earning a livelihood?
   (a) Quite satisfied.
   (b) Partially satisfied.
   (c) Not at all satisfied.
   (d) Others (please mention). _____
9. If you are not satisfied with the present education you teach, please mention the cause of your dissatisfaction?
   (a) The school is detached from reality ...
   (b) The school education does not prepare students for life.
   (c) Have no idea.
   (d) Other (please mention) _____
10. Does the present elementary school curriculum related to the need of the society?
   (a) It is related to the need of the society.
   (b) It is not related to the need of the society.
11. What steps, do you think, should be taken to make school education more related to the need of the society and the future life of students?

_____

_____

_____

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ANNEX 3

Period Allotment Grade 1-6

S.No.	Subjects	Grades					
		1	2	3	4	5	6
1	Amharic	10	10	7	4	4	4
2	English	–	–	4	5	5	5
3	Mathematics	6	6	5	5	5	5
4	Science	2	2	2	3	3	3
5	Agriculture	1	1	1	2	2	2
6	Social Science	1	1	2	3	3	3
7	Handicrafts	2	2	2	2	2	2
8	Home Economics	1	1	1	2	2	2
9	Physical Education	3	3	2	2	2	2
10	Art	2	2	2	1	1	1
11	Music	2	2	2	1	1	1
		30	30	30	30	30	30

Source: MOE, (1984). The Ethiopian School Syllabuses. Addis Ababa. (Unpublished).